



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2020-21

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PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: I
Session 2020-21


| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|---|--|--|
| February Total Periods 6 | <u>Cursive Writing</u> - Capital and Small | Cursive alphabets chart Alphabet song- https://youtu.be/yB8-Dn9s4Ko Workbook | <u>Art Integration:</u> Letter formation <u>Music Integration:</u> Singing-The Alphabet Song <u>Music Integration:</u> <u>Dancing- Acting :</u> As the alphabets <u>CAT:</u> <u>Videos</u> | Matching of capital cursive with small cursive Oral narration of alphabets Work Sheets Quizzes | Ice Breaking- Alphabet Song Introduction to cursive Objective: Hand lettering is an Art form where children develop the skill of writing Teaching students about proper spacing between words and letters is one of the important handwriting objectives because it teaches students how to present their writing in a way that helps them communicate with others. To practice lowercase and uppercase letters in Cursive, working their way through the alphabet. | Children are able to write the entire cursive alphabets in lower case and capital letters.  Children are able to identify letters simply by seeing them on paper. Differentiates between small and capital Letters in print. Students know how to present their writing in a way that helps them communicate with others. |

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|---------------------------------------|-------------------------------|--|---|---|--|--|
| <p>March Total 26 Periods</p> | <p><u>A/E/I/O/U words</u></p> | <p>Video on sounds/Phonic drill https://youtu.be/yB8-Dn9s4Ko</p> <p>Flash Cards</p> <p>Word list will be made With each sound Cat/mat/pat/ Sit /bit/kit Sun/bun/run</p> <p>https://youtu.be/ugBiW7hINXA- Sight words</p> | <p><u>Art Integration:</u> Draw pictures with a,e,i,o,u</p> <p>Making Flash Cards</p> <p><u>Listening Skills</u> <u>Reading Skills:</u></p> <p><u>CAT:</u> Videos</p> | <p>Orals</p> <p>Reading</p> <p>Worksheets</p> <p>Quizzes</p> | <p>Ice breaking session: Video on Phonic sounds The aim of the teacher is to teach students the basic ideas about reading with phonics.</p> <p>To teach students how to read sight words. Sight word is a word that does not follow the normal phonic rules.</p> <p>To show students that when they read with phonics, they can read words by making the sounds of the letters. use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) develop phonemic awareness through activities focusing on different sounds,</p> | <p>They learn to associate words with pictures Names of familiar objects seen in the pictures</p>  <p>Recognizes letters and their sounds from A—Z</p> <p>Develop oral communication skills Develop writing techniques by using their creativity.</p> |

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| | | | | | emerging from the words in stories and texts | |
| | <u>Making words</u> | Flash Cards https://youtu.be/VxB_EmaaSh1c Learn to Read One Syllable Words https://youtu.be/WP1bIVh1ZQM See It, Say It, Sign It Letter Sounds | <u>Art Integration:</u> Group Activity: Drawing objects from in and around the class and making their own flash cards <u>Speaking Skills:</u> <u>Vocabulary building</u> Intra class Spell Bee Competition <u>Inter disciplinary:</u> Words from Mathematic/ Computers/ Music/Art and EVS | Written test on making words Quizzes-Guessing the pictures | Previous knowledge and ice breaker session with a phonic sound video. The teacher will first write two/three/four letter words of all the alphabets on the board by taking inputs from the students The teacher shows words and the learner recognizes the letters in the word and associates each letter with its sound. To be able to make two/three/four letter words Showing 10 Flash cards a week to develop vocabulary bank To write five words on the board with their Hindi translation | They learn to recall and associate words with pictures Names of familiar objects seen in the pictures Develop oral communication skills Develop writing techniques by using their creativity. |

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| | | | | | | |
| | <u>Paragraph Writing</u> Myself | https://youtu.be/vdANRuoLD3c –Paragraph Writing Grammar Book Video on Holi https://youtu.be/mp8p3wYzhTo Grammar Book | <u>CAT:</u> Video <u>Art Integration:</u> Draw picture of self and describe. <u>Speaking Skills:</u> <u>Group discussion</u> <u>Inter disciplinary</u> <u>EVS:</u> Holi Celebrations- Knowing festivals | Oral discussion Written Test Reading | <u>Circle time</u> The teacher initiates a discussion by talking about self and explains the ability to express one's thoughts orally and in Writing in a meaningful way in English language. Discusses tips to writing a paragraph after showing the video The teacher will explain the importance of festivals | Children are able to acquire the skills of listening, speaking, reading, writing and thinking in an integrated Manner and develop interpersonal communication skills. Children are able to listen to instructions and draws a picture about self/situation/object pictures and explain in English Developing writing skills Children understand different festivals and religions. They understand the word respect and value traditions |
| | Concept: Nouns | https://youtu.be/WNZ0syQSB4 Nouns <u>Grammar Book</u> | <u>Art Integration:</u> Children will attempt /learn to sketch the play park and circle five nouns <u>CAT:</u> Video | Practice in workbook Written test Arrange Nouns in columns Quizzes | Ice breaking session: Nature Walk: The children to be taken around the campus for a walk where they identify each and everything they see and the | Able to identify the types of Nouns and use them appropriately in sentences. The child is able to listen to instructions and draws a picture |

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| | | <p>Social Awareness: https://youtu.be/CwzoUnj0Cxc Video Komal</p> | <p><u>Activity: Role Play Nukkad Natak</u> on Child Safety</p> | | <p>teacher will put them into the four categories. Children learn that everything around us has a name. All naming words are Nouns One Many To understand: Nouns are important because they refer to places, objects and people and the abstract concepts. It helps in sentence construction</p> <p>The teacher will sensitize the children on possible incidents and talk about safety</p> | <p>about people/places/animals and things and explains in English.</p> <p>Develops confidence in sentence construction</p> <p>Builds awareness about self safety</p> <p>Children identify the difference between good touch and bad touch</p> |
| <p>April Total 22 Periods</p> | <p>Concept of Singular Plural</p> <p>This/That/These/ Those</p> | <p>Showing objects from within the class.</p> <p>Video on singular and plural to be shown to the children-</p> | <p><u>Activity:</u> They play a fun game, of pointing out things in the class They learn that demonstrative</p> | <p>Oral Discussions Written Test Work sheets Quizzes</p> | <p>Activity: The children will be told to point out things around the class and speaking out about the things they see</p> | <p>Able to Frame sentences using these words in describing singular and plural forms.</p> |

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| | | <p>https://youtu.be/nM91WToFCSE</p> <p>Flash Cards/ Charts and pictures to be shown</p> <p>Grammar Book</p> | <p>pronouns differ in singular and plural</p> <p><u>CAT</u></p> <p><u>Art Integration</u> They draw one /many objects that they see in the class.</p> <p><u>Speaking Skills:</u> Intra Class Story Telling Competition</p> <p><u>Inter disciplinary:</u> EVS Good Friday - https://youtu.be/yZqwjiG7i4k</p> | | <p>as single or many.eg: one table Many books</p> <p>In this lesson, students practice using the demonstrative words (this / that / these / those) to point out specific things. They will learn the importance of knowing one and many Most singular nouns need a's' at the end to become plural. Singular nouns ending in 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es' at the end to become plural.</p> |  <p>Develops confidence in sentence construction.</p> <p>Develops Listening/speaking/ writing and reading skills.</p> <p>They are able to understand different religions, festivals and celebrations. Developing Listening/Speaking /Reading and Writing competency</p> |
| | Literature L-2 On a Sunday | <p>https://youtu.be/cgeHc-5GCB8</p> <p>Reader</p> | <p><u>Reading Skills</u></p> <p><u>Speaking Skills:</u> Group Discussion: Circle time</p> | <p>Discussion of new words and their meanings</p> <p>Written Test</p> | <p>Video-Ice breaker- Video Circle time with the children to listen to them talk about</p> | <p>-Responds to comprehension questions related to stories and poems, in home</p> |

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| | | | <p><u>Art Integration</u> Project: Flow Chart: Schedule of Sunday</p> <p><u>Role Play:</u> Sunday in the Dorm</p> <p>Individual Handwriting Competition</p> | <p>Loud Reading of the lesson Quizzes</p> | <p>their Sunday in school.</p> <p>The teacher to read the story aloud and explain the summarized the story</p> <p>Students will interact with teacher in small groups.</p> <p>Repeat lines.</p> <p>Dictate stories about Sunday experiences.</p> <p>1. Increase duration of group story time as listening skills develop. 2. Provide a listening center with stories on tape. Give all students an opportunity to listen to stories daily. listen to stories, and humorous incidents and interact in English or home language</p> | <p>language or English or sign language, orally and in writing (phrases/ short sentences)</p> <ul style="list-style-type: none"> - identifies characters, and sequence of events in a story. -expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language. -draws or writes a few words or short sentence in response to poems and stories. - listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you etc. |

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| | | | | | <p>ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</p> <p>draw or scribble pictures and images from the story as preliminary to writing</p> <p>respond in home language or English or sign language or non-verbal expressions</p> <p>what he/she has understood in the story or poem</p> <p>listen to instructions and draws a picture</p> <p>Use greetings like “Good morning”, “Thank</p> | |


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| | | | | | you” and have polite conversations in English such as “What is your name?”, “How are you?” etc. Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. | |
| | <p><u>Paragraph Writing</u></p> <p>My School</p> <p>My Best Friend</p> | <p>https://youtu.be/PiAYD5kEaiw- My School</p> <p>https://youtu.be/vdANRuoLD3c -Tips to paragraph writing</p> <p>Grammar Book</p> | <p><u>CAT: Video</u></p> <p><u>Observation Skills</u> Round of the school</p> <p><u>Art Integration:</u> Flow chart –Map of Routes within the school or home</p> <p><u>Writing Skills</u></p> <p><u>Inter disciplinary</u> EVS :My School</p> <p><u>Music and Dance:</u> Show your Talent activity</p> | <p>Discussion</p> <p>Written Test</p> | <p>Round of the school</p> <p>Flip Teaching</p> <p>Circle time discussing school and importance of friends</p> <p>Framing sentences to be able to express in writing about ones school and friend.</p> | <p>Children gain confidence to speak about things around them</p> <p>talks about self /situations/ pictures in English.</p> <p>They gain confidence to express themselves and build interpersonal skills.</p> <p>Develop speaking skills</p> <p>Develop writing skills</p> |

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| | | | <u>Speaking Skills</u> Intra Class Extempore Competition | | | |
| May Total 18 Periods | <u>A / an / the</u> | Objects from within the class Song a, an https://youtu.be/B8MbH5Wwf5I Charts on Vowels Videos on a an the https://youtu.be/mSRpXo7hNY8 a,an,the <u>Grammar Book</u> | <u>Activity: Art Integration</u> The vowels a,e,i,o,u to be written on their fingers . The children will draw the hand imprint and write the vowels. The teacher will hold objects and the children will use the correct vowels to describe the object. | Practice on worksheets Written Tests Quiz | Ice breaking session with a song on a, an The teacher explains the vowels and consonants letters by writing a,e,i,o,u on the fingers Introduces Vowels and Consonants with the use of a, an, the and its use in sentences. | The child are able to understand the use of a, an, the in framing sentences. After the lesson, students will be able to identify correct and incorrect use of articles in writing and in speaking. |
| | Concept Genders | Extra Marks video https://youtu.be/Um4suK9PtJ4 -Genders Grammar Book | <u>CAT:</u> Video <u>Art Integration Project:</u> To draw a Bus with feminine genders and Bus with all masculine genders <u>Street Play:</u> | Work sheets Quizzes Written Tests | Ice breaking session: The teacher calls all the girls on one side and the boys on the other side. Discussion on differences between a boy and a girl. The teacher explains the genders | Children easily understand the boy/ girl groups as Genders. They understand gender sensitive issues after the street play. Respect each other |

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| | | | Equality | | as boy group and girl group with living things. Introduces the concept of masculine and feminine groups. Say 2-3 sentences on family photographs, friends or animals. | Develop the skill of speaking/writing sentences using correct genders. |
| | Action words | Video on verbs Action word song. https://youtu.be/zblftfKc9U -Song Verbs Extra marks video Grammar Book | <u>CAT:</u> <u>video</u> <u>Dramatics:</u> Acting out all actions spoken by the teachers <u>Music and Art Integration</u> Singing and dancing using placards of action words | Written tests Quizzes Work sheets | The teacher explains that any work that we do are actions | Children understand that the work we do are the action words and to use it to express in sentences. |
| | is/am/are | https://youtu.be/DTxMD3r-dLA - is am are Charts Flash Cards Grammar Book | Role play <u>Health and Hygiene</u> on Dental Hygiene using this/that/these/those Speaking Skills | Quiz Written Tests Work sheets | The teacher uses these words while demonstrating objects within the class with is am are/This/That/Those /These | Children learn the importance of Dental Hygiene by using the supporting verbs. Develop speaking skills to express or |

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| | | | | | The teacher explains using pictures /charts/ videos the use of Verbs/supporting verbs of is/am/are with proper action words. | explain things around them. Children learn the use of is/am/are in framing sentences using 'ing' with action words |
| July Total 23 Periods | L-3 The Owl Poem L-4 Birbal | Video on owls- https://youtu.be/zbvzxjV1zcY Reader About King Akbar https://youtu.be/b8SSVdRLW-s Video on Birbal stories- https://youtu.be/nghgrQbwNJw Reader | <u>Art Integration</u> The children will learn to draw the owl and colour it <u>Role Play</u> on the story Birbal Interdisciplinary: Activity: <u>Social Skills EVS</u> Child safety- <u>Role Play</u> - How to be safe <u>Social Skills EVS</u> Garbology Week- Comic Strip on cleanliness Reading Skills CAT: | Oral Recitation Written Tests Quizzes Discussion Reading Q/A ,Word Meaning, New words Written Tests Quizzes | The teacher to read the story/poem aloud and explained also summarized the story Students will interact with teacher in small groups. Repeat lines. Dictate stories about Sunday experiences. Increase duration of group story time as listening skills develop. 2. Provide a listening center with stories on tape. Give all students an opportunity to listen to stories daily. listen to stories, and humorous incidents and interact in English or home language | Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences) identifies characters, and sequence of events in a story. expresses verbally her or his opinion and asks questions about the characters, story line, etc., in English or home language. draws or writes a few words or short sentences |

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| | | | | | <p>ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</p> <p>draw or scribble pictures and images from the story as preliminary to writing</p> <p>respond in home language or English or sign language or non-verbal expressions</p> <p>what he/she has understood in the story or poem</p> | <p>in response to poems and stories.</p> <p>listens to English words, greetings, polite forms of expression, and responds in English/home language.</p> |
| | Opposites | https://youtu.be/_EEWFzITCPk | Art Integrated: To draw and write ten opposite words from within the classroom | Qizzes Worksheets Tests Reading | The teacher will play a game of opposites: <u>Exercise to Opposites</u> | Learn and comprehend basic concepts word pairs of opposites. |

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| | | <p>https://youtu.be/h1jKUbhkTtE Opposites</p> <p>Grammar Book</p> | <p><u>Mask making</u> : Happy /sad Laugh/cry</p> <p><u>Activity</u>: Game</p> <p>Speaking Skills</p> <p><u>Interdisciplinary</u>: Maths</p> <p>CAT:</p> | | <p>Have them lift their leg HIGH and then make them drop it LOW.</p> <p>Have them take a BIG step and then a SMALL step.</p> <p>Have them pretend it is HOT and then pretend it is COLD.</p> <p>Have them move FAST and then move SLOW.</p> |  <p>Allows children to gain new vocabulary as well. For example, when a child comprehends the opposite word pair of hot/cold, he/she can then expand his/her vocabulary with words such as warm/cool.</p> <p>The child learns how to compare two different things and to develop a more concrete understanding of a specific concept (e.g. hard vs soft). Learning opposites also improves a child's ability to describe things.</p> |
| | <p>Paragraph Writing My Summer Vacation</p> | <p>https://youtu.be/PdmC7whJciA Summer vacation</p> <p>https://youtu.be/DrtOs1Gnpo8 Things we</p> | <p><u>Experiential Learning Project/Art Integrated</u> : Sandwich /Lemonade making</p> | <p>Oral Discussion Paragraph writing</p> | <p>The teacher explains the importance of a break from everything and to do different things.</p> | <p>Children gained confidence to speak about their summer vacation.</p> |

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| | | can do in Summer vacation | <p>Speaking Skills Writing Skills</p> <p>CAT:</p> <p><u>Art Integration</u> To draw a picture of a Summer Day/<u>Season</u></p> <p><u>Music and Dance</u> https://youtu.be/7iPnnA4Wlw4 - Song On a Rainy Day-</p> <p><u>Art Integration:</u> Making Paper boats</p> | | <p>Objective: Short physical activity breaks from the classroom improved students' behavior, increasing the effort they put into their activities as well as their ability to stay on task. Both students and teachers benefit from using unstructured breaks to reduce stress</p> | <p>Become confident in expressing their thoughts and views.</p> <p>Short physical activity breaks from the classroom improved students' behavior, increasing the effort they put into their activities as well as their ability to stay on task.</p> <p>They learnt to do things on their own at home and express the time spent in speaking and writing about it.</p> <p>Develop confidence to interact with everyone.</p> |
| | Literature L-5 An Elephant Walks Like This and That-- Poem L-6 What Do You Want To Be | <p>How different animals have different walks https://youtu.be/CT86Dl442jA Animal song</p> <p>The teacher to recite the poem aloud and enact the poem</p> <p>Fun Video</p> | <p><u>Art Integration/EVS</u> To draw the picture of an elephant and write five lines on it.</p> <p><u>Reciting Skills</u></p> <p><u>CAT:</u></p> | <p>Discussions</p> <p>Reading Reciting Test</p> <p>New words from the text will be learnt Q/A ,New words, Framing sentences</p> | <p>Flip Teaching Video on Walks of different animals</p> <p>Loud recitation by the teacher</p> <p>The teacher recites and narrates For the children to be able to recite aloud and</p> | <p>Understanding about animals in a fun way</p> <p>The children are able to recite loudly and confidently with pauses intonation and voice modulation Listen to simple poems and request familiar poems. 4. show steady increase</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|---|--|
| | | https://youtu.be/WQ5xjwJzcgY Elephant Walks like that | Garbology Week- Role Play: How to keep our surroundings clean Using <u>Hindi and English Inter disciplinary</u> Nukkad/ Street Play on Child Safety How To keep ourselves safe | Paragraph on "What You Want To Be" Speaking Activity on What I Want To Be Quizzes | understand the poem/ story line Discussion of new words and their meanings. | in listening and speaking vocabulary in everyday conversation Recites poems/rhymes with actions draws, scribbles in response to poems and stories responds orally (in any language including sign language) to comprehension questions related to stories/poems |
| August Total 20 Periods | <u>Collective noun</u> Paragraph Writing | Videos and picture charts showing groups of the same kind https://youtu.be/RYR8hGy6RIM Flash Cards Extra Marks Video Grammar Book Video on Rakhi and Independence Day | <u>Activity: Art Integration</u> To draw groups of simple animals and name the collective noun <u>CAT:</u> Speaking Reading <u>Inter disciplinary EVS: Festivals</u> | Oral Worksheets Tests Quizzes Speaking Writing | To explain the term collective noun denotes a group of objects, people, animals, or ideas as a single concept, or a single thing. ... Common examples of collective noun include: army, band, cast, committee, crowd, family, faculty, group, jury, society, | Children understood Collective nouns are names for a collection or a number of people or things of the same type. Words like group, herd, and bunch are collective noun examples. Children understand different festivals and |

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|-----------------------------------|--|---|--|--|---|---|
| | | https://youtu.be/xNIs28m2zQE - Story Of Raksha Bandhan https://youtu.be/psl9QeFgGXY | Rakhi - Independence Day Celebrations <u>Integrating Music and Dance</u> Patriotic Songs | Quizzes | school, staff, team, and troop. | religions. They understand the word respect and value traditions They understand the difference between national festivals and religious festivals |
| | L-8 The Brave Tailor 1-9 A Healthy Life | https://youtu.be/74cFSVNIaRk Stories of Brave Kids https://youtu.be/bd83p48DM_I The Story of a Brave Tailor Reader Video on Healthy Life- https://youtu.be/_VczK2zV2sE | Reading Skills Writing Skills CAT: <u>Interdisciplinary EVS Project</u> : Five sentences on how to be healthy/ five healthy foods. Making vegetable salad <u>Group discussion</u> | Loud reading activity Written Test New words to be written and learnt Q/A to be attempted Tests Quizzes | Flip Teaching Video on bravery The teacher to read the story aloud and explain also summarized the story again as revision To be able to read aloud and understand the story line About bravery and how to lead a healthy life | They understood : The meaning of bravery and courage Benefits of good health: To be able to read loudly and confidently with pauses intonation and voice modulation And attempt to take dictation to build vocabulary |
| | Comprehensions/Picture Compositions | Library Books on short stories Grammar Book | <u>Art Integration</u> The children will draw pictures and write a story on it. <u>CAT</u> | Discussions on question and answers. Written Test Loud Reading Quizzes | The teacher will take the children to the library and read the stories loudly and explain the content Library Books | Learning Library rules. The children are able to explain pictures It developed their ability to comprehend |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|----------------------------|---|---|--|---|---|
| | | Video on Picture Compositions https://youtu.be/-xIugiFIDQ8 | | | Ask students if pictures can be used to tell stories. Ask students what the word imagination means. If students are unable to provide the answer one will be given Imagination means using one's mind to think about stories Inform students that the words they say can be used to write a story To be able to read different stories and poems comprehend the content and answer the questions based on it | and develop listening skills Each child to get a turn to answer a question about the picture and frame sentences. |
| September Total 27 Periods | Literature L-7 The Drum | https://youtu.be/ILpJ8nCo2U All About Drums Reader | <u>Loud reading</u> <u>CAT:</u> <u>Art Integration</u> Project: Draw the Drum and write Five sentences on The Drum- <u>Music :</u> Playing the drum. | New words to be written and learnt Q/A to be attempted Loud reading Written Test Quizzes | Ice breaking session-Video on Percussion -Drums A visit to the music room to play the drums. The teacher to read the story aloud and explain also summarized the | They understood how Drums are made and played. To read loudly and confidently with pauses intonation and voice modulation And attempt to take dictation to build vocabulary and frame sentences |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-------------------------------------|---|--|---|---|--|
| | | | | | story again as revision To be able to read aloud and understand the story line. | |
| | L -10 Luiz in the Land of Giants | All about giants in fairy tales- https://youtu.be/z6jjdB8uY4g The Selfish Giant | <u>Loud reading</u> <u>CAT:</u> <u>Art Integration</u> Children will use their imagination to draw a picture of a Giant and write a paragraph on Giants as well <u>Role Play Song</u> https://youtu.be/dDHJW4r3eIE On Health and Hygiene: Washing hands | New words to be written and learnt Q/A to be attempted New words learnt Loud reading activity Written Test Quizzes | The teacher to read the story aloud and explain also summarized the story again as revision To be able to read aloud and understand the story line. The teacher will recapitulate the importance of washing hands | They understood all about the fairy tale character To read loudly and confidently with pauses intonation and voice modulation And attempt to take dictation to build vocabulary and frame sentences Children recall the importance of washing hands and motivate their peer group |
| | Framing Sentences | Teacher will assist in giving ideas to frame sentences https://youtu.be/ppbjDRtLxB8 | Teachers' Day Celebrations- <u>Music and Dance</u> Speaking skills | Discussions Oral Written Test | The teacher will explain how to arrange words to express what is to be explained in simple sentences | Were able to acquire varied range of vocabulary; understand increased complexity of sentence Structures both in reading and writing. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--------------------------------|--|---|---|---|---|
| October Total 21 Periods | Jumbled Sentences | Teacher will give examples of re arranging words to make meaningful sentences https://youtu.be/ppbjDRtLxB8 | <u>CAT:</u> Gandhi Jayanti- https://youtu.be/6QJnKqRJfO4 <u>Speaking Skills</u> | Discussions Written Test Quizzes | The teacher will explain how to arrange words to express what is to be explained in simple sentences | Acquired varied range of vocabulary; understand increased complexity of sentence Structures both in reading and writing. |
| | Arrange In Alphabetical Order- | Teacher will show the dictionary to explain how to look for words https://youtu.be/UfeC6RCbfjM -Arranging in order | <u>Developing critical thinking</u> To look up simple words in the dictionary <u>Reading Skills</u> | Discussions Written Tests Qizzes | The teacher will explain the importance of sequence of alphabets | Child learns to arrange words in sequence. Develop : Listening/Reading/ Writing and Speaking Skills |
| | Prepositions | https://youtu.be/VK-kXkXTBc – <u>Preposition</u> Grammar Book Picture Charts Flash cards | Drawing pictures showing(in on under) <u>Art Integration</u> | Work Sheets Written Test Quizzes | Ice breaking session: Teacher will do an activity with a game on ‘Where Is The Noun?’ The teacher will explain how to understand the position of the noun by showing examples | Students will be able to state the definition of a preposition and object of a preposition. Students will be able to recognize prepositions and their objects. |
| November Total 11 Periods | Concept Adjectives | Nature walk Video - https://youtu.be/m_QkDFf-Hu8 Grammar Book | <u>Integrating EVS</u> Outdoor activity to observe their surroundings- <u>Art Integration</u> The children will draw their favourite | Discussions /Oral Work sheet Written Test Quizzes | The teacher will do an outdoor activity where the children will see their surroundings and describe in their surroundings in their own words. | To be able to use words correctly to describe anything around them. Be able to correctly identify adjectives. Be able to correctly identify adjectives. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|----------------|---|---|---|---|
| | | Picture Charts | <p>food and write five adjectives describing it</p> <p><u>CAT:</u></p> <p>Children's' Day Celebrations Video on https://youtu.be/s46G4oUZ2Y4 Song <u>Singing and Music</u></p> | | <p>Gather students together and show them a picture of an interesting object or scene.</p> <p>Encourage students to describe the picture with different words.</p> <p>Tell students that today they will learn about words we can use to describe things.</p> <p>The teacher will explain how to understand describing words and to use them correctly in sentences.</p> <p>In this lesson, students practice using common adjectives to describe objects and then make comparisons using comparative adjectives. They play comparison games and complete</p> | <p>Be able to distinguish shades of meaning among closely related adjectives.</p> <p>Be able to use adjectives correctly in their writing.</p> <p>Be able to create or select vivid adjectives to enhance their writing as they write and revise.</p> |

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|-----------------------------------|--|---------------|--|---|--|--|
| | | | | | a comparisons work sheet. Objectives: Comparing objects using comparative adjectives. | |
| December total periods 13 | Revision all concepts of Grammar | | <p><u>CAT:</u> Christmas Video- https://youtu.be/g-OF7KGyDis We wish you a Merry Christmas</p> <p>https://youtu.be/f-8lhOCIT4k Story of Jesus Christ</p> <p><u>Inter disciplinary- Knowing festivals</u></p> | | The teacher explains the importance of different types of festivals by discussion and showing videos | Children understand the difference between national and religious festivals. They learn words like respect, values of being compassionate and empathetic |
| | Annual Exam All Grammar L- 1,3,5,7,9 | | | | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : एक

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|--------------------------------|---|--|---|---|---|
| फरवरी (6) | वर्णमाला का अभ्यास (अ से ज तक) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/5w_iQbHq_P8 | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्णों को सही क्रम में लगाना खेल -खेल में वर्णों का ज्ञान करवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अ से ज तक के चित्रों में रंग भरवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल वर्णों का सामूहिक वाचन लेखन कौशल वर्णों को क्रम से लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विद्यार्थियों से वर्णों के बारे में बातचीत करना वर्णमाला का अनुकरणात्मक वाचन <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वर्णों की पहचान वर्णों को सही रूप में पढ़ना तथा लिखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मार्च (26) | पाठ - घमंडी का सिर नीचा | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/7q6jo3oFO1A | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> चित्र देख कर वाक्य बोलना सोच कर कहानी बनाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> बिंदुओं को क्रम से मिला कर हाथी का चित्र बनाकर रंग | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> घमंड करने के परिणाम के बारे में पूछा जायेगा <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>भरना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल कहानी का सस्वर वाचन लेखन कौशल प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <p>पशु - पक्षियों के व्यवहार के बारे में चर्चा की जाएगी</p> <p>अंतः विषय संबंध:</p> <p>सामान्य ज्ञान से इसे जोड़ते हुए अपने आस पास पाए जाने वाले किन्हीं पाँच पशु - पक्षियों के नाम लिखने के लिए कहा जायेगा</p> | | <ul style="list-style-type: none"> पुनरावृत्ति | <p>वृद्धि करना</p> <ul style="list-style-type: none"> कहानी का सारांश सुनाना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> हमें किसी बात पर घमंड नहीं करना चाहिए |
| | पाठ - सपनों की दुनिया | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> अपने सपनों के अनुभव अभिव्यक्त करना चित्र देख कर कहानी बनाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> पेड तथा पहाड़ के चित्रों में रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल कहानी का सस्वर वाचन लेखन कौशल | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से उनकी मनपसंद चीजों के बारे में चर्चा करना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना कहानी का सारांश सुनाना <p>कला संबंधी -</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|--|---|---|---|---|---|
| | | | प्रश्नों के उत्तर लिखना | | | <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | पाठ - (आओ गुनगुनाएँ) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/W5gGXhvwYi8 | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्णों के चित्र चार्ट पर क्रम में चिपकना <p>कला समेकित ज्ञानार्जन:</p> <p>वर्णों को लिख कर उनमें रंग भरना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना</p> <ul style="list-style-type: none"> लेखन कौशल <p>कविता लेखन</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विद्यार्थियों से वर्णों के बारे में बातचीत करना वर्णमाला का अनुकरणात्मक वाचन <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> समान शब्दों को लय के साथ पढ़ना क से ज तक वर्ण याद करना वस्तुओं का क्रम समझना कविता याद करना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | व्याकरण <ul style="list-style-type: none"> फलों के नाम सब्जियों के नाम लिंग बदलो | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/Q-1EqNEjjLI https://youtu.be/u2re5awLhRQ https://youtu.be/BOSJR-GHGrg | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को पाँच - पाँच फल व सब्जियाँ एकत्रित करने के लिए कहना उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> फलों तथा सब्जियों के चित्रों में रंग भरवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को फ्लैश कार्ड दिखा कर फलों व सब्जियों के नाम पुल्लिंग - स्त्रीलिंग की पहचान करवाई जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> फलों व सब्जियों की पहचान करना फलों व सब्जियों के नाम याद करना सीखा पुल्लिंग - स्त्रीलिंग की पहचान करना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | फलों तथा सब्जियों का सामूहिक वाचन <ul style="list-style-type: none"> लेखन कौशल किन्ही दस फल व सब्जियों के नाम लिखना अंत: विषय संबंध: पर्यावरण अध्ययन - अंगो के नाम | | | |
| | पाठ - जय घर चल | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/HIL2zqP6geE | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> अपने आस पास की चीजों में से दो वर्णों के नाम वाली चीजों को पहचानना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> दो वर्णों के शब्द बनाना चित्र बनाना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल दो वर्णों के शब्दों का उच्चारण करना लेखन कौशल अपने आस पास की चीजों में से दो वर्णों के नाम वाली चीजें पहचान कर उनको लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> शब्द सीढ़ी की सहायता से दो वर्णों के शब्दों का खेल - खेल में परिचय दिया जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृति | विषय संबंधी <ul style="list-style-type: none"> पाठ का वाचन सही उच्चारण के साथ पढ़ने का अभ्यास शब्द भरना सीखना वाक्य पूरे करना सीखना चित्र पहचानना सीखना कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| अप्रैल (22) | पाठ - कलश पकड़ | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/XensRMjlaUQ | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्ग पहेली से शब्द ढूंढना पहेलियाँ सुलझाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> तीन वर्णों के शब्द बनाना चित्र बनाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>तीन वर्णों के शब्दों का उच्चारण करना</p> <ul style="list-style-type: none"> लेखन कौशल <p>अपने आस पास की चीजों में से तीन वर्णों के नाम वाली चीजें पहचान कर उनको लिखना</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> शब्द सीढ़ी की सहायता से तीन वर्णों के शब्दों का खेल - खेल में परिचय दिया जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> तीन वर्णों के नए शब्द बनाना सीखा छोटे - छोटे वाक्य पढ़ना सीखना चित्र पहचान कर शब्द ढूंढना सीखना छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | पाठ - असलम अचकन पहन | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/BluYB6C2wQ | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> शब्द लड़ी पूरी करना वर्ग पहेली से शब्द ढूंढना पहेलियाँ सुलझाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चार वर्णों के शब्द बनाना चित्र बनाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> चर्चा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा <p>लिखित परीक्षा</p> | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> शब्द सीढ़ी की सहायता से तीन वर्णों के शब्दों का खेल - खेल में परिचय दिया जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा | <p>विषय संबंधी</p> <ul style="list-style-type: none"> चार वर्णों के नए शब्द बनाना सीखा चित्रों की सहायता से वाक्य पूरे करना छोटे - छोटे वाक्य पढ़ना सीखना चित्र पहचान कर शब्द ढूंढना सीखना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> वाचन कौशल चार वर्णों के शब्दों का उच्चारण करना लेखन कौशल अपने आस पास की चीजों में से चार वर्णों के नाम वाली चीजें पहचान कर उनको लिखना | | <ul style="list-style-type: none"> संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | व्याकरण (मेरा परिचय) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रुत्य साधन https://youtu.be/5Jr_mtpgNg0 | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> प्रत्येक विद्यार्थी को अपना परिचय पर बोलने का एक मिनट का वीडियो बनाने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: परिवार का तथा खुद का चित्र अभ्यासपुस्तिका में चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल स्वयं के बारे में दस वाक्य लिखना वाचन कौशल एक मिनट अपने बारे में बोलना समालोचनात्मक कौशल स्वयं की विशेषताओं पर चर्चा करना अंत: विषय संबंध: | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> अध्यापक स्वयं के बारे में परिचय देकर विद्यार्थियों को खुद के बारे में कक्षा में बोलने के लिए कहेगा विद्यार्थियों को इस योग्य बनाना कि वे खुद के बारे में विश्वसनीयता पूर्वक बोल सकें। विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> विद्यार्थियों ने बिना किसी हिचकिचाहट के स्वयं के बारे में बोलना व लिखना सीखा छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | समान्य ज्ञान से जोड़ते हुए मेरा परिचय बताना | | | |
| | मात्राएँ - आ से औ तक | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/i15mUdHeupA https://youtu.be/9ZWox8RpT08 https://youtu.be/oxi6L11rVeY https://youtu.be/3t-1Bflhc7o https://youtu.be/LqzIGnjGoJM https://youtu.be/TfKnf-AtKns https://youtu.be/jytQInAMtuI https://youtu.be/yhDkzSGqNd4 https://youtu.be/dE8MdY8bSZc https://youtu.be/ | <p>आनुभविक ज्ञानार्जन गतिविधि: बारह खड़ी का चार्ट बनाकर मात्राओं का अभ्यास करना</p> <p>कला समेकित ज्ञानार्जन: अ से औ तक चित्र बनवाकर रंग भरवाना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल मात्राओं के प्रयोग से नए - नए शब्दों का लेखन वाचन कौशल नए - नए शब्दों का सही रूप से उच्चारण | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विद्यार्थियों से वर्णों के बारे में बातचीत करना वर्णमाला का अनुकरणात्मक वाचन <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> मात्राओं की पहचान मात्राओं सही रूप में पढ़ना तथा लिखना मात्राओं के चित्र वर्णन पढ़ वाक्य पुरे करना शब्द लड़ी बनाना चित्रों के नाम लिखना और मिलान करना समान शब्द पर गोला लगाना दैनिक जीवन में बोले जाने वाले शब्दों में मात्राओं की उपयोगिता समझना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

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| | पाठ - हमने सुंदर नाव बनाई | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/llgJ72cOu8E https://youtu.be/VFNZTL0x9mg | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> बच्चों को कागज की नाव बनाने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> नाव का चित्र बनाने और उसमें रंग भरने के लिए कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कविता लेखन वाचन कौशल आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से बारिश और उसमें खेले जाने वाले खेलों के बारे में चर्चा की जाएगी कागज की नाव बनाने के लिए कहा जायेगा <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> कविता का लयपूर्ण गान व तुक मिलाना सीखा बच्चे कविता के माध्यम से औ, अं और अ: की मात्राओं का अभ्यास करना सीखेंगे पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मई (18) | पाठ - मदारी और बंदर | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/UODZCS2pRQ | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> पाठ में आये शब्दों का चित्रों से मिलान करना सिखाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कक्षा में बच्चों द्वारा मदारी और बंदर के | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को मदारी और बंदर के खेल का वीडियो दिखाया जायेगा कविता में आने वाले समान तुक वाले शब्दों के बारे में | <p>विषय संबंधी</p> <ul style="list-style-type: none"> कविता का लयपूर्ण गान व तुक मिलाना सीखा कविता को लय के साथ पढ़ना अंतर स्पष्ट करना समान तुक वाले |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> Y https://youtu.be/qES4n7Pm5LA | <p>खेल पर नाटक आयोजित करना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कविता लेखन वाचन कौशल <p>समान तुक वाले शब्दों का सही उच्चारण करवाना</p> | | <p>बताया जायेगा</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>शब्दों का सही उच्चारण करवाना</p> <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | पाठ - आलसी खरगोश और समझदार मुर्गी | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> सोचकर कहानी को जोड़ने का प्रयास करना चित्रों के माध्यम से कहानी समझना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> खरगोश और मुर्गी के चित्र बना कर रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल प्रश्नों के उत्तर लिखना वाचन कौशल कहानी का सस्वर वाचन | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <p>आलस करने के परिणाम पर चर्चा की जाएगी</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> चित्रों के माध्यम से कहानी समझना सोचकर कहानी को जोड़ने का प्रयास करना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समय के महत्व समझना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | वचन बदलो | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/4TKablvH | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> चित्रों के माध्यम से एक अनेक शब्दों की पहचान करना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को अपने बैग में से किताबें तथा पेन्सिल गिनने को कहा गया एक से ज्यादा चीजों के द्वारा बहुवचन | <p>विषय संबंधी</p> <ul style="list-style-type: none"> विद्यार्थी बहुवचन शब्दों को समझकर उनका वाक्यों में प्रयोग करना सीखेंगे दैनिक जीवन की भाषा में एक |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | 6Bg | | | <p>शब्दों के बारे में समझना</p> <ul style="list-style-type: none"> अलग अलग चित्रों की सहायता से वाक्य बनाना सिखाया जायेगा <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | अनेक शब्दों को प्रयोग करने में सक्षम होना |
| जुलाई (23) | मेरा तोता | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/q_doFK2Cji4 | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को किन्ही पाँच पक्षियों के नाम बोलने के लिए कहा जायेगा उनपर दो - दो वाक्य बोलने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अपने प्रिय पक्षी का चित्र बनाना व उसमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल तोते पर पाँच वाक्य बोलना वाचन कौशल तोते पर पाँच वाक्य बोलना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पक्षियों के बारे में चर्चा करते हुए उनके प्रिय पक्षी के बारे में पूछना</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>अंतः विषय संबंध: सामान्य ज्ञान से जोड़ते हुए तोते के खानपान व - बोलने के विषय पर चर्चा की जाएगी</p> | | | |
| | संज्ञा | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/zRmIKYvWRPU | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> आस पास की चीजों से संज्ञा शब्दों का ज्ञान करवाना बच्चों को स्कूल कैम्पस में ले जाकर विभिन्न वस्तुएँ, जगह जानवरो तथा व्यक्तियों के बारे में बताया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> बच्चों को किन्ही पाँच संज्ञा शब्दों के चित्र बनाने के लिए कहना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल बच्चों को व्यक्तियों, वस्तुओ जानवरोंके नाम लिखने के लिए कहना वाचन कौशल बच्चों को व्यक्तियों, वस्तुओ जानवरोंके नाम बोलने के लिए कहना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को यह सीखना किहमारे आस पास जो चीजे है उनका एक नाम है ये सारे नाम शब्द संज्ञा है</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> संज्ञा शब्दों की पहचान करना तथा उन्हें वाक्यों में प्रयोग करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | अंगों के नाम | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य – श्रव्य साधन https://youtu.be/RkSOESosZII | <p>आनुभविक ज्ञानार्जन गतिविधि: कला समेकित ज्ञानार्जन: बच्चों को शरीर के किसी एक अंग का चित्र बनाने के लिए कहा जायेगा कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल किन्हीं पाँच अंगों की उपयोगिता के बारे में लिखना वाचन कौशल अंगों के कार्य के बारे में बोलना <p>अंत: विषय संबंध: सामान्य विज्ञान से जोड़ते हुए अंगों के नाम बताते हुए उनके कार्यों के बारे में चर्चा की जाएगी</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को स्वयं के अंगों के नाम बताने के लिए कहा जायेगा एक बच्चे को कक्षा में खड़ा करके उसके एक-एक अंग को छूकर अंगों के नाम कक्षा के बच्चों से पूछा जायेगा विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> विद्यार्थी अंगों के नाम के बारे में पढ़ना, बोलना और लिखना सीखेंगे <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | पाठ - आओ बुने नई कहानी | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/cgNhX6KO3xo | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कार्य करने की पुरानी व नई तकनीक में अंतर समझाने के लिए कक्षा में प्रयोग कर के दिखाया छात्रों के दो समूह बना कर पुरानी व नई तकनीक का प्रयोग कराया जायेगा व उनमें | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> जग, पानी, कंकर और पाइप की सहायता से पुरानी व नई तकनीक में अंतर समझाया जायेगा <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना | <p>विषय संबंधी</p> <ul style="list-style-type: none"> कहानी को समझना <p>व्यवहारिक</p> <ul style="list-style-type: none"> कार्य करने की पुरानी व नई तकनीक में अंतर समझना <p>नैतिक</p> <ul style="list-style-type: none"> बुद्धि ही बल है |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | अंतर समझाया जायेगा कौशल मूल्यांकन: • लेखन कौशल प्रश्नों के उत्तर लिखना • वाचन कौशल कहानी का सस्वर वाचन | | • पुनरावृत्ति | |
| अगस्त (26) | पाठ - फलों और सब्जियों के नाम | <ul style="list-style-type: none"> • वाटिका हिंदी व्याकरण पुस्तिका • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन • https://youtu.be/UyEGPO8HiC | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • बच्चों को पाँच - पाँच फल व सब्जियां एकत्रित करने के लिए कहना • उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> • फलों तथा सब्जियों के चित्रों में रंग भरवाना कौशल मूल्यांकन: <ul style="list-style-type: none"> • वाचन कौशल फलों तथा सब्जियों का सामूहिक वाचन • लेखन कौशल किन्ही दस फल व सब्जियों के नाम लिखना अंत: विषय संबंध: पर्यावरण अध्ययन | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> • बच्चों को फ्लैश कार्ड दिखा कर फलों व सब्जियों की पहचान करवाई जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> • फलों व सब्जियों की पहचान करना • फलों व सब्जियों के नाम याद करना |
| | पाठ - यह भी जानो (विलोम शब्द, समान अर्थ वाले शब्द) | <ul style="list-style-type: none"> • वाटिका हिंदी व्याकरण पुस्तिका • चाक, डस्टर | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • छात्रों को चित्रों के | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> • प्रश्नोत्तर | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> • छात्रों को चित्रों के | विषय संबंधी <ul style="list-style-type: none"> • विपरीत और समान अर्थ वाले |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/b2JLZMA49zE https://youtu.be/A9SDkPbDKbW | <p>माध्यम से विपरीत व समान अर्थ वाले शब्दों को समझना</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> विपरीत और समान अर्थ वाले शब्दों के चित्रों में रंग भरना | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>माध्यम से विपरीत व समान अर्थ वाले शब्दों को समझना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>शब्दों का ज्ञान</p> <ul style="list-style-type: none"> दैनिक जीवन के बोलचाल में नए शब्दों का प्रयोग करने में सक्षम होना शब्द भंडार में वृद्धि वाचन व लेखन कौशल का विकास |
| | अनुच्छेद - मेरा मित्र | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/I47y-7Z0pwU | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को साक्षात्कार के मौका दिया जाये उनसे अपने मित्र की पसंद और नापसंद के बारे में पूछा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कागज पर अपने प्रिय मित्र की फोटो चिपका कर रंग भरने के लिए कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल प्रिय मित्र के बारे में 10 दस वाक्य लिखना वाचन कौशल एक मिनट प्रिय मित्र के बारे में बोलना समालोचनात्मक कौशल प्रिय मित्र की | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> प्रत्येक विद्यार्थी से उसके प्रिय मित्र के बारे में 10 बातें पूछना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> विद्यार्थियों ने बिना किसी हिचकिचाहट के स्वयं के बारे में बोलना व लिखना सीखा छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> सच्चे मित्र का जीवन में महत्व समझना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | विशेषताओं पर चर्चा | | | |
| सितंबर (26) | पाठ – सयुंक्ताक्षर | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/qzHuH9z3D_g | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> चित्रों के माध्यम से सयुंक्ताक्षर वाले शब्दों की पहचान करना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> सयुंक्ताक्षरो के चित्रों में रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल वाचन कौशल <p>शुद्ध उच्चारण के साथ बोलना</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को आस पास की चीजों का अवलोकन कर के सयुंक्ताक्षर की पहचान करवाना दो अक्षरों को मिलाकर लिखना व पढ़ना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> सयुंक्ताक्षर वाले शब्दों को पढ़ने लिखने व उनका सही उच्चारण के साथ बोलने का अभ्यास |
| | पाठ – रेफ तथा र पदेन की मात्रा | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/xhCdG19vppw | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> चित्रों के माध्यम से रेफ तथा र पदेन वाले शब्दों की पहचान करना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल र के अलग - अलग रूपों को वाचन कौशल र के अलग - अलग रूपों का उच्चारण करना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विभिन्न शब्दों द्वारा र के अलग - अलग रूपों को समझाना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास र के विभिन्न शब्दों के द्वारा अलग - अलग रूपों को समझना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | पाठ - आओ गिनती सीखें , दिनों के नाम व इ, ङ वाले शब्द | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, इस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/fccqOZi95TY https://youtu.be/JbUZBjJhTg https://youtu.be/JO93flLqYsE | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> दिनों के नाम व गिनती के रंगीन चार्ट बनवाना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> शब्दों में गिनती के चार्ट में रंग भरवाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल दिनों के नाम और शब्दों में गिनती को लिखना वाचन कौशल दिनों के नाम और शब्दों में गिनती को शुद्ध उच्चारण के साथ बोलना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> चॉकलेट की सहायता से गिनती सिखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> गिनती व दिनों के नाम सीखना व इ, ङ वाले शब्द पढ़ना, पहचानना व लिखना नैतिक मूल्य <ul style="list-style-type: none"> हर दिन का महत्व समझना व क्रम से याद करना |
| अक्टूबर (21) | पाठ - चिटू के साथी | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, इस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> शब्द जाल से पशु - पक्षियों के नाम ढूंढना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> अपने प्रिय पशु का मुखौटा बनाएं कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल पक्षी पर अनुच्छेद लेखन वाचन कौशल कहानी का शुद्ध उच्चारण के साथ वाचन अंत: विषय संबंध: सामान्य ज्ञान से जोड़ते | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> कक्षा में विद्यार्थियों को समूह में बाँट कर कहानी पर चर्चा करना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> बच्चों की मानसिक व बौद्धिक अभिव्यक्ति का विकास करना भिन्न - भिन्न पशु - पक्षियों के बारे में जानना व उनके साथ को महसूस करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | हुए पक्षियों के रहन - सहन पर चर्चा करना | | | |
| | कविता - कितने प्यारे त्योहार | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> भारतीय त्योहारों को कक्षा में बच्चों के साथ मनाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> भारतीय त्योहारों के वर्णन के चित्र बनवाना व उनमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कविता लेखन वाचन कौशल आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> भारतीय त्योहारों के चित्र दिखा कर बच्चों से चर्चा करना कविता को लय के साथ पढ़ना अंतर स्पष्ट करना समान तुक वाले शब्दों का सही उच्चारण करवाना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> कविता का लयपूर्ण गान व तुक मिलाना सीखा <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> भारतीय संस्कृति का ज्ञान त्योहारों की उपयोगिता व महत्व को समझना आनंद ग्रहण करने की क्षमता का विकास करना व राष्ट्रीय त्योहारों का महत्व समझना |
| | पाठ - जंगल में दावत | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> पाठ में आये शब्दों का चित्रों से मिलान करना सिखाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> किसी कहानी के आधार पर चित्र बनाना व उनमें रंग भरना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में विद्यार्थियों को समूह में बाँट कर कहानी पर चर्चा करना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> मिलजुल कर रहने की भावना का विकास |

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| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
| | | | कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल प्रश्नों के उत्तर लिखना वाचन कौशल कहानी का सस्वर वाचन | | | |
| | व्याकरण : अनेक शब्दों के लिए एक शब्द, दिशाओं के नाम | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/L94AOZHtIA | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> चित्रों की सहायता से अनेक शब्दों के लिए एक शब्द व दिशाओं के बारे में बताया जायेगा कला समेकित ज्ञानार्जन: चार्ट बनाकर दिशाओं को चिन्हित किया जायेगा अंत: विषय संबंध: <ul style="list-style-type: none"> सामान्य अध्ययन के साथ जोड़ते हुए दिशाओं का दैनिक जीवन में उपयोग बताया जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> आस पास की चीजों से अनेक शब्दों के लिए एक शब्द पर चर्चा की जाएगी चुंबक की सहायता से दिशाओं का ज्ञान करवाया जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> दिशाओं का ज्ञान अनेक शब्दों के लिए एक शब्द का ज्ञान कक्षा में प्राप्त ज्ञान को दैनिक जीवन में अपनाना |
| नवंबर (11) | अनुच्छेद - मेरा परिवार | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> प्रत्येक विद्यार्थी को | छात्रों द्वारा किये गए कार्य का निरीक्षण करना | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> प्रत्येक विद्यार्थी से | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/XGRKyH2gphU | <p>अपने परिवार के बारे बोलने का एक मिनट का वीडियो बनाने के लिए कहा जायेगा</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> छात्रों से पेड का चित्र बनवाना व उसकी शाखाओं पर परिवार के सदस्यों के चित्र चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल परिवार के बारे में दस वाक्य लिखना वाचन कौशल एक मिनट अपने परिवार के बारे में बोलना <p>अंत: विषय संबंध: समान्य ज्ञान से जोड़ते हुए परिवार का महत्व समझना</p> | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>उसके परिवार के सदस्यों के बारे में 10 बातें पूछना</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> परिवार का महत्व समझना मिलजुल कर रहने की भावना का विकास |
| NOV/ DEC | अब तक किये गए सारे कार्य की दोहराई | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: I
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Feb 6 / March 26 | Topic Chapter 1 –Numbers 1 to 10 Sub - topics <ul style="list-style-type: none"> • Count and write • Make pairs • Number names from 0 to 10 • Concept of zero • Forward and backward counting • Before, after and between • More and less • Counting from 1 to 100 • Backward counting from 100 to 1 | <ul style="list-style-type: none"> • Chalk- Black Board explanation • Duster • Textbook • Mental Math Book • Charts • Placards • Group Discussion • Computer aided modules with animations and presentations • Learning Numbers from 1 to 10 <p style="text-align: center;"> https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DFZV_OfPOIUo&ved=2ahUKEwj9o4PvhaDrAhVr7XMBHRZ4Da04ChCjtAEwAAnoECAMQAQ&usg=AOvVaw3k-a297CX0TBH4yOe6M4Qu </p> <p>Count and write</p> | Project: <ul style="list-style-type: none"> • Start from the lowest, join the numbers/ dots in order and complete the picture Experiential Learning / Art Integration: <ul style="list-style-type: none"> • Count, colour the pictures and write the correct Number • Video will be shown on numbers Inter disciplinary Linkage: English /EVS <ul style="list-style-type: none"> • While counting different objects students improve their vocabulary learn about different types of colours, fruits vegetables and things • Learn to count with the help of fingers and relates | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • Intra class quiz • The L.O. will be assessed with a Written & Oral test | <p>The teacher will start with the ice breaking activity: The teacher will ask.. touch your nose, blink your eyes, pull your ears, and shake your fingers... Now wag your tail... The children will laugh and the obvious answer will be no... ma'am... Teacher: ok...You don't have a tail...means 0 tail..</p> <p>Then the teacher will introduce the topic, PK testing will be done by showing them placards of numbers The teacher will explain, demonstrate interact and give practice of basics to students</p> <ul style="list-style-type: none"> • gives better understanding of the world around us, developing a | <p>The students will be able to -</p> <ul style="list-style-type: none"> • count ,read and match the numeral to the quantity • count and compare two sets of objects, make pairs and check which has more/ less • read & write number names from 0 to 10 • understand the concept of zero • do forward and backward counting • sequence numbers and write numbers before, after a certain number and between two numbers • understand the no. just after any no. is one more than that number and the no. which just come before is one less than that number • read and write |

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| | | <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DOqX2LKKM1Nw&ved=2ahUKEwif45LGhaDrAhVTT30KHSwmB2QQo7QBMAF6BAgDEAE&usg=AOvVaw0q3pBVB2x4T4AVZ4ZTfe5i</p> | <p>to other body parts for e.g., 1 nose , 2 eyes etc..</p> <p>Reading, Critical Thinking & Problem Solving Skills:</p> <ul style="list-style-type: none"> recognize & read the numbers written on the blackboard / intra class quiz <p>Writing Skills: Write in words from 0 to 10 in cursive</p> <p>Speaking Skills:</p> <p>Rhyme One, two, three, four, five, Once I caught a fish alive, six, seven, eight, nine, ten, Then I let it go again.</p> <p>Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on the right.</p> | | <p>sense of numbers, counting and operation of numbers</p> <ul style="list-style-type: none"> observe, compare and describe relative number positions or order of the objects count the objects and make pairs of pictures and compare the two sets to give practice to learn & write number names till ten to make them understand that 0 is used to denote nothing or absence of something count backward and forward to compare and find out more or less in given numbers | <p>counting from 1 to 100</p> <ul style="list-style-type: none"> back ward counting from 100 to 1 |

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| | | | | | | |
| | <p>Topic Chapter 2 – Addition 1 to 10 Sub -topics</p> <ul style="list-style-type: none"> • Sign of Addition ‘ + ’ • Adding 0 and 1 • Addition on a Number line • Addition using an Abacus • Horizontal , Vertical Addition and adding three numbers | <ul style="list-style-type: none"> • Chalk - Blackboard explanation • Duster • Textbook • Mental Math Book • Computer aided modules with animations and presentations • Abacus https://youtu.be/FiNPQDCZT8o • Number line addition https://youtu.be/Wm5k70IKVeA | <p>Project:</p> <ul style="list-style-type: none"> • Show addition on the number line <p>Experiential Learning :</p> <ul style="list-style-type: none"> • Learning addition through abacus <p>Inter disciplinary linkage: EVS While counting and adding students come across different types of fruits , vegetables, colours and objects for e.g. Adding 2 apples and 4 bananas Total number of fruits in the basket are 6</p> <p>Art Integration:</p> <ul style="list-style-type: none"> • Draw beads with different colours in the abacus to show addition <p>Writing , Logical and Critical thinking Skills:</p> <ul style="list-style-type: none"> • Solving sums of addition | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a Written & Oral test | <p>The teacher will start the class with the ice breaking activity: The children will be asked to open their pencil box and find out how many things are there in total. The topic will be introduced and previous knowledge will be tested. The teacher will make the students understand that</p> <ul style="list-style-type: none"> • ‘+ ‘sign shows addition • When we put things together, they are being added • when zero is added to any number, that number does not change and when one is added to any number, we get the next counting number • we count forward on the number line to add • an abacus can be used to add two | <p>The students will be able to –</p> <ul style="list-style-type: none"> • use the sign of ‘+’ instead of ‘and’ and understand that when we add, the number or the quantity becomes more • understand that adding 0 to a number results in the number itself and adding 1 to a number results in one more than that number • add two numbers by counting forward using the number line • use an abacus to add two numbers • solve addition problems with 3 addends |

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| | | | | | numbers. Any rod of the abacus can hold only 9 beads <ul style="list-style-type: none"> order of adding 3 numbers does not change the sum | |
| | Topic Chapter 3 – Subtraction 1 to 10 Sub - topics <ul style="list-style-type: none"> Sign of Subtraction ‘-‘ Subtracting 0 and 1 Subtraction on a Number line Subtraction using an Abacus Vertical Subtraction | <ul style="list-style-type: none"> Chalk - Blackboard explanation Duster Textbook Mental Math Book Computer aided modules with animations and presentations Abacus Chart Number line subtraction https://youtu.be/P_in9nqNtZk | Project / Activity: <ul style="list-style-type: none"> Show subtraction on the number line Experiential Learning / Art Integration: <ul style="list-style-type: none"> Video will be shown Learning subtraction through abacus Draw the beads with pencil colours on the abacus and subtract Inter disciplinary linkage: EVS While doing subtraction students come across different types of fruits and vegetables and different types of food items, For e.g. There were 8 slices in a pizza, Ria ate 3slices. How many slices are left? | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test | The ice braking g activity will be done: Raise your hands ..shake your fingers.. now...hide your left hand behind your back...what is left ...one hand ...how many fingers?... 5 fingers are left PK testing will be done The teacher will make the students understand – <ul style="list-style-type: none"> the concept and terms of subtraction and minus and the use of the ‘ – ‘ sign that subtracting 0 from a number doesn’t change it and subtracting 1 from a number results in the previous number when we subtract, we move backwards on the number line | The students will be able to - <ul style="list-style-type: none"> use the ‘ - ‘ sign for taking away the objects from the set understand that when we subtract 0 from a number, we get the same number and when we subtract 1 from a number , we get the previous number use backward counting on a number line to subtract use an abacus to subtract numbers subtract numbers written vertically and understand that a number subtracted from itself results in 0 |

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| | | | Writing , Logical and Critical thinking Skills enhanced and assessed <ul style="list-style-type: none"> Solving sums of subtraction | | <ul style="list-style-type: none"> the ways to do subtraction by removing beads from the abacus that bigger number is written above and smaller number is written below it and we get zero if we subtract number from itself. | |
| April 22 | Topic Chapter 4 – Shapes and Space Sub - topics <ul style="list-style-type: none"> Comparisons / Positions Lines and Shapes Solids | <ul style="list-style-type: none"> Chalk- Blackboard explanation Duster Textbook Mental Math book Charts Computer aided modules with animations and presentations Comparison/Maths For Grade 1/CBSE Board/you tube. Global Shiksha https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DkUy6wc2I5Wk&ved=2ahUKEwjC28mku_zoAhXQfH0KHWIVCg8QwqsBMAF6BAgGEA8&usg=AOvVaw1wOqbbU | Art Integration : <ul style="list-style-type: none"> Cut and paste the objects of different types of shapes using old magazines or books. the students develop their thinking and artistic skills Experiential Learning: <ul style="list-style-type: none"> Video will be shown Describe the physical features of solids/shapes in their own words. For e.g. a ball with curved surface rolls down, a box has flat surface slides down etc. | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test | The class will start with the ice breaking activity by asking some questions You play with a round thing during games sessionMa'am ball ..basketball .. You go to Dominos... to eat... Ma'am pizzas ... A small thing with dots you need to play Ludo...Ma'am dice..., You knock at it to go inside the room ...door... The topic will be introduced, PK testing will be done The teacher will make the children understand / identify - <ul style="list-style-type: none"> the different positions concept of on and under, | The students will be able to – <ul style="list-style-type: none"> locate the different positions, understand that an object that has a curved surface rolls down and an object that has a flat surface slides down differentiate, identify, recognize and draw shapes acc. to their attributes and properties -sides, corners and face between straight lines and curved lines, identify different shapes and identify objects in their surroundings and relate them to different shapes identify the objects |

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| | | <p>e7f8zkg4HEpjO7L&cshid=1587573513571</p> <ul style="list-style-type: none"> • 2D Shapes and their attributes https://youtu.be/NmaKIT2Zrfrk | <p>Activity:</p> <ul style="list-style-type: none"> • Look at the pictures and fill in the blanks with the correct positions. <p>Project /Inter disciplinary linkage: Eng, EVS and Hindi (Collaborated)</p> <ul style="list-style-type: none"> • Sandwich and Lemonade making Party- Draw, colour and name any four items of different shapes you come across while doing the activity • While doing Comparisons, students learn opposite words also For eg: above – below, on – under etc. • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed | | <p>above and below, top and bottom, distance in terms of near and far, identify objects that roll and slide</p> <ul style="list-style-type: none"> • different types of lines and shapes and to identify and recognize and draw shapes acc. to their attributes and properties - sides, corners and face & how they are different from each other • solids and their corresponding shapes in their homes and neighbourhood | <p>in the surroundings and relate them to different solid shapes</p> <ul style="list-style-type: none"> • draw, and colour different types of shapes and write their definitions |
| | Topic Chapter 5- Working till 20 | <ul style="list-style-type: none"> • Chalk- Blackboard explanation • Textbook | <p>Activity:</p> <ul style="list-style-type: none"> • Number names recitation | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on | <p>The class will start with ice breaking session: About Me</p> | <p>The students will be able to –</p> <ul style="list-style-type: none"> • recognize, read the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Sub - topics <ul style="list-style-type: none"> • Numbers in words 11 – 20 • Comparison of numbers • Arrange in ascending and descending order • Addition and Subtraction on a Number line (0 – 20) • Add or Subtract using an Abacus (tens & ones) | <ul style="list-style-type: none"> • Mental math book • Computer aided modules with animations and presentations • Charts • Abacus - Addition https://youtu.be/MjtjWsUZ2wA • Subtraction https://youtu.be/OwCuymMpesc | <p>Experiential Learning / Videos will be shown on how to add and subtract with the help of abacus</p> <ul style="list-style-type: none"> • To encourage the learners to solve problems on the board • Intra class quiz competition <p>Inter disciplinary Linkage: Eng The children will learn comparison /opposites For e.g. small- big, before , after and between</p> <ul style="list-style-type: none"> • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed | <p>the concept taught</p> <ul style="list-style-type: none"> • The L.O. will be assessed with a Written & Oral test | <ul style="list-style-type: none"> • What is your name? How many letters are in your first name and the last name? Add them and tell the number. • When is your birthday ? add the date with the month and tell PK testing will be done The Teacher will explain on the black board and with videos and make students • improve their reading, learning and writing skills • compare numbers identify two numbers and find which number is bigger and which number is smaller numbers and use less than, greater than and equal to symbols • put numbers in increasing and decreasing order • learn to add / subtract numbers from 0 – 20 on a number strip • learn to add / | <p>numerals from 11-20 and write it in words</p> <ul style="list-style-type: none"> • identify and compare numbers using <, >, = symbols • arrange numbers in ascending and descending order • add and subtract numbers using a number line • add and subtract using an abacus |

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| | | | | | subtract using an abacus & left spike is for tens and right spike is for ones | |
| May 18 | <p>Topic Chapter 6 – Working till 50 Sub - topics</p> <ul style="list-style-type: none"> Counting 101 – 200 and backward counting 200 - 101 Numbers in words 21 – 50 Tens & Ones Comparing Numbers Biggest & Smallest Arrange in ascending & descending order 2 digit addition and subtraction | <ul style="list-style-type: none"> Chalk- Blackboard explanation Textbook Mental Math Book Duster Computer aided modules with animations and presentations Charts <p>Addition: https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DOOoclZ8ucrU&ved=2ahUKEwi-pZ_vILTrAhUowzgGHf4_D6Y4MhCjtAEwAnoECAgQAQ&usg=AOvVaw3-ejPBVLoaZEnsFsDSOA7w</p> <p>Subtraction: https://youtu.be/Blnz3EjRP5U</p> | <p>Oral Activity:</p> <ul style="list-style-type: none"> Number names quiz Number names recitation <p>Experiential Learning</p> <ul style="list-style-type: none"> Videos will be shown to solve two digit addition and subtraction To encourage the children to come and solve problems on the board Intra class quiz competition <p>Inter disciplinary Linkage: Eng – learn Comparison/opposites for e.g. largest, greatest, biggest – smallest , ascending – descending, forward – backward, front - back <ul style="list-style-type: none"> Reading, writing, speaking skills , problem solving, </p> | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test | <p>The teacher will start with the ice braking activity: The children will be asked that have they played the board game - Snakes and ladders...? and how many numbers are there in the grid..? What is the best thing they like about the game...? Ma'am...when we move ahead and its funny we are eaten up by the snake... PK testing To make students –</p> <ul style="list-style-type: none"> read and write counting from 101- 200 and backward counting from 200 to 1 read and write numbers and their names from 21 – 50 make group of tens & count numbers in tens | <p>The students will be able to –</p> <ul style="list-style-type: none"> read and write counting from 101- 200 and backward counting from 200 to 1 read and write numbers and their names from 21 – 50 to identify & write numbers in tens and ones Compare numbers and identify the smallest and the biggest number & arrange them in ascending and descending order Solve 2 digit addition and subtraction sums and relate to their day to day situations |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| June | Half Yearly Exam | | <p>logical thinking, critical thinking - life skill will be enhanced /assessed</p> <ul style="list-style-type: none"> • Self confidence will be improved | Term II | <p>and ones</p> <ul style="list-style-type: none"> • compare and identify the biggest and the smallest number • Arrange numbers in ascending and descending order • Understand that while adding or subtracting numbers , they should always write the bigger number on the top and first add or subtract the digits in ones then the digits in tens | |
| July 23 | <p>Topic Chapter 7 – Working till 100 Sub - topics</p> <ul style="list-style-type: none"> • Numbers in words 51 – 100 • Face Value and place value • Expanded form and short form • Arrange in increasing and decreasing order • Put Signs <, >, = • What comes before, after and between • 2 digit Addition | <ul style="list-style-type: none"> • Chalk Board explanation • textbook / worksheet • Computer aided modules with animations and presentations • Charts <p>Addition: https://youtu.be/IEDfnGK2fik</p> <p>Subtraction: https://www.google.com/url?sa=t&source=web&</p> | <p>Oral Quiz Activity:</p> <ul style="list-style-type: none"> • Find the face value and place value <p>Experiential Learning: Chart & Videos will be shown on addition with carry over and subtraction by borrowing and word problems</p> <p>Inter disciplinary Linkage: English</p> <ul style="list-style-type: none"> • The children will learn to read and comprehend the word problems and find their | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a Written & Oral test | <p>The Ice breaking session will be started with riddle / poem: More on the top No need to stop More on the the floor Go next door and get 10 more Numbers the same Zero is the game</p> <p>She will explain the subtraction theory The teacher will introduce the chapter and topics , check their previous</p> | <p>The students will be able to –</p> <ul style="list-style-type: none"> • read and write numbers and their names from 51 – 100 • distinguish between tens and ones with their face value & place values and their arrangement • write the digits in expanded form and short form, compare & arrange them in increasing and decreasing order • solve 2digit |

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| | <p>with carry over</p> <ul style="list-style-type: none"> • 2 digit Subtraction by borrowing • Word Problems • Counting 201 to 500 and backward counting from 500- 201 | <p>rct=j&url=https://m.youtube.com/watch%3Fv%3DoAOpN9_0Nfo&ved=2ahUKEwju27P81tnqAhWFheYKHaJdATgQwqsBMAB6BAgFEAM&usg=AOvVaw3oQNBj3Kn-SC-uaJFGrwjQ&cshid=1595174428818</p> <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DsBJp_Toqlhw&ved=2ahUKEwiG0N292NnqAhXq6XMBHQLsBfcQwqsBMAN6BAgFEBA&usg=AOvVaw3A_6YNEiwCzbRqioibvYOh</p> <p>Word Problems: https://youtu.be/zdG4IJHqIF8</p> | <p>solutions/ answers</p> <ul style="list-style-type: none"> • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed • The children will gain self confidence | | <p>knowledge and make the students understand –</p> <ul style="list-style-type: none"> • read and write numbers and their names from 51 – 100 • how to find face value and place value • how to write the digits in expanded and short form • Arrange in increasing and decreasing order • Put Signs <, >, = • What comes before, after and between • Add the digits in ones first and (from the 2 digit sum) write the digit in ones in ones column and take the digit in tens to tens column and add all. • Subtraction by borrowing using regrouping • Solve simple word problems • read and write counting from 201- 500 and | <p>addition sums with carry over and subtraction by borrowing</p> <ul style="list-style-type: none"> • Solve simple word problems and apply them in their daily life situations • read and write counting from 201- 500 and backward counting from 500 to 201 |

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| | | | | | backward counting from 500 to 201 | |
| August 20 | <p>Topic Chapter 8 – Multiplication Sub - topics</p> <ul style="list-style-type: none"> • Multiplication as repeated addition • Making sets • Tables from 0 – 5 • Skip counting • Multiplication Facts • Find the product of two numbers • Multiplying Vertically | <ul style="list-style-type: none"> • Chalk- Blackboard explanation • Duster • Textbook • Computer aided modules with animations and presentations • Charts of Tables • Tables https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DIcmcpNdWiEM&ved=2ahUKEwizrYbftcjqAhVRxzgGHbLaADUQwqsBMAZ6BAgDEB0&usg=AOvVaw0H3TQsTbxtoIPpTIpEI_Vg&cshid=1594581329969 <p>Concept of multiplication https://youtu.be/fZFwHpiAVE0</p> <p>https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-</p> | <p>Oral Activity: Tables Recitation Experiential Learning: Charts & videos were shown on multiplication tables, how to do skip counting and how to solve multiplication sums</p> <ul style="list-style-type: none"> • Mental Math activity <p>Project : Art Integration</p> <ul style="list-style-type: none"> • Complete the Multiplication Wheel by multiplying the numbers with the number in the center of the wheel and colour them • Inter disciplinary Linkage: EVS • The children will learn about birds , animals and their limbs while multiplying for e.g. A cow has four legs. How | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a Written & Oral test | <p>The class will start with ice breaking activity: The teacher will call 5 learners and tell them to hold 2 pencils each. Then she will write on the board and add $2+2+2+2+2=10$ Then asks if 10 children will be asked to add 2 pencils what would be the answer? PK testing will be done Then the teacher will introduce the topic and explain to make child understand/ learn-</p> <ul style="list-style-type: none"> • Multiplication is a simply a faster way of doing repeated addition • the concept of multiplication by making equal groups • practice tables from 0 – 5 • the concept of multiplication using skip counting | <p>The students will be able to –</p> <ul style="list-style-type: none"> • understand the concept of repeated addition • the concept of multiplication in terms of making sets • recite and write tables from 0 – 5 • to do multiplication using skip counting • solve the problems based on multiplication by applying multiplication facts • perform multiplication vertically |

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| | | review-multi-digit-mult/v/2-digit-times-1-digit-example-no-carrying&ved=2ahUKEwj34bOm6ZfrAhUU8XMBHQoGBOo4FBCjtAEwCXoECAQQAQ&usg=AOvVaw1KN_BXtRqBVZ0QY7KdJDDz | <p>many legs do 3 cows have?</p> <ul style="list-style-type: none"> • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced /assessed | | <ul style="list-style-type: none"> • apply multiplication facts • to strengthen the concept of multiplying vertically | |
| Sep 27 | <p>Topic Chapter 9 – Measurement Sub - topics</p> <ul style="list-style-type: none"> • Measuring Lengths • Measuring with scale • Measuring Weight • Measuring Capacity | <ul style="list-style-type: none"> • Chalk- Blackboard explanation • Duster • Textbook • Mental Math Book • Charts • Computer aided modules with animations and presentations <p>Measurement https://youtu.be/PEjOTYRddU4</p> <p>https://youtu.be/me--8hwA7bA</p> <p>https://youtu.be/ybEU-6U7s8k</p> <p>https://youtu.be/HK7w1qUBuBY</p> <p>https://youtu.be/zjGfRm_HY0A</p> | <p>Project: Experiential Learning Videos will be shown to measure length, weight, capacity</p> <ul style="list-style-type: none"> • Choose any 4 items from your surroundings and measure their lengths using handspan, footstep, forearm and pace • Measure your height with a centimeter scale <p>Art integrated:</p> <ul style="list-style-type: none"> • Videos will be shown and activities will be done to explain Measuring weight and capacity <p>Inter disciplinary Linkage: English The children will get</p> | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a Written & Oral test • Term III | <p>The ice breaking activity will be done: Who is the tallest person in your family? And Who is the shortest person in your family? What is your height and how can you measure it? The children will give different answers... The teacher will introduce the topic and test their previous knowledge The teacher will explain and interact with the help of videos and make the children understand / learn-</p> <ul style="list-style-type: none"> • to measure length and height using body parts (non- | <p>The students will be able to-</p> <ul style="list-style-type: none"> • Measure length using standard and non- standard units • Measure length using a centimeter scale • measuring weight by comparing and using standard units (weighing balance) • compare and measure the capacity of two containers |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|--|
| Oct 21 | Topic Chapter 10 – Money Sub - topics <ul style="list-style-type: none"> • The Coins • The Notes • Adding Money • Make up the Amount | <ul style="list-style-type: none"> • Chalk- Blackboard explanation • Duster • Textbook • Computer aided modules with animations and presentation | to know opposites words like: tall- short, heavy – light, full – empty etc... <ul style="list-style-type: none"> • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skills will be enhanced /assessed Project: <ul style="list-style-type: none"> • Coin Tracing - Trace any 5 different coins and write their values Experiential Learning / Art Integration <ul style="list-style-type: none"> • Charts and Videos of Indian currency will be shown • Activity: Draw | <ul style="list-style-type: none"> • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a | standard units) – hand span, footstep, cubit and pace , using smaller objects and using a centimeter scale <ul style="list-style-type: none"> • identify the lighter and heavier objects in a group of objects • measuring capacity using non- standard units (containers) The teacher will start with the ice breaking activity: Draw any one thing which you want to take from the market and show me. The children will draw different | The students will be able to – <ul style="list-style-type: none"> • understand that coins are used for small amounts of money and currency notes are used for bigger amounts and |

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| | <ul style="list-style-type: none"> Word problems | <ul style="list-style-type: none"> Chart of Indian Currencies https://youtu.be/GtIL_5Ct5rU | <p>the notes and coins that form the given amount (colour them)</p> <p>Inter disciplinary linkage: English / Hindi</p> <ul style="list-style-type: none"> Learn to read and comprehend the word problems and find their solutions/ answers Learn the names of different currencies in Hindi for e.g.: ek rupiya, do rupiya etc.. Reading and writing skills, communication, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced | Written & Oral test | <p>things...What do you need for that?? They come with different answers.</p> <p>The teacher will introduce the topic and check their previous knowledge.</p> <p>The teacher will show the chart of Indian coins and currencies and explain with computer aided modules –</p> <ul style="list-style-type: none"> to identify coins and notes of different denominations to strengthen the concept of adding money and making same amount using different denominations count and make an amount of money with various combinations of currency notes and coins Learn how to solve word problems involving addition and subtractions and use them in | <p>the signs used for them</p> <ul style="list-style-type: none"> add the values of currency notes and coins, make combinations of money for an amount relate the concept of money to solve word problems and use it in real-life situations |

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|-----------------------------------|---|--|--|--|--|---|
| | | | | | day to day life | |
| Nov 11 | <p>Topic Chapter 11- Time Sub - topics</p> <ul style="list-style-type: none"> Day and Night Time Telling the time by the clock Ordinal Numbers Days of the week Months in a year Number names 101 - 500 | <ul style="list-style-type: none"> Chalk- Blackboard explanation Duster Textbook Mental Math Book Computer aided modules with animations and presentations Clock Chart <p>https://youtu.be/Kj_tZ5sRf3M</p> <p>Ordinal Numbers https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DBaO1E21SpkI&ved=2ahUKEwiR68uqlrTrAhW0zDgGHTzUDHYQo7QBMAB6BAgBEAE&usg=AOvVaw2uQ4Zd25LzhXXk7f7DV4ab</p> | <p>Art Integrated</p> <ul style="list-style-type: none"> Draw hands to show the time of the day when you do the following activities and decorate the clocks <p>Project: Experiential Learning</p> <ul style="list-style-type: none"> Take a calendar and check the number of days in each month. Write the names of the months in cursive and write the no. of days they have Ordinal numbers will be taught with the help of video and Activity - match the objects with their correct ordinal numbers Interdisciplinary Linkage: Eng/ EVS – The children learn about activities done during day and night, weeks | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test | <p>The class will be started with the ice breaking activity – the riddles will be asked</p> <ul style="list-style-type: none"> This can be seen up in the sky But it is not a kite It is a big ball of gas Which gives us heat and light Sun.... They come out at night without being called and are lost in the day without being stolen .What are they? Moon... stars... <p>The topic will be disclosed Previous knowledge will be examined The teacher explains the children with the help of computer aided modules and interacts with them</p> <ul style="list-style-type: none"> about different parts of the day and the activities done during these hours of the day Use a clock and | <p>The students will be able to –</p> <ul style="list-style-type: none"> identify the things that are done during day and at night time draw the different hands of the clock to tell the time and read the clock Observe, compare and describe relative number positions or order of the objects name the days of the week and months of a year in order read & write number names from 101- 500 |

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|-----------------------------------|--|--|--|--|--|--|
| | | | <p>name and months name</p> <ul style="list-style-type: none"> • Reading and writing skills, speaking, creative, problem solving, logical thinking, critical thinking - life skills will be enhanced /assessed | | <p>its parts, read time from a clock in hours and draw hands on a clock to indicate time</p> <ul style="list-style-type: none"> • helps them to learn and use ordinal numbers to tell the position of something • learn the days of the week and months in a year with spellings and their order • learn & write number names from 101-500 | |
| | <p>Topic Chapter 12 – Pattern Sub - topics</p> <ul style="list-style-type: none"> • Colour the given pattern • Complete the patterns • Counting 501 – 1000 • What comes before, after & between | <ul style="list-style-type: none"> • Chalk- Blackboard explanation • Duster • Textbook • Mental Math Book • Computer aided modules with animations and presentations • Patterns https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3DwHzjLsTadVk&ved=2ahUKEwibtfDVobTrAhWawjgGHRkZD34Qo7QBMAB6BAgJEAE&usg=AOvVaw2vsGaNcA | <p>Experiential Learning A video will be shown to give the better understanding of sequence/ patterns Project: Art Integration</p> <ul style="list-style-type: none"> • Draw, colour and complete the given patterns • Stamping activity – create simple block patterns by stamping thumb prints, leaf prints, vegetable prints, etc... <p>Inter disciplinary</p> | <ul style="list-style-type: none"> • The L.O. will be assessed with the help of written test and worksheets based on the concept taught | <p>The teacher will start the class with the Ice breaking activity The teacher will ask the children to take out some bowls and glasses and arrange them one after another in sequence PK testing will be done and ask them about the arrangement recently done The teacher will explain the concept on the black board by making different patterns and with the help of video; interacts and make the</p> | <p>The students are able to –</p> <ul style="list-style-type: none"> • Understand the concept of patterns • recognize and create different patterns using shapes/ objects • read & write numerals from 501 – 1000 write what comes before, after & between |

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| | | Xh4EpCk36zyAXw | linkage: Eng /EVS/Art <ul style="list-style-type: none"> • The children will learn about different colours, fruits and vegetables, body parts, leaves/ trees while doing stamping activity • Reading and writing skills, communication, problem solving, logical thinking, critical thinking, creative - life skills will be enhanced /assessed | | students – <ul style="list-style-type: none"> • learn the concept of patterns using shapes/ objects • help to develop their thinking and reasoning power and artistic skills • read & write numerals from 501 – 1000 • learn and practice what comes before, after and between | |
| Dec 13 | Final Exam | | | Unit IV | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: EVS
Class: I
Session 2020-21

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|--------------------------|--|--|---|---|---|---|
| FEBRUARY 4 days | Basic knowledge of U KG | <ul style="list-style-type: none"> • Previous knowledge will be tested by giving them basic practice work and then will take the topic further. • Poem recitation and reading. • Chalk-board explanation . | Worksheets will be given to the children to colour the pictures | Oral and written test. | <ul style="list-style-type: none"> • To develop interest and love towards the subject. • Students will be taught domestic, ld and pet animals, names of fruits, vegetables, seasons, land, air transport, months of the year, days of the week, flowers and colours. | <ul style="list-style-type: none"> • Students will be able to read and write the spellings. • Differentiate between pet, wild and domestic animals. |
| MARCH 20 days | Chapter:1 <u>ALL ABOUT ME</u> *We all are special *Growing up *Myself Chapter:2 <u>MY BODY</u> *Parts of the body *How our body parts help us(hands and legs) *Sense organs | <ul style="list-style-type: none"> • Explain the topic by doing group activity. • Kinesthetic activity (touch and guess the sense organs) Poem recitation: 'If you are happy and you know it, clap your hands..... • Poem: "This is | <ul style="list-style-type: none"> • Activity: Slam book (Children will draw their favourite things in he slam book) • Pasting pictures of sense organs. • Worksheets on labeling body parts. Students will be given demonstration on how to | <ul style="list-style-type: none"> • Oral and written test. • MCQs • Quizzes • Oral and written test. • Oral and written test MCQs | <ul style="list-style-type: none"> • To make the students understand how every person is different from others • Identify how things about us change with time. • List the different ways of keeping the body clean. • State the different ways of maintaining oral | Students will be able to understand how each one of them is different and unique from the others. Students will be able to Identify, state and functions and explain the importance of sense organs. |

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| | Chapter:3 <u>LOOKING AFTER MY BODY</u> *How do we keep our body clean *Keeping our teeth clean *Good habits | the way we wash our face, wash our face, early in the morning.....” • Chalk-board explanation. • Exercises. • Audio-visual aids. | brush their teeth and wash their hands. | | hygiene. • List the different ways of keeping the body clean. • State the different ways of maintaining oral hygiene. | Students will be able to • Identify ways of keeping their body clean and also about maintaining their oral hygiene. |
| April 18 days | Chapter:4 <u>MEET MY FAMILY</u> • Types of family • Our pets • Sharing and caring in a family | • Poem: “Mummy finger, mummy finger where are you?... • Chalk-board explanations • Exercises | Family tree activity | Oral and written test | • Explain the different types of families • State the importance of a family | • Students will be able to • Understand how to love, respect, care and help each other in a family |
| | Chapter:5 <u>MY HOUSE</u> • What is a house? • Different types of houses • What are houses made of? • Parts of a house Rooms in a house Keeping the house clean | • Poem: “Bits of paper, bits of paper lying on the floor....” • Exercises • Worksheets: • Colouring pictures of different types of houses • Activity: touch and guess • Exercises. • Audio-visual aids | • Mud, wood, bricks, cement, dry grass, • pieces of marbles will be shown to the students. | • Oral and written • MCQs | • Explain the importance of a house. • Different materials used to build a house. • Importance of a clean house • Explain different kinds of houses built in different geographical regions | Students will be able to • Identify different materials used to build a house. • Benefits of keeping a house clean. • They will even know which types of houses are build in different places |
| May 11 days | Chapter:6 <u>FOOD AND WATER</u> | Activity: • Taste and guess | Worksheets: • Colouring and pasting | • Oral and written • MCQs | • Explain the types of food we get | Students will be able to |

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|--------------------------|---|--|---|--|--|---|
| | <ul style="list-style-type: none"> • Different types of food • Meals that we eat everyday • From where do we get our food • Good habits at the dining table Water | <ul style="list-style-type: none"> • activity will be done • Children will be visiting school mess to differentiate between pulses, spices, fruits and vegetables they eat. • Exercises. • Audio-visual aids | <ul style="list-style-type: none"> • pictures of different fruits, vegetables and other food items | <ul style="list-style-type: none"> • Quizzes | <ul style="list-style-type: none"> • from plants and animals | <ul style="list-style-type: none"> • Distinguish between the three meals that we have in a day. • They will know the importance of water for all living beings. |
| | <p>Chapter:7 <u>CLOTHES FOR US</u></p> <ul style="list-style-type: none"> • Different kinds of clothes • How do we make clothes • Taking care of our clothes. | <ul style="list-style-type: none"> • Chalk-board explanation • Explain and demonstrate the dressing difference between a student and a teacher. • Exercises | <ul style="list-style-type: none"> • Different types of materials will be pasted in the notebook for e g: wool cotton, thread and a piece of cotton cloth. | <ul style="list-style-type: none"> • Oral and written test • MCQs | <ul style="list-style-type: none"> • Identify the different kinds of clothes people wear in different seasons and occasions. • Discuss with the students from where and how do we get clothes? | <p>Students will be able to</p> <ul style="list-style-type: none"> • Identify different cloth materials and their texture. • They will also know how to take care of their own clothes. |
| JULY 21 days | <p>Chapter:8 <u>MY SCHOOL</u></p> <ul style="list-style-type: none"> • Rooms in a school • Things in a classroom • People who help us in the school | <ul style="list-style-type: none"> • Poem : “The wheels of the bus go round and round...” • Activity: Act and guess. • Exercises | <ul style="list-style-type: none"> • Students will be taken for a school round: Classroom, Principal's room, library, art room, green house, music room, playground, dance room and peon room. | <ul style="list-style-type: none"> • Oral and written test • Quizzes | <ul style="list-style-type: none"> • To explain the importance of a school. • Functions of different rooms in a school. | <ul style="list-style-type: none"> • They will be able to Explain the features of different rooms in the school and even the functions of people who help in the school. |
| | <p>Chapter:9 <u>MYNEIGHBOURHOOD</u></p> <ul style="list-style-type: none"> • Places in my neighbourhood • People who help us | <p>Poem: “Hello children! How do you do?”</p> <ul style="list-style-type: none"> • I will introduce myself to you, • I am a teacher | <ul style="list-style-type: none"> • Students will be taken to visit AAGAS, School, hospital and garden. | <ul style="list-style-type: none"> • Oral and written test | <ul style="list-style-type: none"> • Explain the important places in a neighbourhood. • Identify the people who help | <p>Students will be able to</p> <ul style="list-style-type: none"> • Identify important places and people like sweeper, gardener, peon, |

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| | everyday | teaching children like you. • Chalk-board explanation. • Exercises | | | us in our neighbourhood. | doctor, nurses and aayas. |
| AUGUST 20 days | Chapter:10 <u>ANIMALS IN MY WORLD</u> *Domestic animals *How animals help us *Animals home *Animals and their young ones. | *Poem: "Rabbit, rabbit one, two, three. Will you come and play with me ..." *Chalk-board explanation *Audio-visual aids *Exercises | *Worksheets will be given to match animals and their homes, animals and their babies. | *Oral and written test *Quizzes *MCQs | *Identify different places where animals live. *Classify animals as domestic and wild. *State the importance of house for animals. | Students will be able to *Identify the unique characteristics of animals. *They will be able to differentiate between land and water animals. *Differentiate between pet, wild and domestic as well. |
| AUGUST & September | Chapter:11 <u>PLANTS AROUND US</u> *Parts of a plant *Leaves *Flowers *How plants are useful | *A rally will be taken out to spread the awareness: DO NOT CUT TREES. *Exercises | *Activity: Children will be growing chickpeas and kidney beans in cotton. | *Written test *Worksheet will be given to label different parts of a plant. | *Classify plants as herbs, shrubs and trees. *Label different parts of a plant. | Students will be able to differentiate between plants, trees and shrubs. *They will even know how plants and trees are important to us. |
| September 17 days | Chapter:12 Travel and safety *Means of transport *Means of land, air and water transport *Safety rules | *Poem: "We can fly in a plane. We can ride on a train....." | *Students will be taken to the parking area in the school to show them vehicles like car ,bus ,bike and will make them aware of wearing helmet when driving a two wheeler and a seat belt in case of four wheeler. | *Oral and written test *Quizzes *MCQs | *Elaborate on various means of travelling. *State the safety rules and their importance. | Students will be able to *Describe the various means of transport and will be able to explain the importance of safety rules. |

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| October 19 days | Chapter:13 <u>THE EARTH AND THE SKY</u> *Earth *Types of landforms *Water on earth *The sky | *Questionnaire will be given to the students consisting of questions like: *What is the shape of the earth? *What is the significance of blue and green colour? *What is the colour of the sky during the day? *Why are the stars invisible during the day? | *Students will be asked to draw and colour different water bodies like rivers, ponds and lakes. *They will even draw the pictures of the objects they see in the sky in their notebooks. | *Oral and written test | *Explain the students about the various sources of water. *Explain them the different types of landforms and water bodies. *Explaining the importance of keeping the water bodies clean. | Students will be able to *Identify different landforms like hills, plains, mountains and desert. *They will be able to answer the questions in the questionnaire. |
| | Chapter:14 <u>WEATHER AND SEASONS</u> *Different weather *Different seasons | *Chalk-board explanations *Exercises | *Worksheets on seasonal clothes and food will be given to the children to colour and paste them in their notebooks. | *Oral and written test. *Quizzes | *Differentiate between weather and seasons. *Different types of clothes during different seasons. | Students will be able to *Explain that the weather can be hot, cold, cloudy or windy and about *Seasons: There are three main seasons summer, winter and rainy season. |
| NOVEMBER 12 days | Chapter:15 <u>MY WORLD OF COLOURS</u> | *Real objects will be shown to the children and they will identify the colour of that object, | *Students will be asked to draw and colour the rainbow and paste it in their notebooks. | *Oral and written test will be taken. | *Explain the importance of each colour and *How colours are important in our life. | Students will be able to *Understand how different colours symbolizes various cultures, seasons and festivals. |
| December | Final Exams | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH
Class: II
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Feb 6 days | Topic: Paragraph Writing ' Myself ' | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster <p style="text-align: center;"><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • Power Point • You tube • Smart Class - Extra Marks. <p><u>LINKS:</u> <u>Self Introduction:</u> https://www.youtube.com/watch?v=0qW1ung08S0</p> | <ul style="list-style-type: none"> • <u>Writing Skills:</u> Creative writing in notebook • <u>Art integration:</u> Drawing Family and Myself in the notebook • <u>Speaking Skills:</u> JAM (Just a Minute)on the above topic • <u>Inter disciplinary Link:</u> With EVS My Family ‘ • <u>Reading, Speaking and writing Skills</u> will be assessed through loud reading | <ul style="list-style-type: none"> • Written Test (Paragraph writing) • Oral Test • Quiz on the different children in the class (Guess who am I?) • Extempore on Myself | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session where a puppet is shown to the children and it is introducing himself to the whole class • The teacher will introduce herself/himself and then the students Speak about oneself in front of the class and on the stage • To be able to express in writing and speak confidently about oneself | <p><u>The following skills of the students are enhanced:</u></p> <ul style="list-style-type: none"> • The new speakers of the language gain confidence to speak about themselves and of things around them. • Writing skills • Life Skills • The students are sensitized towards the others around them • The students will know others around them • Speak and write English, talk to their peers in English |

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| | | | ,speaking about oneself and paragraph writing | | | |
| March 26 days | Grammar: Concept Arrange in Alphabetical Order | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks. <ul style="list-style-type: none"> Flash cards with different jumbled words are used to teach the children Alphabetical Order <p><u>LINKS:</u> <u>Alphabetical Order:</u> https://www.youtube.com/watch?v=1SXdw0L715k</p> | <ul style="list-style-type: none"> <u>Life Skills:</u> The concept of dictionary will be discussed in the class <u>(Art Integrated Project):</u> Children had to make a word string with words in the alphabetical order <u>Experiential Learning:</u> Chinese Whisper Game played | <ul style="list-style-type: none"> Written Test Worksheets Oral Test Quiz | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session Teaching alphabetical order gives kids a practical skill that applies in many areas of life. Understanding alphabetical order simplifies many research situations such as finding a particular topic in a book through the index or finding the | <p><u>The following skills of the students are enhanced:</u></p> <ul style="list-style-type: none"> To be able to look for words as per the sequence. Alphabetizing is an important skill to master as it helps and develop organizational skills, executive functioning abilities and it even improves memory. Develop phonemic awareness through activities focusing on different sounds, emerging from the words. |

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| | | https://www.youtube.com/watch?v=2Bn7mQq6zVA | | | <p>phone number from a phone book or finding a particular word from the dictionary.</p> <ul style="list-style-type: none"> • Words beginning with different letters will be given to the students. They will have to be arranged in order of sequence | |
| | Grammar: Concept of Nouns Common and Proper | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks • PPT /Extra marks links | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> The children will go around the campus for a walk with the teacher where they will identify each and everything they see into the four categories: i.e.: Name ,place animal | <ul style="list-style-type: none"> • Written Test • Worksheets • Oral work done in the class • Quiz • Practice in workbook | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • To learn that everything around us has a name. • All naming words are Nouns | <ul style="list-style-type: none"> • To identify the different types of Nouns and use them appropriately in sentences |

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| | | <p>are shown to the children for better visual understanding</p> <ul style="list-style-type: none"> To learn that everything around us has a name. All naming words are Nouns <p><u>LINKS:</u> <u>Common Noun:</u> https://www.youtube.com/watch?v=-g7Os65-9ro</p> <p><u>Proper Nouns:</u> https://www.youtube.com/watch?v=DJy4PV6kETM</p> <p><u>All about Nouns:</u> https://www.youtube.com/watch?v=tquecIG-Pws</p> <p><u>People Who Help Us:</u> https://www.youtube.com/watch?v=iTTJm0Feg https://www.youtube.co</p> | <p>and things</p> <ul style="list-style-type: none"> <u>Art Integration:</u> The children will make a drawing of their school in their Drawing file and circle any 5 nouns in it <u>Reading, Speaking and writing Skills</u> will be assessed through loud reading, general conversation on the given topic and writing | | <ul style="list-style-type: none"> Proper Nouns begin with a Capital letter. | |

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| | | m/watch?v=ZLzER9xY Cjc | | | | |
| | Grammar: Concept Noun- Genders Masculine/Feminine | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> Video on Child Safety shown to the children PPT /Extra marks/You Tube videos links are shown to the children for better visual understanding <p><u>LINKS:</u> <u>Gender Introduction:</u> https://www.youtube.com/watch?v=cXKeH35hj1Y <u>Rules:</u> https://www.youtube.com/watch?v=K64eO3ceo_A <u>Masculine/Feminine Examples:</u> https://www.youtube.com/watch?v=xL2EJgiE2sY</p> | <ul style="list-style-type: none"> <u>Experiential Learning:</u> The teacher will explain the genders as boy group and girl group with examples of living things <u>Art Integration</u> Drawing of boy/girl done in the notebook <u>Inter Disciplinary Link:</u> With EVS –Parts of a body <u>Reading and writing Skills</u> will be assessed through loud reading, general conversation on the topic and writing | <ul style="list-style-type: none"> Written test Worksheets Oral quiz done in the class Practice in workbook | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session by showing different flash cards and they identify the pictures on the basis of their gender. Some non living objects are also shown to them To introduce the concept of masculine (male)and feminine (female)groups of humans and animals both The children will speak 2-3 sentences on family photograph , animals and friends | <ul style="list-style-type: none"> Children easily understand the boy/ girl groups Talks about self /situations/ pictures in English |

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| | | <p><u>Neuter Gender:</u> https://www.youtube.com/watch?v=IHIWswZUO6c <u>Good touch, bad touch:</u> https://www.youtube.com/watch?v=zNTUMNKSNwk</p> | | | | |
| | <p>Grammar: Concept Nouns Opposites</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint • You tube • Smart Class - Extra Marks • PPT /Extra marks links are shown to the children for better visual understanding • Video on opposites and various objects from around the class. Big bag /small bag, open door/closed door etc <p><u>LINKS:</u> <u>Opposite words:</u> https://www.youtube.co</p> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> Holding of objects in hand and trying to find the correct word to describe it • <u>Art Integration:</u> Drawing and coloring of opposite words done in the notebook • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing | <ul style="list-style-type: none"> • Written test • Worksheets • Oral quiz done in the class • Practice in workbook | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session by showing different objects on the table and the children have to identify the opposite words for the objects they see • To understand words with opposite meanings | <ul style="list-style-type: none"> • Children will learn new words to describe things around them • Identify opposites and use in communication, for example ‘tall/short’, ‘inside/outside’, ‘fat/thin’ etc. |

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| | | <p>m/watch?v=RnEWwLPqWwo</p> <p><u>Opposite with Hindi words:</u> https://www.youtube.com/watch?v=D9n8Wsf6MU8</p> <p><u>Opposite Songs:</u> https://www.youtube.com/watch?v=HGeuA4iJ8vI</p> | | | | |
| | <p>Literature L-1 An Act of Kindness</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> A small Class Library is created where the child can pick up a book and read during the Reading class. Dictate stories about classroom experiences. Increase duration of group story time as listening skills develop. | <ul style="list-style-type: none"> • Written test • Worksheets • Oral quiz done in the class • Draw and write short sentences related to stories read, and speak about their drawing or writing work | <ul style="list-style-type: none"> • To be able to read aloud and understand the story line where the child shall be making connections , predicting, questioning, visualizing, summarizing, skimming, scanning and synthesizing the basic idea of the story and relate it to | <ul style="list-style-type: none"> • To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend and answer the questions effectively • Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner |

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| | | <ul style="list-style-type: none"> • PPT /Extra marks links are shown to the children for better visual understanding • Videos /Stories of Kindness will be shown to the children(Val ue of Empathy will be enhanced) <p><u>LINKS:</u> <u>Motivational Stories on Kindness:</u> https://www.youtube.com/watch?v=8Wi0UWLeT9I https://www.youtube.com/watch?v=GdYJr03eJjE <u>Act of Kindness song:</u> https://www.youtube.com/watch?v=1yLg1nPua0k</p> | <ul style="list-style-type: none"> • <u>Life Skill:</u> Provide a listening center with stories. • <u>Inter Disciplinary Link:</u> With Value Education The children were told to speak for a minute on any 1 act of kindness they would want to do for the world. • <u>Art Integration:</u> Weaver's Book page no-7 Activity –B • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing(Q/A, Word/meanings | | <p>real life experiences .</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and pause • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English • Expresses orally her/his opinion/ understanding about the story and characters in the story, in English | <ul style="list-style-type: none"> • Give all students an opportunity to listen to stories daily |

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| | | | and framing sentences) | | | |
| April 22 days | Literature L-2 A Smile (POEM) | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks PPT /Extra marks links are shown to the children for better visual understanding Emojis will be shown to the children <p><u>LINKS:</u></p> <p><u>Poem Recitation:</u> https://www.youtube.com/watch?v=TK5zcksBy</p> | <ul style="list-style-type: none"> <u>Reading /Speaking Skill:</u> Reciting in front of the class and on the stage Speaking on stage activity <u>Art Integration:</u> Children will write 5 things they would like to do to bring a smile n someone's face. Draw colourful smiling faces in the notebook. Children will be asked to draw the different Emojis they see while their parents use the mobile <u>Experiential Learning:</u> | <ul style="list-style-type: none"> Oral :Recitation Competition (Intra Class) Written test Oral quiz done in the class | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session where the teacher will tell them to laugh out loudly without any reason to make them feel happy and bring a smile on the children's faces The teacher will recite and teach the rhyming pattern. Followed by the recitation of students To learn and recite poems loudly with correct | <ul style="list-style-type: none"> To be able to differentiate between a story and poem. To understand the rhyming sequence Sing or recite collectively songs or poems or rhymes with action and intonation Listens to instructions and draws a picture To train the emotions of the students To develop the students' power of imagination |

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| | | <p>xU</p> <p><u>Poem Song:</u> https://www.youtube.com/watch?v=TVCd_OA-__Q</p> <p><u>Fun activities ,riddles, games on Smile:</u> https://www.youtube.com/watch?v=cacwPwdm6lo</p> | <p>Children will ask riddles and crack jokes in the class to make their friends smile</p> <ul style="list-style-type: none"> • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing(Q/A, Word/meanings and framing sentences) | | <p>pronunciation and intonation as well as the rhyming scheme.</p> | |
| | <p>Reading Comprehensions</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks | <ul style="list-style-type: none"> • <u>Art Integration:</u> The children will draw and represent the most important plot of the story they just read and color it as well. • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading | <ul style="list-style-type: none"> • Written test • Worksheets • Oral quiz done in the class • Listening Skills will also be assessed | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • The teacher to take the children to the library and read the stories loudly and explain the content | <ul style="list-style-type: none"> • The children were able to read and comprehend stories and poems. It developed their ability to comprehend and develop listening skills • Raise questions on the text read |

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| | Paragraph Writing 'My School' | <p><u>LINKS:</u> <u>Reading</u> <u>Comprehension</u> <u>Activity:</u> https://www.youtube.com/watch?v=zPA5hWu7jIo</p> <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> ❖ PowerPoint presentation ❖ You | <p>,speaking and writing</p> <ul style="list-style-type: none"> • <u>Experiential Learning:</u> Circle time with the children to listen to them talk about the school. Speaking about the school in front of the class and on the stage <p>Speaking</p> | <ul style="list-style-type: none"> • Written work • Quiz on 'My School' where the children will be asked on their simple school. • Worksheets | <ul style="list-style-type: none"> • To be able to read different stories and poems comprehend the content and answer the questions based on it • Identifies characters, and sequence of events in a story. • PK testing • The lesson will begin with an ice breaking session • To be able to express in writing about ones school • Develop | <ul style="list-style-type: none"> • Uses punctuation such as question mark, full stop and capital letters appropriately • Children gain confidence to speak about things around them • Acquire the skills of listening, speaking, reading, writing and thinking in an integrated |

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| | | <p>tube</p> <ul style="list-style-type: none"> ❖ Smart Class - Extra Marks ❖ PPT / <p><u>My School paragraph writing ideas:</u> https://www.youtube.com/watch?v=ZKsRPsaCjYc</p> <p><u>How to write on 4 lined notebook:</u> https://www.youtube.com/watch?v=avZXpk6bkJY</p> | <p>activity</p> <ul style="list-style-type: none"> • <u>Writing Skills:</u> Round of the school and then a Flowchart to be made and all words to be taken from the students and then sentences to be formed • <u>Speak Skills:</u> Speaking about the school by children while the teacher guides them • <u>Inter Disciplinary Link:</u> With EVS –Places in our Neighborhood | | interpersonal communication skills | manner |
| | <u>Grammar:</u> <u>A / an / the concept Vowels and Articles</u> | <ul style="list-style-type: none"> • Classroom discussion • Chalk | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> The vowels a, | <ul style="list-style-type: none"> • Written test | <ul style="list-style-type: none"> • PK testing • The lesson | <ul style="list-style-type: none"> • Students will be able to state the |

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| | | <ul style="list-style-type: none"> • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks <p>PPT /Extra marks links are shown to the children for better visual</p> <p><u>LINKS:</u> <u>Vowels and Consonants:</u> https://www.youtube.com/watch?v=cAlsAjFxHgU</p> <p><u>Articles Rules:</u> https://www.youtube.com/watch</p> | <p>e, i, o, u to be written on their fingers</p> <ul style="list-style-type: none"> • <u>Art Integration</u> The children will draw the hand imprint and write the vowels. The teacher will hold objects and the children will use the correct vowels to describe the object. • <u>Life Skills:</u> Songs on various fruits that the children use and eat in their daily life. Weaver's Book page 8/9 (Activity - 1) • <u>Inter Disciplinar</u> | <ul style="list-style-type: none"> • Worksheets • Practice on worksheets • Oral quiz done in the class | <p>will begin with an ice breaking session where the teacher will keep some objects on the table and the students have to identify the objects by framing a sentence. While the student speak the sentence the usage of Articles will be introduced.</p> <ul style="list-style-type: none"> • The teacher explains the vowels and consonants Letters • Then the usage of a ,an and the will be done • To introduce Vowels and consonants with the use | <p>definition of an article.</p> <ul style="list-style-type: none"> • Students will be able to name the articles a, an, and the • Students will recognize that articles are always used with nouns • Students will be able to use articles correctly in sentences. |

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| | | <p>?v=83ujFcGrxHI</p> <p><u>A,AN,THE :</u> https://www.youtube.com/watch?v=drTyYqbz6Xk</p> | <p><u>y Link:</u> With EVS – FOOD(Nutritional value of fruits)</p> | | <p>of a, an, the</p> <ul style="list-style-type: none"> Recognizes letters and their sounds A—Z | |
| May 18 days | Paragraph Writing My Best Friend | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks PPT /Extra marks links are shown to the children for better visual | <ul style="list-style-type: none"> <u>Experiential Learning:</u> The children will be given an opportunity to interview their Best Friend by asking questions about their likes and dislikes etc. <u>Art Integration:</u> The children will draw and colour the drawing of their best friend. <u>Reading Speaking and writing Skills</u> will be | <ul style="list-style-type: none"> Written work Quiz on ‘My Best Friend’ where the children will be asked simple questions on their best friend. All words to be taken from the students and then sentences to be formed | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session To be able to express in writing about ones best friend Develop interpersonal communication skills. Circle time with the children to talk to each other. Speaking about their friend in front of the | <ul style="list-style-type: none"> Children gain confidence to speak and expressing about things around them Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p><u>LINKS:</u> <u>Introduction to a paragraph:</u> https://www.youtube.com/watch?v=k4d9qJJ8GwU</p> <p><u>My Best Friend:</u> https://www.youtube.com/watch?v=M5ufm4Tx6l8</p> | assessed through loud reading ,speaking and writing | | class and on the stage | |
| | Literature Lesson-3 The Frog ,Elephant vs. Tiger | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks <p><u>LINKS:</u> <u>Aesop's Fables:</u> https://www.youtube.com/watch?v=wq2sp9X3zdU</p> | <ul style="list-style-type: none"> • <u>Listening Skills:</u> Dictate stories about classroom experiences. Increase duration of group story time as listening skills develop. • <u>Life Skills:</u> Provide a listening center with stories. • <u>Speak Skills:</u> Weaver's | <ul style="list-style-type: none"> • Written test • Worksheets • Oral quiz done in the class • Story Telling | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • The teacher to read the story aloud and explain and also summarize the story • To be able to read aloud and understand the story line where the child shall be making connections , predicting, | <ul style="list-style-type: none"> • To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend and answer the questions effectively • Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner • Give all students an |

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| | REVISION FOR EXAMINATION | | <p>Book page no-10/11 Activity-2(Speaking activity with Parents in their mother tongue (Vernacular/ followed by English)</p> <ul style="list-style-type: none"> • <u>Art Integration</u> Draw and write short sentences related to stories read, and speak about their drawing • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing (Q/A) | | <p>questioning, visualizing, summarizing, skimming, scanning and synthesizing the basic idea of the story.</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and pause • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English • Expresses orally her/his opinion/ understanding about the story and | <p>opportunity to listen to stories daily</p> <ul style="list-style-type: none"> • Value Education is inculcated through the Panchatantra Stories |

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| | | | | | characters in the story, in English <ul style="list-style-type: none"> • Enrich vocabulary in English mainly through telling and re-telling stories/folk tales | |
| July 23 days | Grammar: One/Many (Singular Plural) | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks <ul style="list-style-type: none"> • Flash Cards will be used | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> objects will be given to the children which is already present in the classroom and the children will be counting it to develop the concept of one and many along with words like is ,are ,this ,that, these ,those? • <u>Reading Speaking and writing Skills</u> will be assessed | <ul style="list-style-type: none"> • Written test • Oral test • Worksheets • Grammar workbook exercises | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session by asking the children to count the number of books and pencils in their bag and compare it with the one kept on the table by the teacher • The teacher will recapitulate the concept using objects from within | <ul style="list-style-type: none"> • Students will be able to create plural nouns and use them in sentences. • Students will be able to match Singular nouns with plural nouns • To gain an understanding of the terms 'singular' and 'plural' • To investigate and learn spellings of words with 's' for plurals • To read on sight high frequency and familiar words |

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| | | <p><u>LINKS:</u> <u>Singular/plural</u> <u>examples:</u> https://www.youtube.com/watch?v=BI1Syz9I2n0 <u>Rules of Singular/Plural:</u> https://www.youtube.com/watch?v=a9Tv8U8dMzk <u>Singular/Plural exercises:</u> https://www.youtube.com/watch?v=Z1vDCx70Z14</p> | <p>through loud reading ,speaking and writing</p> | | <p>the class</p> <ul style="list-style-type: none"> • To be able to express in writing about ones best friend • To learn about plural nouns, which are people, places, or things in amounts greater than one | |
| | <p>Grammar: Adjectives (Describing Words)</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> The teacher will do an outdoor activity where the children will see their surroundings and describe in their own words | <ul style="list-style-type: none"> • Written test • Oral Activity (To speak on their Project for a minute • Worksheets • Grammar workbook exercises | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session by taking about themselves or talking about their classroom in which they | <ul style="list-style-type: none"> • To be able to use words correctly to describe anything around them. • Uses simple adjectives related to size, shape, colour, weight, texture such as ‘big’, |

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| | | <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks • Use of Flash cards <p><u>LINKS:</u> <u>Describing Words:</u> https://www.youtube.com/watch?v=5ZkMbLkGims https://www.youtube.com/watch?v=ju2q6SnZsJo</p> <p><u>Different Describing Words:</u> https://www.youtube.com/watch?v=mjAsPSkaDI</p> <p><u>Describing Words Quiz:</u> https://www.youtube.com/watch?v=dfChRcChe</p> | <ul style="list-style-type: none"> • <u>Art Integrated Project:</u> The children had to make a 2D/3D project on their Favorite Food Item and use describing words for it. • <u>Life Skills:</u> Outdoor activity to observe their surroundings and describing everything around them • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing(Q/A) | | <p>are sitting</p> <ul style="list-style-type: none"> • To understand describing words and to use them correctly in sentences • Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner. • Write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” | <p>‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc and apply them in their Project work as well</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Literature L-4 A Book (POEM) | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks <p><u>LINKS:</u> <u>A Book poem explanation:</u> https://www.youtube.com/watch?v=V8MDdcF48xw</p> | <ul style="list-style-type: none"> <u>Art Integration:</u> Weaver's Book (Page no 20 Activity –A) <u>Experiential Learning:</u> Visit to the School Library <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing(Q/A) | <ul style="list-style-type: none"> Oral :Recitation Competition (Intra Class) Written test Oral Activity (To speak on their Project for a minute Worksheets | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session where the children will be given different books and they have to say what the book is all about. It could be a story book, dictionary, register, drawing book, comics etc. To learn and recite poems loudly with correct pronunciation and intonation as | <ul style="list-style-type: none"> To be able to differentiate between a story and poem. To understand the rhyming sequence Sing or recite collectively songs or poems or rhymes with action and intonation Listens to instructions and draws a picture To train the emotions of the students To develop the students' power of imagination recites poems/rhymes with actions |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p><u>Importance of Books in one's life:</u> https://www.youtube.com/watch?v=09bli_MflKE https://www.youtube.com/watch?v=pRTWFqhEDeo</p> | | | <p>well as the rhyming scheme.</p> <ul style="list-style-type: none"> The teacher will recite and teach the rhyming pattern. Write 2-3 simple sentences about stories or poems | <ul style="list-style-type: none"> Draws, scribbles in response to poems and stories Responds orally (in any language including sign language) to comprehension questions related to stories/poems |
| | <p>Literature L-5 Video Games Please....Please (Prose)</p> | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> Power Point presentation You tube Smart | <ul style="list-style-type: none"> <u>Life Skills:</u> Project : Weaver's Book Page 27 Activity(c, d) <u>Experiential Learning:</u> Visit to the computer lab <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing | <ul style="list-style-type: none"> Written test Worksheets Oral quiz done in the class Draw and write short sentences related to stories read, and speak about their drawing or writing work Paragraph Writing on Advantages | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session To be able to read aloud and understand the story line where the child shall be making connections , predicting, questioning, visualizing, summarizing, | <ul style="list-style-type: none"> To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend and answer the questions effectively Acquire the skills of listening, speaking, reading, writing and thinking in an integrated |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | Class - Extra Marks <u>LINKS:</u> <u>Benefits of Video Games:</u> https://www.youtube.com/watch?v=3dWyIJEvus4 <u>Disadvantages of Video Games:</u> https://www.youtube.com/watch?v=MvbStMSETWc | | and disadvantages of Video Games in one's life? | skimming, scanning and synthesizing the basic idea of the story. <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and pause • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English • Expresses orally her/his opinion/ understanding about the story and characters in the story | manner <ul style="list-style-type: none"> • Develop reference skills both printed and electronic mode. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| August 20 days | Paragraph Writing 1.My Favourite Teacher 2.A Rainy Day | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks <p><u>LINKS:</u> <u>On a Rainy Day:</u> https://www.youtube.com/watch?v=sgLRbEc4iSQ</p> <p><u>Rainy Day song:</u> https://www.youtube.com/watch?v=6TxDIWPZRJA</p> | <ul style="list-style-type: none"> <u>Experiential Learning:</u> The student can conduct an interview of their Favorite Teacher <u>Art Integration:</u> Make paper boats on a rainy day and have fun floating them in the small puddles (Origami) <u>Inter Disciplinary Link:</u> With EVS –Seasons and clothes we wear in different Seasons <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing | <ul style="list-style-type: none"> Written work Quiz on ‘My Favourite Teacher’ where the children will be asked simple questions on their favorites teacher and the children have to guess the name of the teacher with the describing words used for that particular teacher. All words to be taken from the students and then sentences to be formed | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session by asking about a rainbow and its colours To be able to express in writing and speak about Their Favourite Teacher and a Rainy Day Develop interpersonal communication skills. To be able to express in writing and speak about a Rainy Day Circle time with the children to talk to each | <ul style="list-style-type: none"> Children gain confidence to speak and express about people they interact with around them Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner Multi - sensory development through origami |

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| | | | | | <p>other. Speaking about their favourite teacher and How do they feel on a rainy day.... in front of the class and on the stage Speaking activity</p> | |
| | <p>Grammar: Action Words(VERBS)</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks <p><u>LINKS:</u> <u>Action Words:</u></p> | <ul style="list-style-type: none"> • <u>Life Skills:</u> Poem on action word(When we're happy and we know it, clap your hands) • <u>Experiential Learning Games:</u> Mime Activity • Simon Says (Game will be played) • Dumb charade will be played among the students | <ul style="list-style-type: none"> • Worksheet test • Quiz will be played in the class • Grammar workbook exercises | <ul style="list-style-type: none"> • PK testing <p>The lesson will begin with an ice breaking session</p> <ul style="list-style-type: none"> • To understand the use of supporting or helping verbs of is/am/are with proper action words • The teacher will make some actions and the children will identify the work | <ul style="list-style-type: none"> • Students will be able to define and identify different types of verbs • Students will be able to demonstrate correct usage of different verbs, including past and present tense verbs and helping verbs |

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| | | <p>https://www.youtube.com/watch?v=3MpFj4K_Ac8</p> <p>https://www.youtube.com/watch?v=nxtaLqImKH4</p> <p><u>Exercises on Action</u> <u>Words:</u> https://www.youtube.com/watch?v=oFfhuli_N8M</p> | <p>where in the students have to identify the action been enacted</p> <ul style="list-style-type: none"> • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing | | | |
| | <p>Literature Lesson-6 How Beautiful The World Is ?(Poem)</p> | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class - Extra Marks | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> (Nature walk with the children to the field, poly house, nursery, view point • <u>Life Skills:</u> Weaver's Book –Page no 30 Activity 2 • <u>Life Skills:</u> A small talk with the school gardener | <ul style="list-style-type: none"> • Oral Recitation • Written work • Quiz will be played in the class | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • To learn and recite poems loudly with correct pronunciation and intonation as well as the rhyming scheme. • The teacher will recite and teach the rhyming | <ul style="list-style-type: none"> • To be able to differentiate between a story and poem. To understand the rhyming sequence • Sing or recite collectively songs or poems or rhymes with action and intonation • Listens to instructions and draws a picture • To train the emotions of the students |

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| | | <p><u>LINKS:</u> <u>Poem:</u> https://www.youtube.com/watch?v=9equgT0RA_s <u>Underwater World:</u> https://www.youtube.com/watch?v=567vaK3BKbo</p> | <ul style="list-style-type: none"> • <u>Inter Disciplinary Link:</u> With EVS Our Sense Organs • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing | | pattern. | <ul style="list-style-type: none"> • To develop the students' power of imagination • Sing or recite collectively songs or poems or rhymes with action |
| Sep 27 days | Grammar: Pronouns | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube | <ul style="list-style-type: none"> • <u>Speaking Activity:</u> Having a ball and standing or sitting in a circle. Randomly toss the ball to the student and have them say a sentence with at least one pronoun in it. Once they complete the task have them toss the ball to | <ul style="list-style-type: none"> • Worksheet test • Quiz will be played in the class • Grammar workbook exercises | <ul style="list-style-type: none"> • The usage of Pronouns in sentences and paragraph writing • To be able to understand the words and to spot which Pronouns to be used for which noun. of the noun • The teacher will take some names | <ul style="list-style-type: none"> • Use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those' |

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| | | <ul style="list-style-type: none"> Smart Class - Extra Marks <p><u>LINKS:</u> <u>Pronouns:</u> https://www.youtube.com/watch?v=ZY3U25QMxS8</p> <p><u>Rules:</u> https://www.youtube.com/watch?v=MJwps0D4MyI</p> <p><u>Pronoun exercises:</u> https://www.youtube.com/watch?v=OMzfakpnSBw</p> | <p>another student and so forth and so forth.</p> <ul style="list-style-type: none"> <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing | | <p>of boys and girls and tell them to add different Pronouns for them</p> | |
| | <p>Literature Lesson-7 The Weaver Spider(Short Story)</p> | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation | <ul style="list-style-type: none"> <u>Art Integration:</u> Weaver's page 37 Activity A ,B Draw a colour a spider's web <u>Experiential Learning:</u> A real spider web will be shown to the children | <ul style="list-style-type: none"> Written test Worksheets Oral quiz done in the class | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session The teacher to read the story aloud and explain and also summarize the story To be able to read | <ul style="list-style-type: none"> To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend and answer the questions effectively Acquire the skills of listening, |

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| | | <ul style="list-style-type: none"> • You tube • Smart Class - Extra Marks <p><u>LINKS:</u> <u>Incy Wincy Spider</u> <u>poem:</u> https://www.youtube.com/watch?v=OjGPmnuAalY</p> <p><u>How a spider spin its web?</u> https://www.youtube.com/watch?v=pfnchU_HtXQ</p> <p><u>Interesting facts about Spiders:</u> https://www.youtube.com/watch?v=CTCJwemsQEA</p> | <ul style="list-style-type: none"> • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing | | <p>aloud and understand the story line where the child shall be making connections , predicting, questioning, visualizing, summarizing, skimming, scanning and synthesizing the basic idea of the story.</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and pause • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions | <p>speaking, reading, writing and thinking in an integrated manner</p> <ul style="list-style-type: none"> • Develop reference skills both printed and electronic mode. |

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| | | | | | <p>in English</p> <ul style="list-style-type: none"> Expresses orally her/his opinion/ understanding about the story and characters in the story | |
| | <p>Paragraph Writing</p> <p>My Hobby</p> | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation You tube Smart Class - Extra Marks <p><u>LINKS:</u></p> | <ul style="list-style-type: none"> <u>Speaking Activity:</u> The children will share and speak about their - Favourite Hobby. <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing | <ul style="list-style-type: none"> Written work Oral quiz done in the class | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session Develop interpersonal communication skills. Circle time with the children to talk to each other. Speaking about their Hobby in front of the | <ul style="list-style-type: none"> Children gain confidence to speak and express about people they interact with around them Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p><u>What are Hobbies and interests:</u> https://www.youtube.com/watch?v=1FLRGat2Z6I</p> <p><u>Leisure Time:</u> https://www.youtube.com/watch?v=YkelkmzYSz4</p> <p><u>My Hobby in English:</u> https://www.youtube.com/watch?v=19XiR9NIUuk</p> | | | class and on the stage | |
| October 21 days | Literature Lesson-8 Stop! Stop! Pretty Water | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart Class | <ul style="list-style-type: none"> • <u>Art Integration :</u> Poster making with a slogan: The children will draw and convey the importance of Water in our lives. • <u>Experiential Learning:</u> Watering the plants in school and planting a sapling • <u>Reading Speaking and</u> | <ul style="list-style-type: none"> ❖ Oral :Recitation Competition • Written work • Oral quiz done in the class | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • To learn and recite poems loudly with correct pronunciation and intonation as well as the rhyming scheme. | <ul style="list-style-type: none"> • To be able to differentiate between a story and poem. To understand the rhyming sequence • Sing or recite collectively songs or poems or rhymes with action and intonation • Listens to instructions and draws a picture |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|----------------------------------|--|--|---|--|---|
| | | <p>- Extra Marks links are shown to the children for better visual understanding</p> <p><u>LINKS:</u> <u>Poem in both English and Hindi explained:</u> https://www.youtube.com/watch?v=j6xRe9gVaQ</p> <p><u>Sound of streams and brook:</u> https://www.youtube.com/watch?v=8a6sK2yhcg</p> | <p><u>writing Skills</u> will be assessed through loud reading, speaking and writing</p> | | <ul style="list-style-type: none"> The teacher will recite and teach the rhyming pattern. | <ul style="list-style-type: none"> To train the emotions of the students To develop the students' power of imagination |
| | Grammar: Prepositions | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> PowerPoint presentation | <ul style="list-style-type: none"> <u>Life Skills:</u> The child will enact different positions of the noun in the class using objects and make a list of Prepositions <u>Experiential Learning:</u> Activity with cardboard carton: The | <ul style="list-style-type: none"> Written test Worksheets Oral quiz done in the class | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session by asking the children where is your water bottle, bag , book ,duster ,fan etc and the children look for the object and | <ul style="list-style-type: none"> Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner. Develop interpersonal communication skills. Attain basic proficiency like, developing |

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|-----------------------------------|--|--|--|---|---|---|
| | | <ul style="list-style-type: none"> You tube Smart Class - Extra Marks <p><u>LINKS:</u> <u>Preposition:</u> https://www.youtube.com/watch?v=4DLxGFDwFAY</p> <p><u>Preposition with examples:</u> https://www.youtube.com/watch?v=_VK-kXkXTBc</p> <p><u>Preposition Rules with examples:</u> https://www.youtube.com/watch?v=GKGVEQ-14t0</p> <p><u>Preposition Exercises:</u> https://www.youtube.com/watch?v=fVmJm8WwG1w</p> | children will show the different positions with the help of the cardboard. (e.g.; in .on beside, between, inside, outside etc) | | <p>try to locate its position</p> <ul style="list-style-type: none"> To be able to understand the words and to spot the position of the noun The teacher will enact the different positions of the objects and motivate the students to use words: in, on, under, over, above etc to describe the position of the noun. | <p>ability to express one's thoughts orally and in Writing</p> <ul style="list-style-type: none"> Uses Prepositions like 'before', 'between'' etc. |
| Nov 11 days | Literature Lesson- The Golden Snail (Picture Story) | <ul style="list-style-type: none"> Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the | <ul style="list-style-type: none"> <u>Art Integration:</u> Hand_Puppet making of the characters of the story Weaver's Page: 49 -50 Activity A and B | <ul style="list-style-type: none"> Written test Worksheets Oral quiz done in the class | <ul style="list-style-type: none"> PK testing The lesson will begin with an ice breaking session To be able | <ul style="list-style-type: none"> To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|--|--|--|---|--|
| | | <p>story</p> <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • Power Point • You tube • Smart Class - Extra Marks <p><u>LINKS:</u> <u>Story of the Golden Snail:</u> https://www.youtube.com/watch?v=KvOtHCJXIFU</p> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> Story Telling of different folk tales of the world • <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing | | <p>to read aloud and understand the story line where the child shall be making connections, predicting, questioning, visualizing, summarizing , skimming, scanning and synthesizing the basic idea of the story.</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and pause • Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English • Expresses | <p>and answer the questions effectively</p> <ul style="list-style-type: none"> • Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner • Develop reference skills both printed and electronic mode. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|----------------------------|--|---|--|--|--|
| | | | | | orally her/his opinion/ understandi ng about the story and characters in the story | |
| | Picture Composition | <ul style="list-style-type: none"> • Classroom discussion • Chalk • Board • Duster • The teacher to read the story aloud and explain and also summarize the story <p><u>Computer Aided Teaching:</u></p> <ul style="list-style-type: none"> • Power Point • Smart Class - Extra Marks <p><u>LINK:</u> <u>How to Write a Picture composition?</u> https://www.youtube.co</p> | <p><u>Art Integration:</u> The children will be told to draw and colour a picture from their imagination on the topic-‘My Fantasy World</p> <p><u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing</p> | <ul style="list-style-type: none"> • Written test • Worksheets | <ul style="list-style-type: none"> • PK testing • The lesson will begin with an ice breaking session • Skim for main idea(s) • Able to write a few lines on the given picture • Use appropriate vocabulary • Pictures will be shown to the children by the teacher. At first they will speak on what | <ul style="list-style-type: none"> • Skim for main idea(s) • Scan for details • write effectively • Build academic vocabulary use • Grammatical structures accurately |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|-------------------|
| | | m/watch?v=5tfX2DTg_tU https://www.youtube.com/watch?v=xZ00keX1Nf0 | | | they see followed by writing about the picture. | |
| Dec (13 days) | REVISIONS INTEGRATED GRAMMAR/ LITERATURE FOR FINAL EXAMINATION | | | | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : दो

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------|---|---|--|---|--|
| फरवरी (6) | कविता - मीठे बोल | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> आप चिड़िया होते तो क्या- क्या करते <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> तिनकों वरुई से एक घोंसला बनाओ <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल चित्र देखकर वाक्य बनाना सीखेंगे वाचन कौशल कविता को लय के साथ पढ़ने तथा सही उच्चारण का अभ्यास करना <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को एक दिन के कार्य दिनचर्या के हिसाब से करने के लिए देना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चित्र बनाना व दिनचर्या की बातें | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से पक्षियों के बारे में चर्चा करते हुए उनके प्रिय पक्षी के बारे में पूछना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति <p>पूर्व ज्ञान की जांच</p> <ul style="list-style-type: none"> आइस ब्रेकिंग गतिविधि: हम सुबह उठ कर क्या- क्या करते हैं आप दिन भर | <ul style="list-style-type: none"> चित्र देखकर कहानी लेखन करना कविता याद करना । शब्द सम्पदा, प्रश्नोत्तर, सही विकल्प पहचानना शुद्ध वर्तनी का ज्ञान एक से अनेक बनाना अनुस्वार व अनुनासिक वाले शब्द पहचानना <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| March 24 | कहानी - दिनचर्या | <p>पाठमाला)</p> <ul style="list-style-type: none"> चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-माक्स | <p>चार्ट में लिखना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल <p>शब्द सम्पदा-प्रश्नोत्तर</p> <ul style="list-style-type: none"> वाचन कौशल <p>पाठ का वाचन सही उच्चारण के साथ करना । पाठ पढ़ने का अभ्यास करना ।</p> <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को आस पास की मशहूर जगह पर भ्रमण के लिए ले क्र जाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चार्ट पर कुतुबमीनार व लाल किले के चित्र चिपकाना <p>कौशल मूल्यांकन:</p> | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न | <p>क्या –क्या करते है ?</p> <ul style="list-style-type: none"> अपनी दिनचर्या की बातें लिखो <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> प्रसिद्ध स्थानों की जानकारी देते हुए दिल्ली - दर्शन की चर्चा करना बड़ों को पत्र लिखते हुए किन | <ul style="list-style-type: none"> लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना <p>नैतिक मूल्य</p> <p>समय का महत्व समझना जीवन में सही दिनचर्या अपनाना</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का |
| | पत्र - नियति ने किया | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र | | | | |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | दिल्ली दर्शन कहानी - अच्छाई का सबक | <ul style="list-style-type: none"> • द्रश्य - श्रव्य साधन • एक्स्ट्रा-मार्क्स <ul style="list-style-type: none"> • पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन • एक्स्ट्रा-मार्क्स | <ul style="list-style-type: none"> • लेखन कौशल प्रश्नोत्तर लिखना व चित्र के आधार पर कुछ पंक्तियाँ लिखना • वाचन कौशल पत्र का प्रभावशाली ढंग से शुद्ध उच्चारण के साथ पढ़ना <p>अंत: विषय संबंध: सामान्य ज्ञान से जोड़ते हुए दिल्ली के इतिहास पर चर्चा करना</p> <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> • छात्रों से उनके किये हुए अच्छे कार्यों के बारे में चर्चा की जाएगी <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • मुखौटा बनवाना • मुखौटो से इनेक्टमेंट करवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> • लेखन कौशल जंगली जानवरों की आदतों के बारे में लिखना • वाचन कौशल कहानी का सस्वर वाचन | <ul style="list-style-type: none"> • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | <p>– किन शब्दों का प्रयोग करना चाहिए</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> • बच्चों से पक्षियों के बारे में जानकारी इकट्ठी की जाएगी • जैसे हमारे आस कौन से जानवर रहते हैं • चिड़िया कहाँ रहती है • इन सब पर चर्चा करते हुए पाठ की शुरुआत की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा | <p>विकास</p> <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना <p>नैतिक मूल्य देश की राजधानी के इतिहास को जानकर गर्व की अनुभूति होना</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> • कहानी को प्रभावशाली तरीके से शुद्ध उच्चारण के साथ पढ़ना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • अच्छाई की भावना का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> संबंधित प्रश्न पूछना पुनरावृत्ति | |
| अप्रैल (22) | वचन बदलो | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/4TKablvH6Bg | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> चित्रों के माध्यम से एक अनेक शब्दों की पहचान करना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों को अपने बैग में से किताबें तथा पेन्सिल गिनने को कहा गया एक से ज्यादा चीजों के द्वारा बहुवचन शब्दों के बारे में समझना अलग अलग चित्रों की सहायता से वाक्य बनाना | विषय संबंधी <ul style="list-style-type: none"> विद्यार्थी बहुवचन शब्दों को समझकर उनका वाक्यों में प्रयोग करना सीखेंगे दैनिक जीवन की भाषा में एक अनेक शब्दों को प्रयोग करने में सक्षम होना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <p>सिखाया जायेगा</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | संज्ञा | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/zRmIKYvWRPU | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> आस पास की चीजों से संज्ञा शब्दों का ज्ञान करवाना बच्चों को स्कूल बैग में ले जाकर विभिन्न वस्तुएँ, जगह जानवरो तथा व्यक्तियों के बारे में बताया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> बच्चों को किन्ही पाँच संज्ञा शब्दों के चित्र बनाने के लिए कहना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल बच्चों को व्यक्तियों, वस्तुओ जानवरोके नाम लिखने के लिए कहना वाचन कौशल बच्चों को व्यक्तियों, वस्तुओ जानवरोके नाम | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को यह बताना कि हमारे आस पास जो चीजे है उनका एक नाम है ये सारे नाम शब्द संज्ञा है <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> संज्ञा शब्दों की पहचान करना तथा उन्हें वाक्यों में प्रयोग करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | बोलने के लिए कहना | | | |
| | पाठ - यह भी जानो (विलोम शब्द, समान अर्थ वाले शब्द) | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/b2JLZMA49zE https://youtu.be/A9SDkPbDKbw | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> छात्रों को चित्रों के माध्यम से विपरीत व समान अर्थ वाले शब्दों को समझना कला समेकित ज्ञानार्जन: विपरीत और समान अर्थ वाले शब्दों के चित्रों में रंग भरना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> छात्रों को चित्रों के माध्यम से विपरीत व समान अर्थ वाले शब्दों को समझना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> विपरीत और समान अर्थ वाले शब्दों का ज्ञान दैनिक जीवन के बोलचाल में नए शब्दों का प्रयोग करने में सक्षम होना शब्द भंडार में वृद्धि वाचन व लेखन कौशल का विकास |
| | मेरी माँ | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/bDGwDzHkI-k | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> छात्रों से उनकी माँ के बारे में चर्चा की जाएगी कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> अभ्यास पुस्तिका में माँ का चित्र चिपकाना व उसमें रंग भरना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल अपनी माँ पर दस वाक्य लिखना वाचन कौशल | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों से पूछा जायेगा कि आपके घर में कौन है जो सब का ध्यान रखती है आपको घर में सबसे प्यारा कौन लगता है ? घर में सबसे जल्दी कौन उठता है ? इन पर बात | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | स्टेज पर अपनी माँ पर कोई एक कविता सुनाओ | | करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| मई (18) | कविता - परिचय | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> बच्चों को विद्यालय में काम करने वाले किन्ही पाँच लोगो का परिचय पूछने के लिए कहना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> रंगीन चार्ट पर अपनी फोटो चिपका कर अपने परिचय के बारे में पाँच बातें लिखना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल फलों के नाम सब्जियों के नाम खेलों के नाम वस्तुओं के नाम लिखना वाचन कौशल आवाज के उचित उतर | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> कक्षा में अध्यापक का अपना परिचय देना व अपने बारे में महत्वपूर्ण बातों पर चर्चा करना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> समान शब्दों को लय के साथ पढ़ना कविता याद करना कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चढ़ाव के साथ कविता पाठ करना | | | |
| | चित्रकथा - चतुर बंदर | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बंदर के बारे में जानकारी प्राप्त करना व अपने अनुभव बताना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कार्ड बोर्ड की सहायता से टोपियाँ बनाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल चित्रकथा में बताई गयी घटना को पाठ के अनुसार लिखना वाचन कौशल चित्रकथा का वाचन तथा शुद्ध उच्चारण के साथ करना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कक्षा में बंदरो की चालाकी पर चर्चा की जाएगी व पुरानी कहानी भी सुनाते हुए पाठ की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना |
| | कहानी - मित्रता | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> चित्रों की सहायता से कहानी पूरी करने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> रंगीन चार्ट पर अपने मित्रों के चित्र | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से उनके प्रिय मित्र के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय विस्तार</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> शब्द सम्पदा प्रश्नोत्तर सही विकल्प चुनना अनुस्वार व अनुनासिक की पहचान नए शब्द जानना विशेषण चुनना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल बच्चों को अपने मित्र के बारे में दस वाक्य लिखने को कहा जायेगा वाचन कौशल कहानी को प्रभावशाली ढंग से शुद्ध उच्चारण करते हुए पढ़ना | | <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> अनेक शब्दों के लिए एक शब्द बनाना नैतिक मूल्य शिष्टाचार की बातें सीखना भाव अभिव्यक्त करना प्रणाम करने के अलग अलग - तरीके सीखना सच्चे मित्र का जीवन में महत्व समझना |
| | कविता - हम धरती की संतान हैं | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> छात्रों को देशप्रेम विषय पर विडियो दिखा कर उनसे देशप्रेम के विषय पर चर्चा की जाएगी कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> तिरंगे झंडे का चित्र व राष्ट्रीय फूल कमल का चित्र बनाने के लिए कहा जायेगा व उसमें रंग भरने के लिए कहा जायेगा कौशल मूल्यांकन: | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों से पूछा जायेगा कि विद्यालय में तिरंगे का प्रयोग कब - कब किया जाता है इस पर चर्चा करते हुए कविता का सस्वर वाचन किया जायेगा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना | विषय संबंधी विषय संबंधी <ul style="list-style-type: none"> समान शब्दों को लय के साथ पढ़ना कविता याद करना कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> लेखन कौशल देश भक्ति की कविता लिखने के लिए कहा जायेगा वाचन कौशल कविता का लयपूर्ण वाचन व शुद्ध उच्चारण करते हुए पढ़ना | | <ul style="list-style-type: none"> पुनरावृत्ति | |
| जुलाई (23) | दिनों के नाम व शब्दों में गिनती | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/fccqOZi95TY https://youtu.be/JbUZBJoJhTg | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> दिनों के नाम व गिनती के रंगीन चार्ट बनवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> शब्दों में गिनती के चार्ट में रंग भरवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल दिनों के नाम और शब्दों में गिनती को लिखना वाचन कौशल दिनों के नाम और शब्दों में गिनती को शुद्ध उच्चारण के साथ बोलना <p>अंतः विषय संबंध:</p> <p>गणित विषय के साथ जोड़ते हुए अंको के बारे में बताया जायेगा.</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> चाँकलेट की सहायता से गिनती सिखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> गिनती व दिनों के नाम सीखना व लिखना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हर दिन का महत्व समझना व क्रम से याद करना |
| | अनेक शब्दों के लिए एक शब्द | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को चित्रों के | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों को अपने | <p>विषय संबंधी</p> <ul style="list-style-type: none"> विपरीत और समान अर्थ वाले |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/4vP96uPNO_Y | <p>माध्यम से अनेक शब्दों के लिए एक शब्द के बारे में बताना</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अनेक शब्दों के लिए एक शब्द वाले चित्रों में रंग भरना | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>दैनिक जीवन में प्रयोग होने वाले अनेक शब्दों के लिए एक शब्द के बारे में पूछते हुए विषय की घोषणा करना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> शब्दों का ज्ञान दैनिक जीवन के बोलचाल में नए शब्दों का प्रयोग करने में सक्षम होना शब्द भंडार में वृद्धि वाचन व लेखन कौशल का विकास |
| | फलों के नाम सब्जियों के नाम | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/UyEGPO8HiC_A | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को पाँच - पाँच फल व सब्जियां एकत्रित करने के लिए कहना उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> फलों तथा सब्जियों के चित्रों में रंग भरवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल किन्ही दस फल व | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को फ्लैश कार्ड दिखा कर फलों व सब्जियों की पहचान करवाई जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> फलों व सब्जियों की पहचान करना फलों व सब्जियों के नाम याद करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | सब्जियों के नाम लिखना <ul style="list-style-type: none"> वाचन कौशल फलों तथा सब्जियों के नाम का सामूहिक वाचन अंत: विषय संबंध: पर्यावरण अध्ययन | | | |
| | अनुच्छेद - मेरा विद्यालय | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/CUog1TrC5Ws | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> छात्रों को उनके अपने विद्यालय के बारे में बोलने का मौका दिया जायेगा कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> विद्यालय में खेल के मैदान का चित्र बनाने व उसमें रंग भरने के लिए कहा जायेगा के लिए कहा जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल अपने स्कूल के बारे में 10 अच्छी बातें लिखने के लिए कहना वाचन कौशल छात्रों को स्टेज पर स्कूल के बारे में 10 अच्छी बातें बोलने के लिए कहा जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों को स्कूल भ्रमण पर ले जाते हुए उनसे स्कूल के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |
| अगस्त (26) | कहानी - अनोखी पिकनिक | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी) | आनुभविक ज्ञानार्जन गतिविधि: | छात्रों द्वारा किये गए कार्य का निरीक्षण करना | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि | विषय संबंधी <ul style="list-style-type: none"> खेल - खेल में |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-माक्स | <ul style="list-style-type: none"> छात्रों के लिए स्कूल पिकनिक का आयोजन करना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> पशु – पक्षियों के चित्र बनाना व उनमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल चित्र की सहायता से कहानी लिखना वाचन कौशल कक्षा में छात्रों को उनके पिकनिक के अनुभव सुनना | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <ul style="list-style-type: none"> छात्रों से उनके पिकनिक के अनुभव पर चर्चा करना उनसे वहां खेले गये खेलों के बारे में पूछना उसके पश्चात पाठ की घोषणा करना <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>कहानी समझने की क्षमता का विकास</p> <ul style="list-style-type: none"> समूह में आनंद की अनुभूति होना पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास |
| | कहानी - सबसे ताकतवर कौन ? | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-माक्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों के साथ विभिन्न फलों की उपयोगिता पर चर्चा करना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> छात्रों को उनके पसंद के फलों के चित्र बनाने व उनमें रंग भरने के लिए कहना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कहानी का सारांश व प्रश्न – उत्तर लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा <p>लिखित परीक्षा</p> | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> बच्चों से कहा जायेगा कि आपने बहुत से फल खाए होंगे उनके स्वाद के बारे में बताओ कक्षा में फलों के स्वाद व उनके फायदों के बारे में बातचीत करते हुए विषय की घोषणा की जाएगी जंक फूड के | <p>विषय संबंधी</p> <ul style="list-style-type: none"> चित्रों के माध्यम से कहानी समझना सोचकर कहानी को जोड़ने का प्रयास करना फलों की उपयोगिता के बारे में जानना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> वाचन कौशल कहानी का सस्वर वाचन अंतः विषय संबंधः | | <p>क्या –क्या नुक्सान हो सकते हैं इन पर बातचीत करते हुए पाठ का प्रारम्भ किया जायेगा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | चित्रकथा - परिश्रम की जीत | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रव्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> खेल के मैदान में बच्चों की दौड़ प्रतियोगिता करवाई जाएगी <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> खरगोश और कछुए के चित्र में रंग भरवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कहानी का सारांश व प्रश्न – उत्तर लिखना वाचन कौशल कहानी का सस्वर वाचन | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों से आलस करने के नुक्सान के बारे में पूछा जायेगा व उनको परिश्रम का महत्व बताते हुए पाठ की घोषणा की जाएगी <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जीवन में परिश्रम का महत्व समझना व कभी भी आलस न करना योग्यता पर घमंड न करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | कविता - इंद्रधनुष की नाव | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को इंद्रधनुष के विडियो दिखाए जायेंगे <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कागज की नाव बनाने को कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कविता लेखन वाचन कौशल समान तुक वाले शब्दों का सही उच्चारण करवाना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> बच्चों से पूछा जायेगा कि क्या उन्होंने इंद्र धनुष देखा है ? इंद्र धनुष कब दिखाई देता है इन सब पर बात करते हुए कविता को सस्वर पढ़ना शुरू किया जायेगा <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> कविता का लयपूर्ण गान व तुक मिलाना सीखा कविता को लय के साथ पढ़ना अंतर स्पष्ट करना समान तुक वाले शब्दों का सही उच्चारण करवाना <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| सितंबर (26) | मुहावरे | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/o4og5f-53zY | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को दैनिक जीवन में मुहावरों के उपयोग के उदाहरण देना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कुछ सामान्य मुहावरों को रंगीन चार्ट पर लिखवाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल मुहावरों का उनके अर्थ | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों से दैनिक जीवन में प्रचलित मुहावरों पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास शब्द ज्ञान में वृद्धि दैनिक जीवन की भाषा का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | सहित लेखन | | | |
| | जरूरी काम के लिए अवकाश हेतु प्रार्थना पत्र | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/bYAALgGXI9Y | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को कक्षा में सामान्य कार्यों के लिए अनुमति मांगने पर पहले उन्हें पत्र लिखने के लिए प्रोत्साहित किया जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल पत्र लेखन वाचन कौशल पत्र में उपयोग होने वाले मत्वपूर्ण शब्दों का सही रूप से वाचन <p>अंत: विषय संबंध:</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों से यह पूछते हुए की, क्या आपने कभी किसी को पत्र लिखा है ? उनसे पत्र के दैनिक जीवन में उपयोग पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> भाषा कौशल का विकास पत्र लेखन योग्यता का विकास |
| अक्टूबर (21) | दिशाओं के नाम | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/L94AOZHutIA | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> चित्रों की सहायता से दिशाओं के बारे में बताया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चार्ट बनाकर दिशाओं को चिन्हित किया जायेगा <p>अंत: विषय संबंध:</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> चुंबक की सहायता से दिशाओं का ज्ञान करवाया जायेगा <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> दिशाओं का ज्ञान कक्षा में प्राप्त ज्ञान को दैनिक जीवन में अपनाना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> सामान्य अध्ययन के साथ जोड़ते हुए दिशाओं का दैनिक जीवन में उपयोग बताया जायेगा | | | |
| | अनुच्छेद - मेरा घर | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/T64gruVNSTA | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> प्रत्येक छात्र को उसके घर के बारे में कोई दस बातें कक्षा में बोलने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> छात्रों को उनके घर का चित्र बनाने व उसमें रंग भरने के लिए कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल अपने घर के बारे में दस अच्छी बातें लिखना वाचन कौशल कक्षा में अपने मित्रों को अपने घर के बारे में दस अच्छी बातें ऊँचे स्वर मव बताना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों से उनके सपनों के घर के बारे में पूछा जायेगा उनके वास्तविक घर के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | लेख - दादा जी का बगीचा | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को बगीचे | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> बच्चों को पूछा | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|--------------------|---|---|---|--|---|
| | | <ul style="list-style-type: none"> चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>की सैर पर ले जाया जायेगा व उन्हें विभिन्न पेड़ों के बारे में जानकारी दी जाएगी</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> पेड़ों के चित्र बनाना व उनमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल पेड़ों की उपयोगिता के बारे में लिखना वाचन कौशल अलग – अलग पेड़ों के नाम का कक्षा में ऊँचे स्वर में बोलना | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>जायेगा कि आपने कौन – कौन से पेड़ देखे हैं ?</p> <ul style="list-style-type: none"> किस पेड़ से क्या -क्या मिलता है? कुछ उपयोगी पत्तियों के नाम लिखने के लिए कहा जायेगा व पाठ की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विकास</p> <ul style="list-style-type: none"> लेखन कौशल का विकास वाचन कौशल का विकास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> पेड़ों के हमारे जीवन के महत्व को समझना वृक्षारोपण के लिए प्रोत्साहित करना |
| | कहानी - नाव की सैर | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> छात्रों को नाव की सैर के विडियो दिखा कर उसके रोमांच का अनुभव करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> आइसक्रीम स्टिक से नाव बनाना सिखाया जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> छात्रों को नाव की सैर के विडियो दिखा कर उसके रोमांच के बारे में चर्चा की जाएगी व विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>कला संबंधी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चित्रों के नाम लिखना विलोम शब्द से वाक्य पूरे करना <ul style="list-style-type: none"> वाचन कौशल कहानी का प्रभावशाली ढंग से वाचन करना | | विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | कविता - हवा | <ul style="list-style-type: none"> पाठ्यपुस्तिका (फुहार हिंदी पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन एक्स्ट्रा-मार्क्स | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> छात्रों के साथ पतंग उड़ाने का कार्यक्रम आयोजित किया जायेगा कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> बच्चों को पतंग बनाने व उसमें रंग भरने के लिए कहा जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल कविता में आने वाले महत्वपूर्ण शब्दों का लेखन वाचन कौशल कविता का कक्षा में लयपूर्ण व ऊँचे स्वर में गान | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों से पूछा जायेगा कि क्या उन्होंने हवा देखी है? जब हवा चलती है तो आप को कैसा महसूस होता है ? आप हवा के बारे में क्या जानते हैं ? आदि पर चर्चा करते हुए कविता के बारे में बताया जायेगा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> कविता का लयपूर्ण गान व तुक मिलाना सीखा कविता को लय के साथ पढ़ना अंतर स्पष्ट करना समान तुक वाले शब्दों का सही |
| नवंबर (11) | अनुच्छेद - मेरा परिवार | <ul style="list-style-type: none"> वाटिका हिंदी व्याकरण पुस्तिका चाक, डस्टर | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> प्रत्येक विद्यार्थी को | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> प्रत्येक विद्यार्थी से | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|----------------|--|---|---|--|--|
| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन https://youtu.be/XGRKyH2gphU | <p>अपने परिवार के बारे बोलने का एक मिनट का वीडियो बनाने के लिए कहा जायेगा</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> छात्रों से पेड़ का चित्र बनवाना व उसकी शाखाओं पर परिवार के सदस्यों के चित्र चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल परिवार के बारे में दस वाक्य लिखना वाचन कौशल एक मिनट अपने परिवार के बारे में बोलना <p>अंत: विषय संबंध: सामाजिक विषय से जोड़ते हुए एकाकी व संयुक्त परिवार विषय पर चर्चा की जाएगी</p> | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा <p>लिखित परीक्षा</p> | <p>उसके परिवार के सदस्यों के बारे में 10 बातें पूछना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> परिवार का महत्व समझना मिलजुल कर रहने की भावना का विकास |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Mathematics

Class: II

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------------------|--|--|--|---|---|---|
| February (6 days) March (26 days) | <p><u>Chapter 1</u> <u>Numbers</u> <u>Topic:</u> <u>Numbers up to 1000</u> <u>Sub Topics:</u></p> <ul style="list-style-type: none"> • Numbers beyond 1000 • Thousands Hundreds, Tens and Ones • Comparing and Ordering Numbers • Forming Numbers • Rounding off Numbers | <ul style="list-style-type: none"> • Course book • Placards • PPT • Chalk, Board explanation • Intra class quiz competition • Group discussion • Mental Math activity • animations and presentations on <ol style="list-style-type: none"> 1) Place Value 2) Expanded form & Short form 3) Ascending & Descending Order 4) Successor & Predecessor 5) Roman Numerals <p>https://www.youtube.com/watch?v=CP_E0vvn4U (Building numbers up to 10,000)</p> | <p><u>Experiential learning:</u> The children will be taken around the academic block and asked to spot the sign board above the classrooms to read the value written in Roman numerals.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u> Population of other states will be displayed and arranged in ascending & descending order</p> <p><u>Art Integrated project</u> To make jewelry with beads (Value of 1</p> | <ul style="list-style-type: none"> • MCQ Daily • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a paper/pen & oral test 's based on the topics taught | <ul style="list-style-type: none"> • <u>P K testing</u> Playing game 'Fire on the mountain' • <u>Ice breaking placard session</u> Session started with a number game • To identify the place value of digits in 2 - 3 digit numbers • digit numbers • To express 2 - 3 digit numbers in expanded form and standard form • To compare The 3 - 4 digit number | <ul style="list-style-type: none"> • <u>Skills assessed</u> The learner will be able to • Read, write and order whole numbers to thousand in figures and words. • Read, write and order whole numbers to identify the place value of digits in 2 - 3 digit numbers • Read, write and order whole numbers to express 2 - 3 digit numbers in expanded form and standard form • Read, write and order whole numbers to compare the 2 - 3 digit number • Arrange them in ascending and |

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|--------------------------|-----------------|--|---|---|--|---|
| | | <p>https://www.youtube.com/watch?v=Ji0tuVmezgI (Ascending & descending order)</p> <ul style="list-style-type: none"> • Group discussion | <p>bead = 100)</p> <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work . • Thinking (discussion), learning • (tests) | | <p>and arrange them in Ascending and Descending Order</p> <ul style="list-style-type: none"> • Children will be segregated according to their boarding numbers to be able to identify Odd or Even Numbers • To identify the number just before and just after a 2 – 3 digit number | <p>descending order</p> <ul style="list-style-type: none"> • Read, write and order whole numbers to identify odd or even numbers • Read, write and order whole numbers to identify the number just before and just after a 4 – 5 digit number. • Read, write and order whole numbers to form the smallest and largest numbers using the given digits <p><u>Skill and value learnt for life</u> The learner is able to read , write, order whole numbers up to 1,000</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|--|---|
| APRIL (22 DAYS) | <p><u>Topic</u> <u>Chapter 2</u> <u>Addition</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> • Addition by Regrouping • More ways to add • Properties of addition • Word problems | <ul style="list-style-type: none"> • E.book • Placards • PPT • Chalk board explanation • Intra class quiz competition • Group discussion • Mental Math activity • animations and presentations <p>https://www.youtube.com/watch?v=cE-yrJv4TEs (Addition by regrouping)</p> <p>https://www.youtube.com/watch?v=Jwo89Aj5QOU (Properties of addition)</p> <ul style="list-style-type: none"> • Group discussion | <p><u>Experiential learning:</u> A chart with digits 0 - 9 shall be displayed on the blackboard. Using the digits displayed the children will be asked to frame two sets of 3 digit numbers. Arrange them in columns and add.</p> <p><u>Art integration:</u> Design a cross word puzzle using properties of addition.</p> <p><u>Skill assessment:</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work . • Thinking (discussion), learning • (tests) | <ul style="list-style-type: none"> • MCQ's based on the topics taught Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a pen /paper & oral test | <ul style="list-style-type: none"> • <u>Ice breaking session</u> , Session started with discussion of year of birth of the classmates • To add 4 – digit numbers without carry over • To add 4 – digit numbers with carry over • To understand and apply the properties of addition • To find different ways to add numbers. | <p>The learner is able to</p> <ul style="list-style-type: none"> • Read, write, order and add 3 – digit numbers without carry over • Read, write, order and add 3 – digit numbers with carry over • Understand and apply the properties of addition • Find different ways to add numbers • To solve word problems step by step |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|--|--|
| | | | | | | |
| APRIL | <p><u>Topic</u> <u>Chapter 3</u> <u>Subtraction</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> Subtraction by Regrouping More Ways to Subtract Properties of Subtraction Checking subtraction by addition Word problems | <ul style="list-style-type: none"> Course book Placards PPT Chalk board explanation Intra class quiz competition Group discussion Mental Math activity Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=1bkv9zU3ptg (Properties of subtraction)</p> | <p><u>Experiential Learning:</u> A deck of cards will be used to explain subtraction of 4 digits. A sum will be written on the board and children will be asked to arrange the cards as per the digits and find the answer.</p> <p><u>Inter disciplinary linkage: (With English)</u> To frame story sums and ask the peer group to solve.</p> <p><u>Art integrated project:</u></p> | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test Unit test (pen and paper test) | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with a number game To subtract 4 – digit numbers without & with carry over To find different ways to subtract numbers To understand and apply the | <ul style="list-style-type: none"> <u>Skills assessed:</u> The learner is able to subtract 4 – digit numbers without carry over To subtract 4 – digit numbers with carry over To find different ways to subtract numbers To understand and apply the properties of subtraction Check subtraction by addition |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|--|---|
| | | https://www.youtube.com/watch?v=aK3FKEZJKec (Relationship between addition & subtraction) https://www.youtube.com/watch?v=wwex3QpucJ8 (Solving word problems) <ul style="list-style-type: none"> Group discussion | <p>On a chart paper write all the terms used for subtraction and the properties of subtraction with examples</p> <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> Reading (loud reading) writing (written work) Thinking (discussion, learning tests) | | <p>properties of subtraction</p> <ul style="list-style-type: none"> Check subtraction by addition Add and subtract numbers together Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> Add and subtract numbers together Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The children will be able to calculate money left after spending.</p> |
| MAY (18 days) | <p><u>Topic</u> <u>Chapter 4</u> <u>Shapes</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> Identifying familiar shapes Curved lines and straight lines Solid figure | <ul style="list-style-type: none"> E. book Placards PPT Chalk board explanation Paper cut outs of different shapes like triangles, squares, | <p><u>Experiential Learning:</u> The children will be given clay and asked to make various shapes.</p> <p><u>Inter disciplinary linkage: (With Science)</u> Children will be asked to identify the shape</p> | <ul style="list-style-type: none"> MCQ's based on the topics taught Mental Math Activity Questions to practice the concept taught Worksheets based on the | <p><u>Ice breaking activity</u> Look around and see to find different shapes around us</p> <ul style="list-style-type: none"> Identify plane figures Identify and describe | <ul style="list-style-type: none"> The learner will be able to Identify and describe representation of points, straight lines, lines, line segments and rays Measure a line |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|---|
| | (3D shapes) <ul style="list-style-type: none"> Tracing out the shapes (2D) | rectangles and circles https://www.youtube.com/watch?v=w6eTDfkvPmo (Shapes song) https://www.youtube.com/watch?v=1VSun4wX7UQ (Line, line segment, ray) https://www.youtube.com/watch?v=vjWOxc0SrCo (open and closed shapes) | of celestial bodies(sun, moon, stars, planets) <u>Art Integrated project:</u> Look around and draw a scenery using various shapes. <u>Skill assessment</u> <ul style="list-style-type: none"> Reading (loud reading) writing (written work . Thinking (discussion), learning (tests) To develops aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals. | concept taught <ul style="list-style-type: none"> The L.O. will be assessed with a pen & paper & oral test | representation of points, curved line, straight line, line segments and rays <ul style="list-style-type: none"> Measure and draw a line segment To identify and describe solid figures : Cube, cuboid, cone, cylinder & sphere | segment <ul style="list-style-type: none"> Recognize simple solid shapes To identify and describe solid figures : Cube, cuboid, cone, cylinder & sphere |
| AUGUST (20 DAYS) | <u>Topic</u> Chapter 6 <u>Division</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Multiplication and division | <ul style="list-style-type: none"> E book PPT Group discussion Chalk board explanation | <u>Experiential learning:</u> Dividing a chocolate or a birthday cake to see if it gets divided equally or is some | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught | <ul style="list-style-type: none"> <u>Ice breaking session</u> Session started with discussing a birthday | The learner will be able to <ul style="list-style-type: none"> understand and apply the properties of division by |

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|--------------------------|--|---|---|--|--|--|
| | <p>facts</p> <ul style="list-style-type: none"> • Division by grouping • Division as repeated subtraction • Division by short division method • Division by 1 – digit Number without remainder | <ul style="list-style-type: none"> • Animations and presentations https://www.youtube.com/watch?v=2muobEZUaIE (Concept of division) • https://www.youtube.com/watch?v=i8m5pXREA0 (Division is repeated subtraction) • https://www.youtube.com/watch?v=PIF3RcS8F6k (Properties of division) • https://www.youtube.com/watch?v=PQiwWvtxO-0 (Relationship between multiplication & division) • https://www.youtube.com/watch?v=yJbPzRYNn_s (Division by 10 & 100) • https://www.youtube.com/watch?v=V0SXjnwEQcU (Long division song) | <p>portion left over.</p> <p><u>Art Integrated project:</u> The children will be guided to prepare riddles using the division concept and ask the peer group to guess the answers.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • writing (written work . • Thinking (discussion), learning (tests) <p>Reading writing The learner will develop the skill “sharing is caring”.</p> | <ul style="list-style-type: none"> • Intra class quiz competition • MCQ’s based on the topics taught • Mental Math activity • The L.O. will be assessed with a pen & paper & oral test | <p>party.</p> <ul style="list-style-type: none"> • To understand the terms Dividend, Divisor, Quotient and Remainder • To understand and apply the properties of division by grouping • To divide by a 1 – digit Number without remainder • To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> • grouping • Find quotient with repeated subtraction method • check the answer using Short division method • divide by a 1 – digit Number • Solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The learner will develop the skill “sharing is caring”.</p> |
| | Topic Fractions Sub Topics | <ul style="list-style-type: none"> • Course book • PPT • Chocolate bars | <u>Project:</u> Collect the data of number of boys and | <ul style="list-style-type: none"> • Worksheets • Daily assignments on | <ul style="list-style-type: none"> • <u>Ice breaking session</u> Session | <p>The learner will be able to</p> <ul style="list-style-type: none"> • Find fractions |

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|--------------------------|--|---|---|--|---|---|
| | <ul style="list-style-type: none"> Half (1/2) One-third (1/3) Quarter 1/4 | <ul style="list-style-type: none"> Chalk board explanation animations and presentations <p>https://www.youtube.com/watch?v=DnFrOetuUKg (Introduction to fractions)</p> <p>https://www.youtube.com/watch?v=vWaNDqcQlsA (Concept of numerator)</p> <p>https://www.youtube.com/watch?v=zodjg9aOiHo (Concept of denominator)</p> <p>https://www.youtube.com/watch?v=hhwADHM09uY (Fraction song)</p> | <p>girls in all classes from I – V</p> <p>1) represent it as a fraction</p> <p><u>Experiential Learning</u> Paper folding activity to understand the concept of 1/2, 1/4, 3/4</p> <p><u>Art integration:</u> Draw and divide a pizza in such a way that it is equally distributed among 6 friends including you.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> Reading (loud reading) Writing (written work . Thinking (discussion), learning tests) | <p>the topic taught</p> <ul style="list-style-type: none"> Paper to be folded in the fraction spoken by the teacher Intra class quiz Group discussion MCQ's based on the topics taught The L.O. will be assessed with a Written & Oral test | <p>started with distributing chocolates</p> <ul style="list-style-type: none"> Find fractions of collections Identify numerator and denominator | <p>of collections</p> <ul style="list-style-type: none"> Identify numerator and denominator (Understanding, Planning, Doing, Checking) The learner will be able to identify and include fractions in daily life experiences such as dividing a pizza, birthday cake, finding fractions of collections |
| SEP. (27 days) | <p>Topic <u>Money</u></p> <p>Sub Topics</p> <ul style="list-style-type: none"> At the bank | <ul style="list-style-type: none"> E book Chalk board explanation Showing Indian | <p><u>Project:</u> Collect information about the currencies of 10 countries.</p> | <ul style="list-style-type: none"> MCQ's based on topics taught Exercises based on conversion of | <ul style="list-style-type: none"> <u>Ice breaking session</u> Session started with | <ul style="list-style-type: none"> The learner will be able to Identify currencies of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|---|--|
| | <ul style="list-style-type: none"> • Writing in rupees and paise • Converting rupees to paise • Addition and subtraction of money • Who spent the most? • (application of money) | <p>currency notes of various denominations</p> <ul style="list-style-type: none"> • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=p1nHqTMcVBc (Introduction to Indian currency)</p> <p>https://www.youtube.com/watch?v=DNuxarHCnB8 (Relationship between rupees & paise)</p> <p>https://www.youtube.com/watch?v=ACXqF8wUec (Addition & subtraction of money)</p> | <p><u>Experiential Learning:</u> Game monopoly will be played to give them exposure for handling money</p> <p><u>Inter disciplinary linkage (With Social Service):</u> Ask your peer group to collect the pocket money they get for 6 months. After 6 months calculate the money collected and go to a nearby orphanage to distribute goodies to the children.</p> <p><u>Art integration:</u> Draw currency notes and coins of various denominations of at least 5 countries.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing | <p>rupees to paise</p> <ul style="list-style-type: none"> • Quiz on converting bigger currency to smaller • The L.O. will be assessed with a paper & pen & Oral test | <p>conduct of role play of shopkeepers/ buyers in which students will by tuck and calculate the money spend.</p> <ul style="list-style-type: none"> • To convert rupees into paise • To add any two given amount of money • To subtract and find the difference between any two amounts of money | <p>India and other countries</p> <ul style="list-style-type: none"> • To convert rupees into paise and vice - versa • To add any two or more given amount of money • To subtract and find the difference between any two amounts of <p><u>Skill and value learnt for life</u> The learner will be able to estimate money needed to go for shopping to organize his/her birthday party.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|--|
| | | | (written work) <ul style="list-style-type: none"> Thinking (discussion), learning tests) | | | |
| | <p><u>TOPIC</u> Time <u>Sub Topics</u></p> <ul style="list-style-type: none"> Minutes past the hour Quarter past the hour Quarter to the hour AM or PM Days of the week Yesterday, today, and tomorrow Months of the year Writing dates using a calendar | <ul style="list-style-type: none"> E book Digital clock, Analog clock Group discussion PPT Chalk board explanation animations and presentations <p>https://www.youtube.com/watch?v=IBBQXBhSNUs (Digital clock & Analog clock)</p> <p>https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song)</p> <p>https://www.youtube.com/watch?v=NRmARI7Gm4k (Telling time)</p> <p>https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to)</p> <p>https://www.youtube.com</p> | <p><u>Art integrated project:</u> The children will be guided to make a sun dial and use it to experience how people use to calculate time in olden days. https://www.youtube.com/watch?v=Gxo8orZ1X7g</p> <p><u>Experiential Learning:</u> The children will be guided to prepare time table showing their daily routine.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u> Children will be shown a short documentary on the Konark temple and</p> | <ul style="list-style-type: none"> Worksheet showing different time to be filled in by students Exercises based on conversion of different units of time MCQ's based on the topics taught The L.O. will be assessed with a paper & pen & oral test Intra class quiz competition Prepare your daily routine time table Mental Math Activity | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with discussing the daily routine. Use the basics concepts of time Read and write time in minutes and hours Write the time in am and pm Convert one unit of time into another To understand and establish relationship between different units of time (| <p>The learner will be able to</p> <ul style="list-style-type: none"> Write the time in am and pm Convert one unit of time into another To understand and establish relationship between different units of time (Year, Month, Week, Day, Hours, Minutes, Seconds) Write dates and use of calendar To study and observe the different hands of a clock <p><u>Skill and value learnt</u></p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|--|
| | | m/watch?v=CH-A9E_zwu8 (Convert hour to minutes) | <p>“<i>Jantar Mantar</i>” to appreciate the beauty of the monuments and how these are still being used to tell time.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work). • Thinking (discussion), learning tests) | | <p>Year, Month, Week, Day, Hours, Minutes, Seconds)</p> <ul style="list-style-type: none"> • Write dates and use of calendar • To study and observe the different hands of a clock | <p><u>for life</u></p> <ol style="list-style-type: none"> 1) Reading and telling time using a digital or an analog clock. 2) Identifies the days of the week and months of the year 3) Understanding the importance of valuing time which inculcates punctuality. 4) Appreciate the beauty of our rich cultural heritage. |
| OCT (21days) | <p>Topic Chapter 11 Patterns Sub Topics</p> <ul style="list-style-type: none"> • Symmetrical shapes • Completing halves of the shapes • Tiling patterns • Number and patterns • More patterns | <ul style="list-style-type: none"> • E book • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=AW6sA5zKfEs (Introduction to patterns)</p> <p>https://www.youtube.com/watch?v=LfPxPZHs4OE (Flooring patterns)</p> <p>https://www.youtube.com/watch?v=0HzXapUeL5Y (patterns in numbers and shapes)</p> | <p><u>Project:</u> Study the pattern of a chess board and note down the pattern</p> <p><u>Experiential Learning:</u> Look for patterns in your surroundings and note them down. Study the patterns.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u> Gather information how wheat grain is</p> | <ul style="list-style-type: none"> • Exercises based on patterns given in the text book. • The L.O. will be assessed with a Written & Oral test • MCQ’s based on the topics taught | <ul style="list-style-type: none"> • <u>Ice breaking session</u> Session started with showing a few patterns • Identify symmetrical shapes • Differentiate between symmetrical shapes and non symmetrical figures • Create symmetrical shapes | <ul style="list-style-type: none"> • The learner will be able to • Identify symmetrical shapes • Differentiate between symmetrical shapes and non symmetrical figures • Create symmetrical shapes • Identify and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-------------------|---------------|--|---|--|--|
| November (11days) | Revision | | <p>sown. Do the farmers follow a particular pattern? If yes, identify the pattern to be discussed in the class</p> <p><u>Art integration:</u> Draw a chess board/ Make a Rangoli</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work). • Thinking (discussion), learning tests) | | <p>symmetrical shapes</p> <ul style="list-style-type: none"> • Identify and form tilling patterns • Recognize and create simple patterns in numbers • Recognize and create simple patterns in figures | <p>form tilling patterns</p> <ul style="list-style-type: none"> • Recognize and create simple patterns in numbers • Recognize and create simple patterns in figures • <u>Skill and value learnt for life</u> <p>The learner will be able to use the knowledge of patterns to make a beautiful Rangoli on Diwali.</p> |
| December (13 days) | Final examination | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Environmental Studies
Class: II
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|--|---|--|
| February (6 Days) | <p>Topic:</p> <ul style="list-style-type: none"> Chapter 1 About Me <p>Sub topics:</p> <ul style="list-style-type: none"> Growing up Learning new things We are special | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Extra marks (audio and visual) Lecture method with daily life experience and examples. <p>https://www.youtube.com/watch?v=zr0OGUsajco (Myself)</p> <p>https://www.youtube.com/watch?v=tK6QWQwctrM (Growing up)</p> <p>https://www.youtube.com/watch?v=LrPm7BasRBo (We are special)</p> | <p>Project: Children will make a slam book where they will write about their likes, dislikes and other information.</p> <p>Experiential learning: Extempore 'Myself'</p> <p>Inter disciplinary linkage (With Math) Children will get their height and weight done in the medical room.</p> <p>Art Integrated project Draw candles on a cake to show how old you are?</p> <p>Skill assessment Critical and analytical thinking How each one of us is special?</p> | <p>The L.O. will be assessed with :</p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ's | <p>Ice breaking session Session will be started by introducing myself to the children.</p> <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> Read the lesson Interpret changes in the bodies as they grow up. Introduce themselves | <p>The learner will be to</p> <ul style="list-style-type: none"> Read aloud with appropriate pronunciation and pause Express orally about himself/herself Write dictation of words Write 10 sentences about himself/herself Interpret changes in the body. Introduce themselves confidently |
| March (26 days) | <p>Topic:</p> <ul style="list-style-type: none"> Chapter 2 | <ul style="list-style-type: none"> Course book Blackboard Chalk | <p>Art integrated project:</p> | <p>The L.O. will be assessed with:</p> | <p>Ice breaking session Session started with</p> | <p>The learner will able to:</p> |

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|--------------------------|---|---|---|---|--|--|
| | <p>My Body</p> <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> • Different organs of our body • Internal organs • External organs • Sense organs • Clean and fit | <ul style="list-style-type: none"> • Duster • Extra marks (audio and visual) • Group discussion • Different objects were placed on the table and the learner had to touch, smell, see, hear and identify the objects <p>https://www.youtube.com/watch?v=BwHMMZQGfOM (Body parts song)</p> <p>https://www.youtube.com/watch?v=q1xNuU7gaAQ</p> <p>https://www.youtube.com/watch?v=-2caC-uI7l4 (Sense organs)</p> <p>https://www.youtube.com/watch?v=-Hr1j6_qTSQ</p> <p>https://www.youtube.com/watch?v=PsqikhX0c8I</p> <p>https://www.youtube.com/watch?v=C2WJ2bWTV2g (Body Parts)</p> <p>https://www.youtube.com/watch?v=Um4sppplIvk (What makes us special?)</p> <p>https://www.youtube.com/watch?v=A3BckTsD-rc (What happens to the food we eat?)</p> <p>https://www.youtube.com/watch?v=kE-RoX6cvRw(Heart)</p> <p>https://www.youtube.com/watch?v=rRaAO2nI9qM&</p> | <p>Draw and colour the different sense organs</p> <p><u>Experiential Learning</u></p> <p>1) Balloon activity to show the breathing pattern</p> <p>2) Running and jumping to show the change in heart beat</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and decision making</u></p> <p>Importance of each body part and the role it plays to keep us healthy.</p> | <ul style="list-style-type: none"> • Worksheets • Assignments • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ's | <p>showing the children a chart depicting body parts</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Differentiate between external and internal body parts • Explain the different functions of different body organs and the sense organs • State ways to take care of the body | <ul style="list-style-type: none"> • Differentiate between external and internal body parts • Explain the different functions of the different body organs and the 5sense organs • State ways to take care of the body • State reasons why is it important to take care of our body • State reasons why is it important to stay healthy |

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|--------------------------|--|--|--|--|--|--|
| | | feature=youtu.be (Internal organs) https://www.youtube.com/watch?v=jknXDj-9Pe0&feature=youtu.be (External organs) https://www.youtube.com/watch?v=loOOeRtZSvI https://www.youtube.com/watch?v=5b64DUZIDYo | | | | |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 3 Family and Friends <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Families are different Family tree Spending time with family Fun in the family Friends | <ul style="list-style-type: none"> Course book Black board Chalk Duster PPT Extra marks (audio and visual) Lecture method with daily life experience and examples. <p>https://www.youtube.com/watch?v=bEQ0CQ6xNac (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=sqRdPOiSCSE https://www.youtube.com/watch?v=hx19eYz6ySY&feature=youtu.be (Joint family) https://www.youtube.com/watch?v=MaKopGk0Dfo&feature=youtu.be (Nuclear family)</p> | <p><u>Art integrated project:</u></p> <p>Draw a family tree</p> <p><u>Experiential learning</u></p> <p>The children will be asked to plan a picnic with their family and share their experience.</p> <p><u>Inter disciplinary linkage: (English):</u></p> <p>Extempore on the topic : ‘My Family and Friends’</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and inter personal skills</u></p> <p>Why is it important to have a healthy relationship with</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ’s | <p><u>Ice breaking session:</u></p> <p>The learners talk about the members in their families.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> Ask questions and discuss with family members/elders as to why some family members stay together and others are away Interact with relatives, friends etc. who stay at far off places, about the houses / transport and life in their place of residence. To understand the importance of family, | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> Identify relationship with and among family members and friends in an extended family. Explain the herd/group behavior in changes in family (e.g., due to birth, marriage, transfer, etc.) Explain the reason why the structure of a family changes. Learn to bond amongst family members and friends Explain the importance of democratic decision-making |

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|--------------------------|---|--|---|--|---|--|
| | | | family members and friends? | | <p>importance of changes in a family.</p> <ul style="list-style-type: none"> Understanding the importance of democratic decision making in a family .Explain the different types of families Interpret the Family tree Explain the different ways to spend time with the family | <ul style="list-style-type: none"> Read aloud with appropriate pronunciation and pause Express orally her/his opinion Writes dictation of words/phrases/ sentences Write 5-6 sentences in English on the topic My family and friends Explain the different types of families Interpret the Family Tree Explain the different ways to spend time with the family |
| April (22 days) | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 5 Fun and Games <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Types of games Outdoor & indoor games Other ways to have fun | <ul style="list-style-type: none"> Course book Black board Chalk Duster Extra marks (audio and visual) Group discussion on daily life experience with examples. <p>https://www.youtube.com/watch?v=zkvNM42tWac (Indoor & outdoor games)</p> <p>https://www.youtube.com/watch?v=H2niXJC2dA4 (</p> | <p><u>Experiential Learning</u></p> <p>1) Children played indoor game-Carom 2) Children had a friendly outdoor game match – Cricket to learn team spirit</p> <p><u>Inter disciplinary linkage: (with Mathematics)</u></p> <p>Children will be</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ's | <p><u>Ice breaking session:</u></p> <p>Session started with discussion about the favourite games of the students</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Understand the | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Understand the importance of playing games Classify games as-Indoor and Outdoor Understand the importance of recreation Develop skills of playing a game |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|--|--|
| | | National game Hockey) | <p>asked to find out the maximum number of players need to play games such as soccer, basketball, table – tennis</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and decision making skills</u></p> <p>To develop team spirit</p> | | <p>importance of playing games</p> <ul style="list-style-type: none"> • Classify games as - Indoor and Outdoor • Understand the importance of recreation • Other ways to have fun apart from playing games | <ul style="list-style-type: none"> • Develop team spirit • Learn about the national games of various countries. |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> • Chapter 4 Food <p><u>Sub Topics:</u></p> <ul style="list-style-type: none"> • Types of food • Cooked & uncooked food • Vegetarian & non – vegetarian food • Good eating habits | <ul style="list-style-type: none"> • Course book • Black board • Chalk • Duster • PPT • Extra marks • (audio and visual) • Group discussion. <p>https://www.youtube.com/watch?v=XoZull3PfAg (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=YimuIdEzSNY (Balanced diet)</p> <p>https://www.youtube.com/watch?v=9YiJj10yqp0 (Different kinds of foods)</p> <p>https://www.youtube.com/watch?v=mfReSbQ7jzE (Fruit song for kids)</p> <p>https://www.youtube.com/</p> | <p><u>Experiential learning</u></p> <p>Collect information about the various food items you eat in all three meals in a day. Classify them into various food groups https://www.youtube.com/watch?v=M-ZdqFwayrU&list=TL PQ</p> <p><u>Art integrated project:</u></p> <p>Draw and colour your favorite food item. Write few lines about it.</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and</u></p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Worksheets • Assignments • Oral tests • Written tests • Reading of the chapter • Discussion of question & answers • Group discussion on different cuisines of the world • MCQ's • (Quiz on healthy & unhealthy food) <p>https://www.youtube.com/watch?v=GnfTHsdTodA</p> | <p><u>Ice breaking session:</u></p> <p>Session will be started by discussing the favourite food of the children</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Understand the importance of a balanced diet • Understand the different food groups • Classify food as – cooked, uncooked, | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Understand the importance of a balanced diet • Understand the different food groups • Classify food as – cooked, uncooked, • Classify people as vegetarian, non vegetarian, vegan • Develop good eating habits • Learn dining etiquettes of using the basic cutlery |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|--|---|
| | | watch?v=YZ11C-U7S8I (Healthy eating song) https://www.youtube.com/watch?v=RE5tvaveVak (Vegetable song) https://www.youtube.com/watch?v=s7FcWYRELow (Importance of food for us) | <u>communication skills</u> Why is food important for us and why is it important to have a balanced diet? | | <ul style="list-style-type: none"> Classify people as vegetarian, non vegetarian, vegan Develop good eating habits Learn basic dining etiquettes | |
| May (18days) | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 6 Clothes <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Types of clothes Clothes and seasons Clothes in different places Clothes and work Materials or clothes People who help in making clothes | <ul style="list-style-type: none"> Course book Black board Chalk Duster Extra marks (audio and visual) Discussion about different fabrics used to make their uniform and other clothes they wear https://www.youtube.com/watch?v=EbDddTACwUM (Introduction to the chapter) https://www.youtube.com/watch?v=vofp2Jrypjs (Clothes we wear) https://www.youtube.com/watch?v=qGs2SOO_kHk (Need for clothes) https://www.youtube.com/watch?v=tAh-ITe6FJ4 (Clothes for different seasons) https://www.youtube.com/watch?v=KDE6i_ZZkFU | <p><u>Experiential learning</u></p> <p>1) The children will be taken to the Work Experience room in the school to show the different fabrics and their textures</p> <p>2) Pieces of different fabrics will be pasted in their notebook (jute, cotton, silk, wool, synthetic and natural both)</p> <p><u>Art integrated project:</u></p> <p>Design and draw your own outfit for a party</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and decision making skills</u></p> <p>1) Why to people wear different clothes</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers Quiz on different kinds of clothes worn on different occasions in all states of the country McQ's | <p><u>Ice breaking session:</u></p> <p>The session will start by discussing the different types of clothes</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Understand the need of clothes List the different types of clothes Explain the different raw materials used to make clothes Understand the need of clothes List the different types of clothes Explain the different raw materials used to make clothes List the different people who help us in making clothes Understand the difference amongst various uniforms Identify traditional dresses | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Understand the need of clothes List the different types of clothes Explain the different raw materials used to make clothes List the different people who help us in making clothes Identify clothes worn in different seasons Understand the difference amongst various uniforms Identify traditional dresses |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|--|
| | | | in different seasons 2) Importance of wearing a uniform 3) Understanding the value of traditions of our country | | states • List some special type of clothes worn by people of different professions • Understand the importance of the wearing uniform | |
| July (23 days) | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 7 Houses <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Types of houses Houses on the move Roof of a house Some special houses Keeping the house clean | <ul style="list-style-type: none"> Course book Black board Chalk Duster Story telling ‘The Three Sheep’ Extra marks (audio and visual) Lecture method with daily life experiences and examples. Classroom cleaning and organization done <p>https://www.youtube.com/watch?v=UuiwZ5hAFL8 (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=fA905xGxqGU (Different types of houses)</p> <p>https://www.youtube.com/watch?v=tTG-4XztrJE (Different types of houses)</p> <p>https://www.youtube.com/</p> | <p><u>Art integrated project:</u></p> <p>Draw and colour the different types of houses</p> <p><u>Experiential learning</u></p> <p>Trip around the school to see some pucca and kutcha houses</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and technical skills</u></p> <p>Importance of building a home as per climatic conditions of the place where we live in and to keep it clean</p> | <p><u>The L.O. will be assessed with</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers Quiz on different types of houses and the material used to make them | <p><u>Ice breaking session:</u></p> <p>Session started with discussion and describing the kind of house the children live in.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> Understand the difference between a house and a home Differentiate between Kutcha and Pucca house Identify the different types of houses Different types of roofs and their purpose Some special houses Explain the different ways of cleaning | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Differentiate between Kutcha and Pucca house Identify the different types of houses and their roofs Purpose of having different types of roofs as per the place they are located Explain the different ways of cleaning their houses |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|--|
| | | watch?v=-casfzsV8p4 (Materials used to build houses) https://www.youtube.com/watch?v=T9c8UIPNxkQ (Additional information) | | | their houses | |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 8 Time to celebrate <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Festivals Some other festivals of India National festivals | <ul style="list-style-type: none"> Course book Black board Chalk Duster Extra marks (audio and visual) Group discussion with daily life experience and examples <p> https://www.youtube.com/watch?v=Gt8hwPC08NI https://www.youtube.com/watch?v=OmB9cdGcOjc https://www.youtube.com/watch?v=3Vl8AeaOSQs https://www.youtube.com/watch?v=Fwbwmvs0rOs https://www.youtube.com/watch?v=4Qz6IHbz3uQ </p> | <p><u>Art integrated project:</u></p> <p>Draw and colour the national flag of India</p> <p><u>Inter disciplinary linkage: (with Mathematics)</u></p> <p>Draw and colour a Rangoli pattern</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and leadership skills</u></p> <p>Why is it important to respect all religions and live with harmony with our fellow countrymen</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers MCQ's | <p><u>Ice breaking session:</u></p> <p>Session started with discussing what all festivals are celebrated in our country.</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> State the special days celebrated with the family members Explain the different festivals celebrated in India Differentiate between religious harvesting festivals of different states Explain the importance of National festivals of India Understand the importance to respect all religions Learn to live with harmony with our | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> State the special days celebrated with the family members Explain the different festivals in India Differentiate between religious harvesting festivals of different states Explain the importance of National festivals of India |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|--|---|
| | | | | | fellow countrymen | |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 9 Neighbourhood <p><u>Sub topics</u></p> <ul style="list-style-type: none"> Places in the neighbourhood Important people in the neighbourhood Landmarks Taking care of the neighbourhood | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Duster Extra marks (audio and visual) Lecture method with daily life experience and examples. <p>https://www.youtube.com/watch?v=Cy2EuKqFbtE</p> <p>https://www.youtube.com/watch?v=iwxkwPA8c68</p> <p>https://www.youtube.com/watch?v=tG6-JaDa2ac</p> <p>https://www.youtube.com/watch?v=vjRb6dBTGfg</p> <p>https://www.youtube.com/watch?v=cFeCW4OLTAE</p> <p>https://www.youtube.com/watch?v=DxORBnvtvN0</p> <p>https://www.youtube.com/watch?v=OkfROvtrDI8</p> <p>https://www.youtube.com/watch?v=TiZoHudqFq8</p> | <p><u>Experiential learning:</u></p> <p>Visit the school campus/ local market/ neighbourhood Stand in the field to find the directions (north, south, east west) facing the sun</p> <p><u>Art integrated project:</u></p> <p>Draw and colour any 5 'People who help us'</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and community living skills</u></p> <p>Why is it important to know your neighbourhood well and why is it important to take care of our surroundings?</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers Asking about landmarks of their neighbourhood | <p><u>Ice breaking session</u></p> <p>Session will be started by asking questions about the children's' neighbourhood</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Explain the function of important places in the neighbourhood Explain the importance of landmarks State the role of various people who help in a neighborhood Explain how to take care of neighborhood Listing the important phone numbers of the neighborhood places (Police Station, Ambulance, Fire Brigade etc.) | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Explain the function of important places in the neighborhood State the role of various people who help in a neighborhood Identify landmarks Explain the importance of taking care of one's neighborhood |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|--|---|
| August (20 days) | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 10 Time <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> What time of the day it is Directions Telling the time AM/PM Week ,month & year Calendar | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Extra marks (audio and visual) Group discussion with daily life experience and examples. <p>https://www.youtube.com/watch?v=GN2WR1YUwn8</p> <p>https://www.youtube.com/watch?v=na8hBbQULM4</p> <p>https://www.youtube.com/watch?v=ziyhFgPFFE5</p> <p>https://www.youtube.com/watch?v=ZiF0fHPf9TM</p> <p>https://www.youtube.com/watch?v=hWkKSkI3gkU</p> <p>https://www.youtube.com/watch?v=HrYdAfeqmDM</p> <p>https://www.youtube.com/watch?v=mXMofxtDPUQ</p> <p>https://www.youtube.com/watch?v=JABPMYXTZcs</p> <p>https://www.youtube.com/watch?v=GIAcfsgv-fE</p> <p>https://www.youtube.com/watch?v=f2I81_BFb-s</p> | <p><u>Experiential Learning</u></p> <p>Make a working model of a clock using a cardboard, ice – cream sticks and colours</p> <p><u>Inter disciplinary linkage: (with Hindi)</u></p> <p>Find out the Hindi terms for:</p> <ol style="list-style-type: none"> The four directions Days of the week Months of the year <p><u>Skill assessment</u></p> <p><u>Critical thinking and time management skills</u></p> <p>Why is it important to value time and understand the meaning of the proverb” A stitch in time saves nine”</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers Discussion on the daily routine | <p><u>Ice breaking session</u></p> <p>The session will be started by asking which is the favourite day of the children and why?</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Explaining the four directions with the help of a diagram Reading the clock to tell the time Explaining the difference between day, week, month and year Explaining the relationship between the different units of time Concept of shadow | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Explain directions Read the clock to tell the time Differentiate between day, week, month and year Tell the relationship between the different units of time Explain the concept of shadow |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> Chapter 11 Plants around us | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Extra marks (audio and | <p><u>Experiential learning:</u></p> <p>Visit to the poly house and learn to</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Worksheets Assignments | <p><u>Ice breaking session:</u></p> <p>Session will be started with taking the children round the school</p> | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Identify plants as herbs, shrubs and trees |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> • Trees • Shrubs • Herbs • Climbers and creepers • Parts of a plant • Plants make their own food • Uses of plants | <p>visual)</p> <ul style="list-style-type: none"> • Lecture method with daily life experience and examples. <p>https://www.youtube.com/watch?v=vFLY0obxU94 (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=X6TLFZUC9gl (Parts of a plant)</p> <p>https://www.youtube.com/watch?v=TE6xptjgNR0 (Seed germination)</p> | <p>plant a sapling and monitor its growth</p> <p><u>Inter disciplinary linkage: with English)</u></p> <p>Extempore “Plants around us” (5 sentences)</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and positive attitude</u></p> <p>1) Why is it important to take care of our environment? 2) Lesson to be learnt from the plants is how to stay strong in difficult situations</p> | <ul style="list-style-type: none"> • Oral tests • Written tests • Reading of the chapter • Discussion of question & answers • Quiz on types of plants | <p>campus and showing them the plants around them.</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Classify plants as herbs, shrubs and trees • Classify plants as creepers or climbers • Explain the functions of the different parts of a plant • Explain the different uses of plants • Things that we get from plants that we use in our daily life • Draw and colour herbs , shrubs and trees • Collect different shape, size leaves and make a ‘Ganesh’ pattern in the scrap file | <ul style="list-style-type: none"> • Identify climbers and creepers • Differentiate between the different parts of a plant and their function • Illustrate different uses of plants • Tell the things that we get from plants that we use in our daily life |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|---|
| | <p>Topic:</p> <ul style="list-style-type: none"> Chapter 12 Animals around us <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> Domestic animals Wild animals How animals move? What animals eat? Taking care of animals Wild life conservation | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster PPT Flip Teaching Extra marks (audio and visual) Discussion on ‘How to save animals in the wild?’ <p>https://www.youtube.com/watch?v=mQA4vOqV9M8 (Domestic & wild animals)</p> <p>https://www.youtube.com/watch?v=LzmcNlftNxs (How animals move)</p> <p>https://www.youtube.com/watch?v=IRszHiLVmUw https://www.youtube.com/watch?v=LpXd-xoC_zo (What animals eat)</p> <p>https://www.youtube.com/watch?v=Xn4_y8lAh3M (Eating habits of animals)</p> <p>https://www.youtube.com/watch?v=3yrikH2QEFA (Herbivores, carnivores and omnivores song)</p> <p>https://www.youtube.com/watch?v=Yzv0gXqoCkc (How to take care of pets)</p> <p>https://www.youtube.com/watch?v=7eeFWD8Ax-I (wild life conservation)</p> | <p><u>Art integrated project:</u></p> <p>Children will be asked to draw their favourite pet and write 4 - 5 sentences about it</p> <p><u>Experiential learning:</u></p> <p>A visit to a zoo shall be planned for the class</p> <p><u>Skill assessment</u></p> <p><u>Critical thinking and compassion</u></p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & answers Quiz on the categories of animals | <p><u>Ice breaking session:</u></p> <p>Session started with a discussion if the children have pets at home or at a relative’s home</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Explain the difference between domestic and wild animals Explain the movement of various types of animals Categorize animals as herbivores, carnivores and omnivores Ways of taking care of domestic animals Explain the term “extinct” Discuss ways for wild life conservation | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> Differentiate between domestic and wild animals Explain the movement of various types of animals Categorize animals as herbivores, carnivores and omnivores Talk about their pet Explain why is it important to take care of animals Understand the necessity of wild life conservation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| September (27 days) | <p>Topic:</p> <ul style="list-style-type: none"> Chapter 13 Land, water and Air <p>Sub topics:</p> <ul style="list-style-type: none"> Composition of the earth States of matter Water cycle Landforms Water Air Pollution Conservation of land, water & air The three R's Reduce, Reuse, Recycle | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Extra marks (audio and visual) Group discussion with daily life experience and examples <p>https://www.youtube.com/watch?v=Optamt5jGUE (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=jmm1J2yI9tk (States of matter)</p> <p>https://www.youtube.com/watch?v=9pqh6tLEOhs (Water cycle)</p> <p>https://www.youtube.com/watch?v=071IUxclTBw (How to conserve resources)</p> <p>https://www.youtube.com/watch?v=5FWvbui6ook (Types of pollution and prevention)</p> <p>https://www.youtube.com/watch?v=TjnNOCbuoCA (The 3 R's)</p> | <p>Experiential Learning</p> <p>Experiment on evaporation, condensation and melting of ice to experience the change of each state of matter</p> <p>Art integrated project:</p> <p>Draw a water cycle and explain it in 4 – 5 sentences</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Worksheets Assignments Oral tests Written tests Reading of the chapter Discussion of question & Answers MCQ's worksheet | <p>Ice breaking session:</p> <p>Session started with showing the children a small globe and 3 empty glass containers labeled “land,” “air,” and water”</p> <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> Discuss the composition of the Earth Explain the states of matter Describe the water cycle Introduce the different types of landforms Describe the different types of water bodies present on Earth State the importance of Air State the different types of pollution ,causes and solutions Discuss carpool system and | <p>The learner was able to:</p> <ul style="list-style-type: none"> Explain the composition of the earth Differentiate between the states of matter Describe the water cycle in 4 – 5 sentences Explain the different types of landforms Describe the different types of water bodies present on Earth State the importance of Air State the different types of pollutions causes of pollution and give solutions to control different types of pollutions Define the 3 R's |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|--|
| | | | | | <p>advised them to use carpool during Diwali break</p> <ul style="list-style-type: none"> • Experiment on evaporation, condensation and melting of ice into water and then water vapour • Balloon activity • Candle activity • Explain various environmentally friendly products and their use to reduce pollution • Explain the importance of the 3 R's: Reduce, Reuse, Recycle | |
| | <p><u>Topic:</u></p> <ul style="list-style-type: none"> • Chapter 14 Travel time <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> • Invention of the wheel • The modern means of transport • Fuel | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • Extra marks (audio and visual) • Lecture method with daily life experience and examples. • Making of paper boats and airplanes (Origami) <p>https://www.youtube.com/watch?v=XzG1aPw7YBc (Invention of wheel)</p> <p>https://www.youtube.com/watch?v=25IaUQ_oUyM</p> | <p><u>Art integrated project:</u></p> <p>Children will be asked to choose any one activity</p> <ol style="list-style-type: none"> 1) Draw and colour the different modes of transport 2) Make paper boats and plane (origami) <p><u>Interdisciplinary linkage: with English)</u></p> <p>Extempore on the topic: 'My recent trip'</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Worksheets • Assignments • Oral tests • Written test • Reading of the chapter • Discussion of question & answers • Questionnaire on means of transport • UNIT III test(Pen &paper test) | <p><u>Ice breaking session:</u></p> <p>Session started by asking the children which is their favourite means of transport and why?</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Explain the need of invention of the wheel | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Explain the need of the invention of the wheel and how it made life easy • Understand the difference between the different means of land , water and air transport • Understand the importance of choosing the correct means of transport to |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|---|
| | | (History of transportation) https://www.youtube.com/watch?v=7H2FAoGnKwA (Modern means of transportation) https://www.youtube.com/watch?v=Ut-HbauKzDw (Transportation song) https://www.youtube.com/watch?v=JaslvS7oYw4 (Fuels) https://www.youtube.com/watch?v=MyqhDKNig88 (Why travelling is important) | <p><u>Skill assessment:</u> <u>Critical thinking and learning by travelling</u></p> <p>The world is a book and those who do not travel read only one page.” –<u>Augustine of Hippo</u></p> | | <ul style="list-style-type: none"> • Different means of land , water and air transport • Explain the importance of fuel for transportation | travel as per requirement and time available to travel <ul style="list-style-type: none"> • Explain the importance of fuel for transportation • Describe the places they have traveled to • Write 5 – 7 lines on why is it important to travel |
| October (21 days) | <p>Topic:</p> <ul style="list-style-type: none"> • Chapter 15 Communication <p><u>Sub topics:</u></p> <ul style="list-style-type: none"> • Define communication • Means of communication • Some other ways to communicate | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • Extra marks (audio and visual) • Group discussion with daily life experience and examples <p>https://www.youtube.com/watch?v=06SZyzDBhVA (Introduction to the chapter) https://www.youtube.com/watch?v=7-P2_rGFg18 (The evolution of communication) https://www.youtube.com/watch?v=VB-5XSqzAfg (Communication of Yesterday, today & tomorrow) https://www.youtube.com/</p> | <p><u>Experiential learning:</u></p> <p>Children will be guided to write a letter to their parents/ grandparents/ cousins</p> <p><u>Art integrated project:</u></p> <p>Draw and colour a post box and describe its use in 4 – 5 sentences</p> <p><u>Skill assessment</u></p> <p><u>Interpersonal skills and communication skills</u></p> <p>Why is it important to communicate and</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Worksheets • Assignments • Oral tests • Written test • Reading of the chapter • Discussion of question & answers • Quiz on the different means of communication | <p><u>Ice breaking Session:</u></p> <p>Session will be started with playing the games “Chinese whisper” and “I sent a letter to my mother” with children</p> <ul style="list-style-type: none"> • Explain why is it important to communicate • Explain the different means of communication • Interpret the journey of a letter • Explain the different means of mass communication • Discussion on what were the means of communication in the olden days | <p><u>The learner will be able to</u></p> <ul style="list-style-type: none"> • Communicate effectively • Be a good listener • Define communication • Explain the different means of communication • Explain the fastest means of communication • Interpret the journey of a letter • Explain the different means of mass communication • |

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| | | watch?v=4AvSvZkmDJU (Ways to enhance communication skills) | have good communication skills? | | <ul style="list-style-type: none"> • Explaining that letter writing is an art • Children will be taken to the computer lab for an email session Newspaper reading in the class | |
| November 11(days) | Revision of all the topics | - | - | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Worksheets • Assignments • Oral tests • Written test • Reading of the chapters • Discussion of question & answers | - | - |
| December (13 days) | | | | Final examination (Pen & paper tests) | | |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: III

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| February Total 6 Periods | Concept: Paragraph Writing My Winter Vacation | https://youtu.be/S_8M83PSncE <u>Winter Season</u> https://youtu.be/8ZjpI6fgYSY <u>Season Song</u> https://youtu.be/T_hOrXikSdQ The video on Creative Writing Grammar Book | <u>Speaking skill :</u> Speaking about experiences in front of the class and on the stage <u>Art Integration:</u> To make a flow chart of one day's routine they followed during the vacation. Linking Art <u>Inter Disciplinary</u> EVS: About Seasons <u>Music and Dance:</u> Season Song | Oral Creative writing in notebook Written Test | Ice breaking session: All about Winter Season Season Song Interaction with students about importance of Creative Writing and speaking demo by the teacher. Learning Objectives: the students will be able to recognize the elements needed to produce a piece of creative writing. The students will be able to identify their own examples of these elements. The students will be able to use these elements to produce their own piece of creative writing. | Creative writing will encourage kids to exercise their creative minds and practice using their imagination. It will improve their ability to come up with alternatives. This will broaden their thought processes, which can lead to success in many areas, including problem solving and analysis |

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| March Total 26 | Concept: Arrange in Alphabetical | Video on Arranging in Alphabetical Order : https://youtu.be/1SXdw0L715k Arranging in Alphabetical Order : https://youtu.be/CwzoUnj0Cxc Workbook -Grammar https://youtu.be/1SXdw0L715k - Punctuations | <u>Group Activity :</u> The use of dictionary <u>Role Play-</u> Acting as alphabets <u>Art Integration:</u> To make alphabets/words placards <u>CAT:</u> <u>Fun Activity:</u> Individual child will frame sentences and ask the rest of the class to say the punctuation mark required. | Discussion Work sheets Tests Role play quizzes | Previous knowledge discussion on the topic Teaching alphabetical order gives kids a practical skill that applies in many areas of life. Understanding alphab etical order simplifies many research situations such as finding a particular topic in a book through the index or finding the phone number of a business. | To be able to look for words as per the sequence. Alphabetizing is an important skill to master. It helps develop organizational skills, executive functioning abilities and it even improves memory. |
| | Concept: Recapitulation of previous knowledge Arranging in Order/Punctuations Is/am/are/has/have/had /was/were/a/an/the | https://youtu.be/z_K0qfLFnE Helping Words | | | Oral Tests Worksheets | Recapitulation of previous knowledge Video on Helping Words will be shown after discussion. Explain to differentiate between common punctuati on marks. Demonstrate an understanding of punctuation thro ugh correct usage. |

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| | | Video Komal: https://youtu.be/CwzoUnj0Cxc | <u>CAT:</u> Special Talk on Child safety Video :Komal | | Identify when each punctuation mark (period, exclamation point, question mark, comma and quotation marks) is needed. Circle time: The teacher will sensitize the children on possible issues and how to be safe | The children will understand the difference of good touch and bad touch They will learn how to keep themselves safe. |
| | Concept Genders: Based on previous Knowledge | Video on Genders https://youtu.be/keDr9sWwFgI Grammar Book Charts Flash Cards | <u>Activity:</u> Then the kids will go round the school to meet the people who help us. They will note the number of female staff and the male staff. <u>Project: Integrating Art and EVS</u> The children will draw two buses. In one they will write the masculine and in the other they will write the feminine names. | Work sheets/quizzes/Written Tests | Recapitulation of previous knowledge Previous knowledge discussion To revise the concept of masculine and feminine groups The teacher speaks words and asks the children whether the words heard were a boy or a girl. Then the children copy a list of genders and attempt in worksheets. | Children easily understand the boy girl groups and use genders appropriately in sentences and in communication. They will learn to be sensitive towards social and environmental issues such as gender. |

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| | | | <u>CAT:</u> | | Videos on genders/ worksheets To be sensitive to social and environmental issues such as gender. | |
| | Literature L-2 Weave the Alphabet Song | https://youtu.be/36IBDpTRVNE - Alphabet Song Reader | <u>Activity: Art Integration:</u> The children will be taught macramé (Skill Development Needle Work) <u>Project:</u> The children will think and write the alphabets and make a word that represents and involves in: Weaving. Eg: A: action B: bright C :cotton D: draw <u>Music and Dance :</u> <u>Alphabet Song</u> <u>Inter disciplinary:</u> <u>EVS:</u> Weaving to earn livelihood | Written Tests Oral -Recitation Discussion of new words and their meanings Q/A ,word meanings to be done in note books Quizzes | Flipped Teaching :Ice Breaking Session: Objective: To learn that weaving can involve making something new. The teacher will have fun with the children by reminding them of the alphabet song and show a video To learn and recite poems Loudly Objective of weaving activity: Flipped teaching: Weaving not only promotes fine motor skills, but helps children learn how to create patterns and work through problems they may encounter while weaving. It can also be a beautiful way for children to express themselves artistically | They will understand the meaning of the word weaving and making something new. Children will learn how to create patterns and work through problems they may encounter while weaving. It will educate their emotions and enhances their power of imagination. The rhythm of poetry will help the students to acquire natural speech rhythm. (ii) It will enable the students to enjoy the recitation of the poem. (iii) It will develop the students' power of imagination. . |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Concept Literature L-1 Liang and the Black Bears | <p>https://youtu.be/Tni5Gh6fUE0 Be Kind To Animals.</p> <p>Videos on bears and all about bears for knowledge: https://youtu.be/xAJgJR2rroM About Bears</p> | <p><u>CAT:</u> Videos on bears and all about bears for knowledge:</p> <p><u>Integrating Art And EVS</u> To learn how to draw a bear and write five characteristics.</p> <p><u>Role Play</u> of the lesson</p> | <p>Discussion on different types of bears</p> <p>Written Tests</p> <p>Reading</p> <p>Discussion of new words and their meanings Q/A ,word meanings to be done in note books</p> <p>Quizzes</p> | <p>Ice breaking session: The teacher will explain the meaning of folk tales and all about Bears.</p> <p>Loud reading by the teacher/explaining the story Discussion of new words and their meanings Q/A ,word meanings to be done in note books</p> <p>Objective: To be able to read aloud and understand the story line To understand about the love for animals. Folk Tales teach values like respecting elders' kindness and importance of hard work A tale or legend originating and traditional among a people or folk, especially one forming part of the oral tradition of the common people. Any belief or story passed on</p> | <p>The children will understand the story line and how animals behave. How humans can be compassionate towards animals. They will understand values like respecting and kindness</p> <p>To be able to read loudly and confidently with pauses intonation and voice modulation</p> <p>The student will: 1. examine and label pictures in books. 2. Repeat part of text on a page immediately after it has been read aloud by an adult. 3. Recognize favorite books by the cover. 4. Frequently request the re-reading of books.</p> |

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| | | | | | traditionally, especially one considered to be false or based on superstition. | |
| April Total 22 | Concept Grammar : Nouns/Singular Plural/Opposites Based on previous Knowledge | Charts Flash Cards Grammar Book Video on opposites https://youtu.be/n8jFd3wCL5s Video on Singular /Plural https://youtu.be/BI1Syz9I2n0 | <u>Art and EVS Integration</u> <u>Activity and Project:</u> The children will make a scrap book on all the people they met during the round, the places they visited and the animals they saw and mention the things. <u>Music /Art/ Drama Integration</u> <u>Activity</u> : Display of any Talent- Intra Class Show | Discussion Written Test Quizzes Worksheets | Recapitulation of previous knowledge discussion The children will go around the campus with the teacher for a walk where they will identify each and everything they see into the four categories To learn that everything around us has a name. All naming words are Nouns | To identify the different types of Nouns and use them appropriately in sentences. Upon completion of this lesson, students will be able to: <ul style="list-style-type: none"> • explain what nouns are • identify the different types of nouns • effectively use nouns in sentence composition |
| | Concept Literature L-3 The Fairy Hands | https://youtu.be/0foQiAJ3uHg Moral Value Good Friday video https://youtu.be/cZ4gQniUVO8 https://www.youtube.com/results?search_query=the+story+on+values Moral Stories | <u>CAT</u> <u>Art and Moral Values Integration</u> Project activity: The children will draw an outline of their hands and on each finger will write one value which they would want to develop <u>Inter Disciplinary:EVS</u> | Loud reading test activity Written tests Discussion of new words and their meanings Q/A ,word meanings to be done in note | Ice breaking session: The teacher discusses the important values we require to be good human beings. Video on values The teacher to read the story aloud and explain also summarize the story The video values and | The children will understand that we ourselves can improve in whatever we lack in. we are our own helpers. No outside force can help us. To read loudly and confidently with pauses intonation and voice modulation |

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| | | https://youtu.be/uZxulv9Xqfc Baisakhi video | Good Friday video Baisakhi video | books Written tests Quizzes | believing in ourselves will be shown to the children In the library school the children will read the story in groups To be able to read aloud and understand the story line. To understand that we ourselves can improve in whatever we lack in. we are our own helpers. No outside force can help us. | The student will: 1. examine and label pictures in books 2. Repeat part of text on a page immediately after it has been read aloud by an adult. 3. Recognize favorite books by the cover. 4. Frequently request the re-reading of books. To frame sentences and write answers. Understanding festivals and their religious value Respecting others |
| <u>May</u> Total 18 Periods | Concept :Action words +is am are+ing Previous knowledge | https://youtu.be/79K60mNmPKE Video on Verbs <u>Integrating Music</u> Action Song https://youtu.be/-ozG4PFFP5A | The children will go around the school and identify all actions happening around them. They will identify the person doing the particular action. <u>Art Integrating</u> <u>Project:</u> To make a list of workers and the work they do with pictures and put it up on the soft board <u>CAT:</u> | Work Sheets Tests Quizzes Worksheets Tests | Recapitulation of previous knowledge The teacher will make some actions and the children will identify the work done with the appropriate action word To understand Verbs and the use of supporting verbs of is/am/are with proper action words To differentiate the time of action : Tenses | Students will be able to define and identify different types of verbs. Students will be able to demonstrate correct usage of different verbs, including past, present, future tense and helping verbs. |
| | Concept Adjectives | https://youtu.be/5ZkMb | Project Activity: | Written work in notebook | Recapitulation of previous knowledge | To be able to use words correctly to |

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| | <p>Previous knowledge</p> <p>Letter writing</p> <p>Comprehension/Paragraph writing Previous Knowledge</p> | <p><u>LkGims</u> Adjectives Grammar Book</p> <p>Recap-Explaining the means of written communication-letters https://youtu.be/y2d-0dlimgY</p> <p>https://youtu.be/L1J9ZPVydrC Paragraph Writing Grammar Book</p> | <p>The child will draw a picture of their favourite thing and write ten words describing it.</p> <p>Art Integration</p> <p>CAT:</p> <p>Inter Disciplinary EVS Garbology Week: Talk on Garbology-Video</p> <p>CAT:</p> | <p>Worksheets Tests Quizzes</p> <p>Discussion Written Tests Oral Reading</p> | <p>The teacher will do an outdoor activity where the children will see their surroundings and describe in their own words</p> <p>To understand describing words and to use them correctly in sentences</p> <p>Recap-Explaining the means of written communication-letters</p> <p>Previous knowledge discussion</p> <p>Explaining the rules of writing a paragraph containing a topic sentence, supporting details, and conclusion.</p> <p>Letter writing to express their activities in print Framing of sentences in form of paragraph by describing and writing My School</p> | <p>describe anything around them. Be able to correctly identify adjectives. Be able to distinguish closely related adjectives. Be able to use adjectives correctly in their writing. Be able to create or select adjectives to enhance their writing</p> <p>By the conclusion of this lesson, students will be able to: Describe the difference between formal and informal writing</p> <p>To be able to identify the three key parts of a paragraph: topic sentence, supporting details, and conclusion.</p> |
| | <p>Literature</p> <p>L- Kate Shelly and the</p> | <p>https://youtu.be/kZIXWp6vFdE Video on</p> | <p>Kate Shelly movie will be shown</p> | <p>Discussion of new words and their meanings</p> | <p>Ice breaking session discussion on stories of acts of bravery</p> | <p>To understand how to develop a sense of responsibility and be</p> |

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| | Midnight Train | Bravery https://www.mentalfloss.com/article/56157/11-incredible-acts-courage Incredible Acts of Bravery https://youtu.be/RjJfA3Zq-is Kate Shelly | <u>CAT:</u> <u>Story Narration</u> Developing Speaking Skills <u>Art Integration /Inter disciplinary EVE</u> <u>Natural Disasters</u> : To draw the accident of the train as they have imagined | Q/A ,word meanings to be done in note books Tests Quizzes Reading | The teacher to read the story aloud and explain / summarized the story a super power! The video on the story of Kate Shelly will be shown to the children In the library school the children will read the story book in groups to understand the character of Kate Shelly To be able to read aloud and understand the story line. To understand how to develop a sense of responsibility and be brave. Kate Shelly and the Midnight Train Explains what Courage is and how children can show Courage in big and little ways. Children learn how having Courage is like having. | brave. To read loudly and confidently with pauses intonation and voice modulation Develop: Listening/Critical Thinking and Writing Skills |
| | Literature L-4 Generous Poem | https://youtu.be/nF3yJg45NZY Poem “Generous” | <u>Speaking/ Reciting</u> on stage activity <u>CAT</u> | Discussion of new words and their meanings Q/A ,word meanings to be done in note | Ice breaker session discussion on act of being generous. The teacher will recite | They will understand the meaning of ‘Generosity’ It educates their emotions and enhances |

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| | | | <u>Reciting Skills</u> <u>Art Integration</u> <u>Project:</u> To make 'Thank you' cards for their grandparents | books Extempore : Speaking on their acts of generosity Recitation | and explain the poem in front of the class and on the stage To learn and recite poems Loudly. To understand the value of grandparents and how to be generous by giving time to them. | their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm. (ii) To enable the students to enjoy the recitation of the poem. (iii) To develop the students' power of imagination |
| July Total 23 Periods | Concept Pronouns Based on previous Knowledge | https://youtu.be/FfRXXZGdHG0 Pronouns | <u>Activity:</u> Going around the campus and identifying things and people and framing sentences using pronouns <u>Inter disciplinary EVS</u> World Environment Day Special Talk | Discussion Work sheets Quizzes Tests | Previous knowledge discussion The children will go around the campus with the teacher for a walk where they will identify each and everything they see into the four categories and replace the noun with a suitable pronoun Eg: Mr. Chidiram is a gardener. He looks after the plants in our school To learn that everything around us has a name. All naming words are Nouns. The words used in place of the noun are the Pronouns | To be able to identify the different types of Nouns and use them appropriately in sentences. define the term 'pronoun' outline the different types of pronouns use pronouns effectively in writing |
| | Comprehensions | https://youtu.be/Kib0P65II0k Importance of paragraph | <u>Inter Disciplinary</u> <u>EVS</u> Health and Hygiene | Work sheets Tests | Discussion based on previous knowledge The teacher to take | The children were able to read and comprehend stories and poems. It |

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| | No: of periods -2 | https://youtu.be/Uc2EESjOVGo Comprehension https://youtu.be/oWh6daGaq6c Hygiene | Presentation Special Talk <u>CAT</u> | Quizzes | the children to the library and read the stories loudly and explained the content To be able to read different stories and poems comprehend the content and answer the questions based on it | developed their ability to comprehend and develop listening skills |
| | Literature L-5 The Weaver and the Tree L-6 My Dog Poem | https://youtu.be/FJscMQhsW2w The Weaver and the Tree Panchatantra Stories https://youtu.be/WqeFQs5zBE What is weaving? https://youtu.be/pWepfJ-8XU0 Poem on My Dog | <u>CAT</u> <u>Role Play</u> <u>Art Integration</u> To learn to draw a dog and write five lines on it | Work sheets Quizzes Tests Discussion of new words and their meanings Q/A ,word meanings to be done in note books Role Play Recitation composition Self written poems | Ice breaking : Story about Greed To introduce the children to the world of Panchatantra Stories Loud reading/recitation in front of the class and on the stage Speaking on stage activity | It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm. (ii) To enable the students to enjoy the recitation of the poem. (iii) To develop the students' power of imagination |
| | Concept: Literature L 8 Poem The Treasure Hunt | https://youtu.be/EJGRE2QOWAQ Treasure Hunt | <u>Art Integration</u> <u>Project: Activity:</u> Game on Treasure Hunt Children will plan/make and make the game | Work sheets Quizzes Tests Discussion of new words and their meanings | Ice breaking : Game on Treasure Hunt The teacher shall recite the poem and explain the game of Treasure Hunt Video on weaving and weavers to build knowledge. | They will understand about the game Treasure Hunt and about biographies and autobiographies To read loudly and confidently with pauses intonation and voice modulation |

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| | Concept: Literature L-9 A Weaver of Tales Biography | https://www.youtube.com/watch?v=MzNnVDdU4nQ Biography Beatrix Potter https://www.youtube.com/watch?v=KToF5YMhmEc Biography Beatrix Potter Hill Top Farm | <u>CAT:</u> <u>Reading Skill:</u> Loud Reading <u>Inter Disciplinary EVS</u> Garbology Week special Talk <u>Role Play: Tale of Peter Rabbit</u> | Q/A ,word meanings to be done in note books Quizzes | The video on Beatrix Potter will be shown The teacher to read the story aloud and explain/ summarizes the story Treasure Hunt. Play is essential to the healthy development of children; play helps them discover and explore, solve problems, test new ideas and experience friendship, cooperation and teamwork. To be able to read aloud and understand the story line of biographies To understand the difference between Biographies and Autobiographies. | The student will: 1. examine and label pictures in books 2. Repeat part of text on a page immediately after it has been read aloud by an adult. 3. Recognize favorite books by the cover. 4. Frequently request the re-reading of books. To understand the difference between Biographies and Autobiographies. |
| August Total Period 20 | Picture Compositions | https://youtu.be/W7BW9gv_OkU Picture compositions https://youtu.be/elvx-mi-WaU Independence Day Celebrations Rakhi Celebrations: | <u>Observation skills</u> Rakhi Celebrations: Special talk | Quizzes Tests Picture Worksheets | Discussion based on previous knowledge Invite students to focus their attention on the chalk board where the picture is displayed. Students repeat sentences with corrections. | Picture books for young readers are building blocks that promote literacy, vocabulary skills, sentence structure and story analysis. ... The rhythm and rhyme of picture books makes them easy to understand |

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| | | Special talk https://youtu.be/zYj-MqXtCsM Raksha Banshan | | | <ul style="list-style-type: none"> - Reread sentences written with students. - Remind students that the words written are the sentences they shared. Obtain information, through questioning, about where stories can be found. Where can stories be found? - Invite students to share with their classmates where stories can be found. Students answers should include the library/library van, in books, in the new paper, on the computer... - Ask students if pictures can be used to tell stories. - Ask students what the word imagination means. If students are unable to provide the answer one will be given ~ Imagination means using one's mind to think about stories - Inform students that the words they say can be used to write a story | <p>and fun to read aloud, allowing children to learn words quickly.</p> <p>The children will learn the power of observation</p> |

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|-----------------------------------|---|---|---|---|--|---|
| | Concept Conjunction | Video on joining words. https://youtu.be/nBm0Ok13AYE | <u>CAT:</u> Conjunctions <u>Art Integration</u> <u>Project:</u> To make flash cards of the connectors of and, but, or | Discussion and Oral Tests Worksheets Quizzes | Discussion on previous knowledge To introduce joining words The teacher will speak two different sentences and the children will try to join the two sentences using the appropriate conjunction. Discussion based on previous knowledge To understand: Conjunctions are those little words that connect two parts of a sentence together. Also known as a joiner, these words are among the easiest and most fun to learn. | Children will understand that A conjunction is a word that joins two or more words, phrases, or clauses. To think of them as gluing words. |
| | Literature L-12 Beauty and the Gold Heart | https://youtu.be/aUES1j3b1KE : Beauty and the Beast Reader | <u>CAT:</u> <u>Role Play</u> | Written test Discussion of new words and their meanings Q/A ,word meanings to be done in note books Quizzes | Ice breaker: Story on Beauty and the Beast Fairy Tales The teacher to read the story aloud and explain /summarize the story Objective Children's literature helps a young child make sense of what it is to be human and helps | It provides a rich content for new vocabulary and language structures. It helps with listening/writing and speaking skills too. It gives readers practice in forming different kinds of sentences, using different structures, and working with different ways of connecting ideas and use their imagination. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------------------|--|---|---|--|---|--|
| | | | | | them understand the world around them. The fairy tale genre provides ways for children to receive important messages. ... One of the central reasons that fairy tales are important is that they aid in child development. | |
| Septemb er Total 27 Periods | Literature L-10 Who Likes The Rain | Video on Rain https://youtu.be/C46U2peEui8 : What is Rain? https://youtu.be/nCPPLhPTAIk How is rainbow formed | <u>Role play</u> <u>CAT:</u> <u>Art Integration activity:</u> Can you find a rainbow? Project: Can't find a rainbow? Make one! To make paper boats and sail them in puddles | Written work Tests Recitation Discussion of new words and their meanings Q/A ,word meanings to be done in note books | Ice breaker : All about Rain To learn and recite poems Loudly The teacher will recite and explain the poem To understand: Where does the water come from when it rains? Where does it go once it hits the ground? What is thunder? What about lightening? The main objectives of teaching poetry at the primary level are as follows: To understand and derive pleasure from the given poem. To appreciate the beauty of the language and | To be able to understand all about rain and rainbow: To be able to understand and derive pleasure from the given poem. To appreciate the beauty of the language and the thought in the poem. To kindle the students' imagination and develop their aesthetic sense. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|----------------------------|---------------|---|---|--|--|
| | | | | | the thought in the poem. To kindle the students' imagination and develop their aesthetic sense. | |
| | Concept Adverbs Concept | | <p><u>Art Integration Activity</u> Make a web chart on some of the actions done in the class and ask the students to express the time manner degree and the frequency of the action</p> <p><u>Inter Disciplinary EVS Teachers' Day Celebrations: Talk on Dr Sarvapalli Radha Krishnan</u></p> | <p>Work sheets</p> <p>Quizzes</p> <p>Discussion of new words and their meanings Q/A ,word meanings to be done in note books</p> | <p>Write a sentence on the board with no modifiers (e.g. The kid walks.)</p> <p>Tell students that today we are going to learn about adverbs.</p> <p>Ask a student to come act out the sentence.</p> <p>Add an adverb to the sentence (e.g. The kid walks quickly), and have the student act it out again.</p> <p>Change the adverb and, once more, have the student act it out.</p> <p>Underline the adverb in the sentence and label it as an adverb.</p> <p>To understand the action of the verb of where/ when/ why/ how</p> | Students will be able to identify and use adverbs as modifiers to express time, place, manner, degree, and frequency |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---------------------------------|---|--|--|---|--|
| | Concept Prepositions Concept | https://youtu.be/IiIqEN3ghBo Prepositions Grammar Book | <u>Activities:</u> Games: Look for the noun Preposition Simon Says. -Four Corners. -What's Missing <u>Art Integration</u> Draw- My Direction Map | Oral Tests Worksheets Quizzes | Play The Game: Where is the noun Drawing is a simple way to engage students' bodies as well as their creativity when they're learning abo ut prepositions Students will be able to identify and use prepositions to write complete sentences. | Students will be able to identify and use prepositions to write complete sentences. |
| October 21 Periods | Interjections | https://youtu.be/y0nGOhKp3ig Interjections https://youtu.be/5mCBbTsRzj0 Gandhi Jayanti | The teacher will play an ' Emotion Game' Children will act out the words called out by the teacher Gandhi Jayanti Special Talk | Role play Tests Orals | Ice Breaking session Play the emotion game of making expressions and using exclaiming words Tell the students that they will be learning about interjections and how interjections are used in writing. Lead the students in a brainstorm of words that match common feelings of joy, sorrow, surprise, and other emotions | Recognize the purpose and function of interjections. Choose interjections that match the context and feelings of the writer or speaker. Developing speaking skills Understanding the festivals and the difference between |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|--|---|
| | | | | | (e.g. <i>overjoyed- Wow!, heartbroken- Ah!, and amazed Lovely!</i>). Recognize the purpose and function of interjections. | National and religious festivals |
| | Literature L-11 The Brave Bakers | https://youtu.be/dT9ZeKwbVhk Video on a story of baking Reader | <u>CAT:</u> <u>Inter disciplinary Home Sc Project:</u> To learn the process of baking a cup cake with assistance <u>Role Play</u> | Written test Loud reading activity Drawing activity on page 55 Weavers Literature Discussion of new words and their meanings Q/A , word meanings to be done in note books | Ice breaking video on Who knows to bake a cake?-Discussion The teacher to read the story aloud and explain /summarize the story To be able to read aloud and understand the story line of being brave Courage is and how children can show Courage in big and little ways. Children learn how having Courage is like having a super power! | Children learn how having Courage is like having a super power! It provides a rich content for new vocabulary and language structures. It helps with listening/writing and speaking skills too. It gives readers practice in forming different kinds of sentences, using different structures, and working with different ways of connecting ideas and use their imagination. |
| | Revision Comprehension and Picture Writing | | | | | |
| Novemb er/Dec | Revision for Final Unit L- 8/9/10/11/12 | https://youtu.be/MnMcNk7MttQ Chacha Nehru | Childrens' Day Special Talk | | | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|------------------------|---|---|--|----------------------------------|--------------------------|
| Total 24 Periods | All Grammar | https://youtu.be/JyVXIvdTF20 Christmas | Christmas Celebrations: Special talk | | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी


कक्षा : तीन

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| फरवरी 6 दिन | (पाठ्यपुस्तक) कविता - लक्ष्य मिल जाएगा | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डिस्क | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> किन्ही तीन चीजें जो छोटी से बड़ी होती हैं - पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> चित्र द्वारा बीज से पेड़ बनाने का चित्र <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> कविता का सामूहिक कठस्थ वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> जीवन में बदलाव पर चर्चा <p>अंतःविषय कौशल</p> <p>सामाजिक विज्ञान से इसे जोड़ते हुए गांधीजी के बारे में जानकारी देना</p> | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे :-</p> <ul style="list-style-type: none"> किन्ही तीन चीजें जो छोटी से बड़ी होती हैं - बातचीत लगातार कोशिश करने का नतीजा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <p>विकास</p> <ul style="list-style-type: none"> समालोचनात्मक कौशल का विकास नैतिक मूल्य लगातार प्रयास करने से सफलता मिलती है । |
| | भाषा , वर्णमाला और मात्राएँ | <ul style="list-style-type: none"> हिंदी व्याकरण - वाटिका पावर पॉइंट प्रस्तुति चॉकबोर्ड चाक डस्टर एक्स्ट्रा मार्क्स वीडियो https://www.youtube.com/watch?v=3NDEA2F1UO4 | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने पसंदीदा कार्टून चरित्र के समान बोलने के लिए कहा गया । <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> बच्चों को चित्र दिखाए गए और उन्हें उन पर आधारित कहानी बोलने के लिए कहा गया । <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्यंजनों तथा स्वरों का सामूहिक अभ्यास <p>लेखन कौशल</p> <ul style="list-style-type: none"> स्वर , व्यंजन , अयोगवाह ध्वनियाँ तथा संयुक्त व्यंजनों का प्रयोग करते हुए शब्द लड़ी बनाना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी पंक्तियाँ पूरी करना तालिका पूरी करना बहुविकल्पीय प्रश्न | <p>आइस ब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> एक छोटा बच्चा अपनी बात अपने माता - पिता को कैसे बताता है ? आप अपनी बात अपने माता - पिता को किस प्रकार बताते हैं ? अपनी बातों को बताने के लिए आप किस चीज़ का प्रयोग करते हैं? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> भाषा को परिभाषित करने में सक्षम हुए । भाषा के दो रूपों में अंतर करने में सक्षम हुए । वर्णों को पहचानने में सक्षम हुए । स्वर , व्यंजन , अयोगवाह ध्वनियाँ और संयुक्त व्यंजनों को प्रत्यास्मरण करने में सक्षम हुए । वाचन कौशल का विकास हुआ। लेखन कौशल का विकास हुआ। शब्द भण्डार में वृद्धि <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|--------------------------------------|--|--|--|---|---|
| | | | | | | विकास |
| मार्च 26 दिन | (पाठ्यपुस्तक) वर्णन - करें प्रतिज्ञा | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> हमारे आस-पास गंदगी कैसे फैलती है? इसके लिए कौन जिम्मेवार है - पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> प्रदूषित और प्रदूषण रहित धरती का चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पेड़ों के न होने से धरती क्या होगी - पर चर्चा <p>अंतःविषय कौशल</p> <p>सामाजिक विज्ञान से इसे जोड़ते हुए घर पर एक पौधा लगाएं </p> | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> किन्हीं तीन चीजों जो छोटी से बड़ी होती हैं - बातचीत लगातार कोशिश करने का फल <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> पेड़ों और स्वच्छता का महत्व का ज्ञान |
| | व्याकरण (लिंग , वचन और मुहावरे) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPt) श्यामपट्ट चाक डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पिक प्रश्न खाली स्थानों की | पूर्व ज्ञान परीक्षण | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> लिंग , वचन और मुहावरों का ज्ञान पठन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | एक्स्ट्रा मार्क्स | <p>बारे में बताना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> लिंग , वचन और मुहावरों पर आधारित चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | <p>पूर्ति</p> <ul style="list-style-type: none"> तालिका पूरी करना |  <p>नै-दो ग्यारह होना नाक काटना इला से बाते करना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |
| | (पाठ्यपुस्तक) वर्णन - मैं हूँ पानी की बूँद | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> जब आप वर्षा में भीगते हो तो आपको कैसा महसूस होता है - | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे :-</p> <ul style="list-style-type: none"> सुबह उठ कर कौन-कौन से काम | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>विषय पर विचार अभिव्यक्त करना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कागज़ की नाव बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पानी का सही उपयोग कैसे किया जा सकता है - पर चर्चा <p>अंतःविषय कौशल</p> <p>सामान्य विज्ञान से इसे जोड़ते हुए जल चक्र बनाना </p> | <ul style="list-style-type: none"> कक्षा में चर्चा | <p>करते हो</p> <ul style="list-style-type: none"> पानी के बिना आपका जीवन कैसा होता <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> पानी के महत्त्व का ज्ञान |
| | (पाठ्यपुस्तक) हास्य कथा - राई का पहाड़ | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल</p> <ul style="list-style-type: none"> चिड़ियाघर में देखे गए जानवरों की सूची पाठ में आए जंगली और पालतु जानवरों का वर्गीकरण करके लिखना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने मनपसंद | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> बिना सोचे समझे किसी की बात पर विश्वास करने की कोई घटना सुनाना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>जानवर का चित्र बनाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> अगर शेर बात का पता न लगाता तो जंगल की क्या स्थिति होती - पर चर्चा | | <p>पूछना</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विकास</p> <ul style="list-style-type: none"> वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> बिना सोचे समझे किसी की बात पर विश्वास न करने की सीख |
| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> औपचारिक पत्र लेखन (बीमारी के कारण प्रार्थना पत्र, फीस माफी हेतु प्रधानाचार्य को पत्र, ज़रूरी कार्य के लिए अवकाश हेतु प्रार्थना पत्र) अनुच्छेद लेखन (मेरा प्रिय खेल, होली) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPt) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> पत्र भेजने के लिए लिफाफा बनाना अपने प्रिय खेल के लिए गेंद, बैट आदि के चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रधानाचार्य को पत्र | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति | <p>आइस ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्नलिखित प्रश्न पूछे जाएँगे:-</p> <ul style="list-style-type: none"> अपने विचारों को दूसरों तक पहुंचाने के लिए आप क्या करते हैं? प्राचीन समय में सन्देश भेजने के लिए किन तरीकों का प्रयोग किया जाता था ? पत्र लेखन और अनुच्छेद लेखन में भाषा के किस रूप का प्रयोग किया जाता है? | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना पत्र व अनुच्छेद लेखन कौशल में विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>लिखना</p> <ul style="list-style-type: none"> अनुच्छेद लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पत्र लेखन के चरणों पर चर्चा अनुच्छेद लेखन के तरीकों पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> खेल अध्यापक की सहायता से अनेक खेलों पर चर्चा करना | | <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति | <p>विकास</p> <ul style="list-style-type: none"> समालोचनात्मक कौशल का विकास |
| अप्रैल 22 दिन | (पाठ्यपुस्तक) कविता - अगर न होते | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए किन्हीं पाँच व्यवसायों पर कक्षा में बातचीत करना पेड़ों की महत्त्वता पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कविता से अपनी मनपसंद पंक्ति पर आधारित चित्र बनाओ <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> कविता का सामूहिक कंठस्थ वाचन | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे :-</p> <ul style="list-style-type: none"> डॉक्टर, शिक्षक आदि के न होने से क्या होता फूल, पेड़ आदि का महत्त्व <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लेखन कौशल <ul style="list-style-type: none"> • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> •अगर फूल न होते तो धरती कैसी दिखाई देती | | | कला सम्बन्धी - <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> • संसार की हर छोटी-बड़ी वास्तु का महत्त्व होता है |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPt) • श्यामपट्ट • चाक • इस्टर • एक्स्ट्रा मार्क्स | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूँढना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> • पर्यायवाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> • व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • चित्र दिखा कर उनके नाम पूछे जाएंगे तथा उन्हें अन्य किस नाम से जानते हैं? • उन्हीं शब्दों के विलोम शब्द भी पूछे जाएंगे। विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | विषय सम्बन्धी <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> • चित्र कला का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>सस्वर वाचन</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> शब्द भण्डार को अपनी उतरपुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा | | | <p>विकास</p> <ul style="list-style-type: none"> समालोचनात्मक कौशल का विकास |
| | (पाठ्यपुस्तक) कहानी - बीरबल की बुद्धिमान्नी | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल</p> <ul style="list-style-type: none"> बीरबल की कोई प्रेरणादायक कहानी सुनाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कहानी का मंचन करना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आईस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> बिना सोचे समझे किसी की बात पर विश्वास करने की कोई घटना सुनाना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लेखन कौशल <ul style="list-style-type: none"> संवाद लिखना प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> जीवन में ईमानदार होना ज़रूरी है या अमीर होना - पर चर्चा | | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य चोरी करना बुरी बात है । |
| | प्रथम इकाई परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई | | | | | |
| | अप्रैल - प्रथम इकाई परीक्षा | | | | | |
| मई 18 दिन | व्याकरण संज्ञा व क्रिया | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPt) श्यामपट्ट चाक इस्टर एक्स्ट्रा मार्क्स | आनुभविक ज्ञानार्जन https://www.youtube.com/watch?v=mFwScd_jcr कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> एक कहानी लिखना जिसमें संज्ञा और क्रिया शब्द छाँटना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> वाक्यों का पठन लेखन कौशल <ul style="list-style-type: none"> संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति वाक्य निर्माण रेखांकित करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> संज्ञा पर आधारित पहेलियाँ पूछी जाएँगी। दिन भर में किए जाने वाले कार्यों को क्रिया से जोड़ना । विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना वाक्य निर्माण कौशल का विकास कला सम्बन्धी <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|--|---|---|--|---|--|
| | | | <p>करना</p> <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> संज्ञा तथा क्रिया में अंतर करना <p>बहुविषयक सहलग्नता</p> <p>हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा</p> | | पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कला का विकास समालोचनात्मक कौशल का विकास |
| | (पाठ्यपुस्तक) कहानी - अपना काम स्वयं करें | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन</p> <p>गतिविधि / कला समेकित ज्ञानार्जन</p> <p>तिनको और रुई की सहायता से घोंसला बनाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <p>अपना काम स्वयं करने के क्या-क्या फायदे होते हैं? - पर चर्चा</p> <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए खेती में काम आने वाले किन्हीं पाँच औजारों के नाम बताना | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे :-</p> <ul style="list-style-type: none"> अपना काम स्वयं करने के क्या-क्या फायदे होते हैं? काम को स्वयं न करने के क्या नुकसान हैं ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> अपना काम स्वयं करना चाहिए |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न | <p>पूर्व ज्ञान परीक्षण</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> डस्टर एक्स्ट्रा मार्क्स | <p>अनेक शब्दों के लिए एक शब्द को ढूंढना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> पर्यायवाची शब्दों के चित्र बनाकर चार्ट बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> शब्द भण्डार को अपनी उतरपुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा के महत्व | <ul style="list-style-type: none"> खाली स्थानों की पूर्ति तालिका पूरी करना | <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>शब्द का ज्ञान</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन पर चर्चा | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | द्वितीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्यों की दोहराई | | | | | |
| जुलाई 23 दिन | (पाठ्यपुस्तक) कहानी - निराला चूड़ा | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि / कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> माँ और चूड़े के बीच हुई बातचीत का मंचन करना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> पाठ का वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> अगर आप चूड़ू मियाँ की जगह होते तो आप क्या करते? - पर चर्चा अंतःविषय कौशल <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए गेहूँ के पकने की ऋतु और महीना बताना | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- अगर जरूरत पड़ने पर हमारी कोई मदद ना करे तो हमें कैसा अनुभव होगा ? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> बड़ों का कहना मानना चाहिए |
| | (पाठ्यपुस्तक) कविता - प्रकृति का संदेश | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> प्रकृति की किन्ही दस चीजों के नाम बताओ कला समेकित | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- <ul style="list-style-type: none"> डॉक्टर, शिक्षक आदि के न होने से | विषय सम्बन्धी <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | ज्ञानार्जन (गतिविधि) <ul style="list-style-type: none"> कल्पना की उड़न भरते हुए चिड़िया, सूर्य, सूरज आदि को लेकर एक छोटी सी कहानी लिखिए कविता याद करके सुनाना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> कविता का सामूहिक कंठस्थ वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> सूर्य का आना-जाना, मौसम बदलना आदि चीजें हमें क्या सिखाता है ?- पर चर्चा | <ul style="list-style-type: none"> कक्षा में चर्चा | क्या होता <ul style="list-style-type: none"> फूल, पेड़ आदि का महत्त्व विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | उत्तर-चढ़ाव के साथ बोलने की जानकारी में विस्तार <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> ईश्वर द्वारा प्रदान की गई चीजों का सम्मान |
| | रचनात्मक लेखन औपचारिक पत्र (ज़रूरी काम के कारण प्रार्थना पत्र) मेरा विद्यालय | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड ➤ डस्टर | आनुभविक ज्ञानार्जन गतिविधि- <ul style="list-style-type: none"> किसी ज़रूरी काम के कारण विद्यालय न पाने की सूचना देते हुए | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> अवकाश पाने के लिए क्या करना होता है? औपचारिक पत्र के | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>अवकाश के लिए प्रार्थना पत्र लिखिए</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल -</p> <ul style="list-style-type: none"> अपने विद्यालय के बारे में बोलना <p>लेखन कौशल</p> <ul style="list-style-type: none"> मेरा विद्यालय पर अनुच्छेद लिखना | | <p>प्रारूप के बारे में प्रश्न पूछे जाएंगे </p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>अपने शब्द भंडार में वृद्धि करने में सक्षम हुए</p> <ul style="list-style-type: none"> पत्र व अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे |
| | (पाठ्यपुस्तक) कहानी - सच्चे मित्र | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल</p> <ul style="list-style-type: none"> अपने मित्र की कोई पाँच विशेषताएँ बताओ। अपने घर के आस-पास पाए जाने वाले किन्हीं पाँच पक्षियों की पहचान करके उनके नाम लिखो। <p>कला समेकित ज्ञानार्जन कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> सच्चा मित्र कौन होता है ? - पर चर्चा सभी सुख-सुविधाओं के | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> अपने मित्र की कोई पाँच विशेषताएँ बताओ। क्या आपने अपने मित्र की मदद की है? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समय पड़ने पर सच्चा मित्र ही काम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | साथ आप पिंजरे में रहना पसंद करोगे ? | | | आता है । |
| | काल | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/OtX66KZJN9w | आनुभविक ज्ञानार्जन गतिविधि- अपनी - अपनी बात कौशल मूल्यांकन - <ul style="list-style-type: none"> लेखन कौशल केवल भविष्य कल का प्रयोग कर एक गद्यांश लिखना वाचन कौशल केवल भूतकाल काल का प्रयोग कर कहानी वाचन | <ul style="list-style-type: none"> प्रश्नोत्तर बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <ul style="list-style-type: none"> आइस-ब्रेकिंग गतिविधि- मेरे जीवन का उद्देश्य विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न <ul style="list-style-type: none"> पुनरावृत्ति | पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए कला संबंधी अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे लेखन कला का विकास सर्जनात्मक कला का सुधार |
| | (पाठ्यपुस्तक) कहानी - जादू का डिब्बा | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि / कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> अपने मन-पसंद व्यवसाय की वेशभूषा धारण करके उनके बारे में एक मिनट बात | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- <ul style="list-style-type: none"> अगर आपको जादू करने की ताकत की मिल जाए तो आप कौन सी इच्छा पूरी | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास |

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| | | | <p>करना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> सयंम और ईमानदारी के महत्त्व पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> किन्ही पाँच व्यवसायों की जानकारी प्राप्त करना | | <p>करोगे और क्यों ?</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> लालच करना बुरी बात है |
| अगस्त 20 दिन | <p>रचनात्मक लेखन औपचारिक पत्र (जुर्माना माफी, बहन की शादी के कारण अवकाश हेतु प्रधानाचार्य जी को प्रार्थना पत्र) रक्षा बंधन , स्वतंत्रता दिवस</p> | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=5HK4oxWXeRU | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> किसी गलती के कारण लगाए गए जुर्माना को माफ़ करवाने के लिए प्रधानाचार्य जी को प्रार्थना पत्र लिखिए रक्षा बंधन के गीत दिखाना स्वतंत्रता दिवस के गीत दिखाना राखी बनाना राष्ट्रीय ध्वज बनाना <p>कौशल मूल्यांकन -</p> | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि-</p> <p>पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> अवकाश पाने के लिए क्या करना होता है? औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएँगे <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र व अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | वाचन कौशल - <ul style="list-style-type: none"> रक्षा-बंधन क्यों मानते हैं ? लेखन कौशल <ul style="list-style-type: none"> स्वतंत्रता दिवस, रक्षा बंधन पर अनुच्छेद लिखना | | | |
| | (पाठ्यपुस्तक) कहानी - सेर भर चूना | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि / कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> अकबर बीरबल की प्रेरणादायक कहानी सुनाना दुकानदार और ग्राहक का दृश्य दिखाकर फल खरीदने -बेचने के बारे में संवाद करना कौशल मूल्यांकन <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> सही समय पर सही निर्णय लेना कितना जरूरी है ? <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> गणित से इसे जोड़ते हुए भर या वजन के माप की इकाइयाँ | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- अगर जरूरत पड़ने पर हमारी कोई मदद ना करे तो हमें कैसा अनुभव होगा ? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचानात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> समय के अनुसार काम करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | बताना | | | |
| | (पाठ्यपुस्तक) कविता - महीनों का गीत | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> महीनों के नाम याद करके लिखना ऋतुओं को महीनों में बाँटना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपनी मनपसंद ऋतु का सचित्र वर्णन करो <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> कविता का सामूहिक कंठस्थ वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> ऋतुएँ न होती तो क्या होता ?- पर चर्चा | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे :-</p> <ul style="list-style-type: none"> साल में कितने महीने होते हैं ? ऋतुओं को महीनों में बाँटना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हर ऋतु और महीने का अपना ही महत्व है |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | शब्द भंडार लिंग वचन मुहावरे पर्यायवाची विलोम अनेक शब्दों के लिए एक शब्द | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPt) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> पर्यायवाची शब्दों के चित्र बनाना <p>कौशल मूल्यांकन वाचन कौशल</p> <ul style="list-style-type: none"> व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति तालिका पूरी करना | <p>पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | बहुविषयक सहलग्नता <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा | | | |
| सितम्बर 27 दिन | (पाठ्यपुस्तक) कहानी - मिंटू की वापसी | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए दिल्ली और जयपुर को मानचित्र पर अंकित करना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> भरत का मानचित्र बनाने का प्रयास करना कौशल मूल्यांकन <ul style="list-style-type: none"> वाचन कौशल पाठ का वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> मस्ती या शरारत या मस्ती करनी ज़रूर है या बड़ों की बात मानना - पर चर्चा | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- <ul style="list-style-type: none"> बड़ों की बात न मानकर किस तरह की परेशानियों का सामना किया है? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> बड़ों की आज्ञा का पालन करना |
| | व्याकरण संज्ञा व क्रिया | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | आनुभविक ज्ञानार्जन https://www.youtube.com/watch?v=mFwScd_jcQ कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> एक कहानी | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति वाक्य निर्माण | पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> संज्ञा पर आधारित पहलियाँ पूछी जाएँगी। दिन भर में किए जाने वाले कार्य | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का |

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| | | | <p>लिखना जिसमें संज्ञा और क्रिया शब्द छाँटना</p> <p>कौशल मूल्यांकन वाचन कौशल</p> <ul style="list-style-type: none"> • वाक्यों का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • संज्ञा तथा क्रिया में अंतर करना <p>बहुविषयक सहलग्नता हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा</p> | <ul style="list-style-type: none"> • रेखांकित करना | <p>को क्रिया से जोड़ना ।</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पत्र लेखन व अनुच्छेद लेखन <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • वाक्य निर्माण कौशल का विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • समालोचनात्मक कौशल का विकास |
| | तृतीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई करवाना | | | | | |
| | सितम्बर - तृतीय इकाई परीक्षा | | | | | |
| अक्टूबर 21 दिन | (पाठ्यपुस्तक) कहानी - सच्चा धर्म | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • चॉक • बोर्ड • डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि / अंतःविषय कौशल</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान से इसे जोड़ते सम्राट अशोक के बारे में जानकारी दी जाएगी । • सम्राट अशोक की प्रेरणादायक कहानी | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएँगे :-</p> <ul style="list-style-type: none"> • बड़ों की बात न मानकर किस तरह की परेशानियों का सामना किया है? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>दिखाना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> सम्राट अशोक का अशोक चक्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> मदद करने से हमारे व्यक्तित्व के बारे में क्या पता चलता है ? | | <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> मदद करना एक अच्छे व्यक्ति की पहचान होती है |
| | <p>रचनात्मक लेखन अनौपचारिक पत्र</p> <p>मित्र को जन्मदिन की शुभकामनाएं</p> <p>मित्र को परीक्षा में प्रथम आने पर मुबारकबाद</p> | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/VLqxt0PSZi0 | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> परिवार और मित्रों को पत्र लिखेंगे <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> चित्रकला का प्रयोग करते हुए स्नेहिल पत्र लिखेंगे <p>कौशल मूल्यांकन -</p> <p>लेखन कौशल</p> <p>पत्र लिखना</p> <p>बहुविषयक सहलग्नता</p> <p>कला अध्यापक की सहायता से सुंदर पत्र लिखना</p> | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>डाकिया डाक लाया खुशी का पैगाम कहीं कहीं दर्दनाक लाया</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|----------------|---|---|---|--|--|
| | | | | | | <ul style="list-style-type: none"> अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी कलात्मक लेखन कौशल का विकास होगा नैतिक मूल्य अनौपचारिक पत्र लिखते हुए बड़ों के प्रति सम्मान और छोटों के प्रति प्यार प्रदर्शित करन सीखेंगे |
| | विराम चिह्न | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/PejBjvmgF0A https://youtu.be/wKuUGx10488 | <p>आनुभविक ज्ञानार्जन गतिविधि- अपनी - अपनी बात</p> <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन - <p>कौशल मूल्यांकन - विराम चिन्ह के चिन्हों के चित्र बनाना</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> विराम चिन्हों का प्रयोग हुए अनुच्छेद लिखना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए <p>कला संबंधी</p> <ul style="list-style-type: none"> अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे लेखन कला का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-------------------------------|---|---|--|---|---|
| | | | | | | <ul style="list-style-type: none"> सर्जनात्मक कला का सुधार |
| | (पाठ्यपुस्तक) कविता - बरखा | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> बारिश में भीगने के अनुभव कक्षा में सुनाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कागज़ की नाव बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> कविता का सामूहिक कंठस्थ वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> बारिश न होती तो क्या होता ? - पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए जल चक्र बनाना वर्षा ऋतु कौन से महीनो में आती है ? | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> बच्चों की मनपसंद ऋतु पूछना वर्षा ऋतु की विशेषताएँ <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> प्रकृति के आशीर्वाद का आनंद लेना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|---------------------------|---|--|----------------------|------------------|
| नवम्बर 11 दिन | वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई | | | | | |
| दिसम्बर 13 दिन | वार्षिक परीक्षा | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: III
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|---|--|
| February (6 days) | <p><u>Chapter 1</u></p> <p><u>Numbers</u></p> <p><u>Topic:</u></p> <p><u>Numbers up to 10,000</u></p> <p><u>Sub Topics:</u></p> <ul style="list-style-type: none"> • Numbers beyond 1000 • Thousands Hundreds, Tens and Ones • Comparing and Ordering Numbers • Forming Numbers • Rounding off Numbers | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • Placards • PPT • Intra class quiz competition • Group discussion • Mental Math activity • Computer aided modules with animations and presentations on <ol style="list-style-type: none"> 1) Place Value 2) Expanded form & Short form 3) Ascending & Descending Order 4) Successor & Predecessor 5) Roman Numerals <p>https://www.youtube</p> | <p><u>Experiential learning:</u></p> <p>The children will be taken around the academic block and asked to spot the sign board above the classrooms to read the value written in Roman numerals.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u></p> <p>Population of other states was displayed and arranged in ascending & descending order</p> <p><u>Art Integrated project:</u></p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Questions asked while teaching the concept • Worksheets • Assignments • Mental Math activities • MCQ's quizzes | <ul style="list-style-type: none"> • <u>P K testing</u> Knowledge of numbers less than 10,000 • <u>Ice breaking session</u> Session started with a number game using placards • <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> <ul style="list-style-type: none"> • To identify the place value of digits in 4 - 5 digit numbers • To express 4 – 5 digit numbers in expanded form | <ul style="list-style-type: none"> • <u>Skills assessed</u> <u>The learner will be able to:</u> <ul style="list-style-type: none"> • Read, write and order whole numbers to ten thousand in figures and words. • Read, write and order whole numbers to identify the place value of digits in 4 - 5 digit numbers • Read, write and order whole numbers to express 4 – 5 digit numbers in expanded form and standard form • Read, write and order whole numbers to compare the 4 – 5 digit number • Arrange them in ascending and |

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|--------------------------|-----------------|---|---|---|---|--|
| | | <p>.com/watch?v=CE0vvn4U (Building numbers up to 10,000)</p> <p>https://www.youtube.com/watch?v=Ji0tuVmezgl (Ascending & descending order)</p> <p>https://www.youtube.com/watch?v=Jd0Hzyc1SMk (Roman numerals)</p> <p>https://www.youtube.com/watch?v=pNfz-JU2cKE&v1=en (Rounding numbers)</p> <p>https://www.youtube.com/watch?v=VQa8gT5IvF0 (Rounding numbers song)</p> <p>https://www.youtube.com/watch?v=K0f-OxnJ2HU (Place value and face value)</p> <p>https://www.youtube.com/watch?v=FpaOYZv3tGU (Framing biggest and smallest number)</p> <ul style="list-style-type: none"> • Group discussion | <p>To make jewelry with beads (Value of 1 bead = 1000)</p> <p><u>Skill assessment</u></p> <p>To be able to read, write and order whole numbers up to 10,000</p> | | <p>and standard form</p> <ul style="list-style-type: none"> • To compare the 4 – 5 digit number and arrange them in Ascending and Descending Order • Children will be segregated according to their boarding numbers to be able to identify Odd or Even Numbers • To identify the number just before and just after a 4 – 5 digit number • Roman Numerals and their relation with Hindu-Arabic numerals from 1 -50 • To be able to | <p>descending order</p> <ul style="list-style-type: none"> • Read, write and order whole numbers to identify odd or even numbers • Read, write and order whole numbers to identify the number just before and just after a 4 – 5 digit number • Read, write and order roman numerals and their relation with Hindu-Arabic • Read, write and order roman numerals from 1 -50 • Read, write and order whole numbers to form the smallest and largest numbers using the given digits • Read, write and order whole numbers to round off the given |

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|--------------------------|--|--|--|--|---|---|
| | | | | | identify and form the smallest and largest numbers using the given digits <ul style="list-style-type: none"> To be able to identify and round off the given numbers to nearest 10,100 & 1000 | numbers to nearest 10,100 & 1000 <u>Skill and value learnt for life</u> The learner is able to read , write, order whole numbers up to 10,000 |
| April (22 days) | <u>Topic</u> <u>Chapter 3</u> <u>Subtraction</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Subtraction by Regrouping More Ways to Subtract Properties of Subtraction Checking subtraction by addition Word problems | <ul style="list-style-type: none"> Course book Blackboard <ul style="list-style-type: none"> Chalk Duster Placards PPT Chalk board explanation Intra class quiz competition Group discussion Mental Math activity Computer aided modules with animations and presentations https://www.youtube.co | <u>Experiential Learning:</u> A deck of cards will be used to explain subtraction of 4 digits. A sum will be written on the board and children will be asked to arrange the cards as per the digits and find the answer. <u>Inter disciplinary linkage: (With English)</u> To frame story sums and ask the peer group to solve. | <u>The learner will be assessed with:</u> <ul style="list-style-type: none"> Oral tests Written tests Questions asked while teaching the concept Worksheets Assignments Mental Math activities MCQ's quizzes Unit test (pen and paper test) | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with a number game <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> <ul style="list-style-type: none"> To subtract 4 – digit numbers without & with carry over To find different | <u>Skills assessed: The learner will be able to:</u> <ul style="list-style-type: none"> Subtract 4 – digit numbers without carry over To subtract 4 – digit numbers with carry over To find different ways to subtract numbers To understand and apply the properties of subtraction Check subtraction by addition Add and subtract numbers together |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|--|--|
| | | m/watch?v=1bkv9zU3ptg (Properties of subtraction) https://www.youtube.com/watch?v=aK3FKEZJKec (Relationship between addition & subtraction) https://www.youtube.com/watch?v=wwex3QpucJ8 (Solving word problems) <ul style="list-style-type: none"> Group discussion | <p><u>Art integrated project:</u> On a chart paper write all the terms used for subtraction and the properties of subtraction with examples</p> <p><u>Skill assessment</u> To be able to establish a relationship between addition and subtraction.</p> | | <p>ways to subtract numbers</p> <ul style="list-style-type: none"> To understand and apply the properties of subtraction Check subtraction by addition Add and subtract numbers together Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The children will be able to calculate money left after spending.</p> |
| | <p><u>Topic</u></p> <p><u>Chapter 4</u></p> <p><u>Shapes</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> Understanding simple concepts in geometry Measuring line | <ul style="list-style-type: none"> Course book Placards PPT Chalk board explanation Computer aided modules with animations and presentations Thread or rope Scale or ruler | <p><u>Experiential Learning:</u></p> <p>The children will be given clay and asked to make various shapes.</p> <p><u>Inter disciplinary linkage: (With Science)</u></p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> Oral tests Written tests Worksheets Assignments Ask to Identify different types of lines in the surroundings around them Collect objects of | <ul style="list-style-type: none"> P K testing <p><u>Ice breaking session</u> Look around and see to find different shapes around us</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> Identify plane figures Identify and describe representation of points, straight lines, lines, line segments and rays Measure a line |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes | |
|--------------------------|--|--|--|--|--|---|--|
| | segments <ul style="list-style-type: none"> • Solids • Faces, edges and vertices • Closed and open figures • Congruent figures | <ul style="list-style-type: none"> • Solid shapes like book, geometry box, ball, ice cream cone, cuboidal shaped tissue box, duster • Paper cut outs of different shapes like triangles, squares, rectangles and circles <p>https://www.youtube.com/watch?v=w6eTdfkvPmo (Shapes song)</p> <p>https://www.youtube.com/watch?v=1VSun4wX7UQ (Line, line segment, ray)</p> <p>https://www.youtube.com/watch?v=X5kRBYXHji4 (Congruent shapes)</p> <p>https://www.youtube.com/watch?v=vjWOxc0SrCo (open and closed shapes)</p> | Children will be asked to identify the shape of celestial bodies(sun, moon, stars, planets) | <p><u>Art Integrated project:</u></p> <p>Look around and draw a collage using various shapes. Also identify congruent shapes and include in the collage.</p> <p><u>Skill assessment</u></p> <p>To develops aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals.</p> | various shapes <ul style="list-style-type: none"> • Mental Math Activity • Questions asked while teaching the concept • Mental Math activities • MCQ's quizzes | <ul style="list-style-type: none"> • Identify plane figures • Identify and describe representation of points, straight lines, line segments and rays • Measure a line segment • Draw a line segment of any given length • Recognize simple solid shapes • Difference between plane and curved surfaces • Learn about open and closed figures • To identify and describe solid figures : Cube, cuboid, cone, cylinder & sphere • Identify and draw a pair of congruent shapes | segment <ul style="list-style-type: none"> • Draw a line segment of any given length • Recognize simple solid shapes • Difference between plane and curved surfaces • Learn about open and closed figures • To identify and describe solid figures : Cube, cuboid, cone, cylinder & sphere • Identify and draw a pair of congruent shapes <p><u>Skill and value learnt for life</u></p> <p>1) The learner will be able to identify plane and curved surfaces, open and closed figures, congruent shapes, solid figures and measure length of various objects used in daily life.</p> <p>2) Describe 2D shapes by the number of sides,</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|--|--|---|
| | | | | | | corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals. |
| May (18 days) | <p><u>Topic</u></p> <p><u>Chapter 5</u></p> <p><u>Multiplication</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Multiplication by 10's & 100's • Properties of Multiplication • With regrouping • Multiplication by a 2 – digit number • Multiplication by a 3 – digit number • Word problems | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • PPT • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=dPksJHBZs4Q (Concept of multiplication)</p> <p>https://www.youtube.com/watch?v=SXDCz5_XX3Q (Properties of multiplication)</p> <p>https://www.youtube.com/watch?v=8g6EJX_qLSU (Multiplication by 10)</p> <p>https://www.youtube.com/watch?v=20aHQOG_</p> | <p><u>Experiential Learning</u></p> <p>To understand and learn the multiplication tables from 2 – 12</p> <p><u>Inter disciplinary linkage (With Science):</u></p> <p>Germination of a seed To understand and apply the properties of multiplication</p> <p><u>Art Integrated project:</u> Children will be guided to write counting from 1 – 100 in square blocks on a chart paper. They will</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Questions asked while teaching the concept • Worksheets/Assignments based on the concept taught • MCQ's quizzes • Mental Math activity • Dodging table contest | <ul style="list-style-type: none"> • P K Testing <p><u>Ice breaking session</u></p> <p>Session started with a table quiz.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • To understand and learn the multiplication tables from 2 – 12 • To understand and apply the properties of multiplication • To solve word problems step by step (Understanding, | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Understand and learn the multiplication tables from 2 – 12 • understand and apply the properties of multiplication • solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u></p> <p>Multiplication is nothing else but repeated addition. Skill to memorize tables using skip counting and tricks which will help in making calculations</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|--|
| | | <p><u>8M</u> (Multiplication by 100) https://www.youtube.com/watch?v=4exh3iBGroA (Multiplication of 2 – digit number by a 2 - digit number) https://www.youtube.com/watch?v=CDPI_iu4h6E&t=18s (Multiplication of a 3 – digit number by a 2 - digit number) https://www.youtube.com/watch?v=Cg9BgHvUWzI (Solving word problems)</p> <ul style="list-style-type: none"> • Group discussion | <p>be asked to colour the multiples of any tables from 2 – 12.</p> | | <p>Planning, Doing, Checking)</p> | <p>easy.</p> |
| | <p><u>Topic</u> <u>Chapter 9</u></p> | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster | <p><u>Inter disciplinary linkage (With Social Studies):</u> Children will be</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests | <ul style="list-style-type: none"> • P K Testing • <u>Ice breaking session</u> | <p><u>Skill assessed</u> <u>The learner will be able to:</u></p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|--|
| | <p>Time</p> <p>Sub Topics</p> <ul style="list-style-type: none"> • Time • Minutes past the hour • Quarter past the hour • AM or PM • Minutes in an hour and hours in a day • Conversion of time • Writing dates using a | <ul style="list-style-type: none"> • Digital clock, Analog clock • Group discussion • PPT • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=IBBQXBhSNUs (Digital clock & Analog clock)</p> <p>https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song)</p> <p>https://www.youtube.com/watch?v=NRmARI7Gm4k (Telling time)</p> <p>https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to)</p> <p>https://www.youtube.com/watch?v=CH-A9E_zwu8 (Convert hour to minutes)</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=QPsh | <p>shown a short documentary on the Konark temple and “<i>Jantar Mantar</i>” to appreciate the beauty of the monuments and how these are still being used to tell time.</p> <p><u>Skill assessment:</u></p> <ol style="list-style-type: none"> 1) Reading time 2) Relationship between the different units of time | <ul style="list-style-type: none"> • Written tests • Worksheet showing different time to be filled in by students • Assignments • Exercises based on conversion of different units of time • MCQ’s quizzes • Intra class quiz competition • Prepare your daily routine time table • Mental Math Activity | <p>Session started with discussing the daily routine.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Use the basics concepts of time • Read and write time in minutes and hours • Write the time in am and pm • Convert one unit of time into another • To understand and establish relationship between different units of time (Year, Month, Week, Day, Hours, Minutes, Seconds) | <ul style="list-style-type: none"> • Use the basic concept of time in daily life. • Read and write time in minutes and hours • Write the time in am and pm • Convert one unit of time into another • To understand and establish relationship between different units of time (Year, Month, Week, Day, Hours, Minutes, Seconds) • Write dates and use of calendar • To study and observe the different hands of a clock <p><u>Skill and value learnt for life</u></p> <ol style="list-style-type: none"> 1) Reading and telling time using a digital or an analog clock. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|--|--|
| | | rgvznQ (Convert between months and years) | | | <ul style="list-style-type: none"> Write dates and use of calendar To study and observe the different hands of a clock | 2) Identifies the days of the week and months of the year 3) Understanding the importance of valuing time which inculcates punctuality. 4) Appreciate the beauty of our rich cultural heritage. |
| June | <u>Unit II Exams</u> | | | Unit II test (pen and paper test) | | |
| July (23 days) | <u>Topic</u> <u>Chapter 6</u> <u>Division</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Division by grouping Properties of Division Division by 10 Division by 1 – digit Number without remainder Division by a 1 – digit Number with | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster PPT Group discussion Chalk board explanation Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=2muobEZUaIE (Concept of division)</p> <p>https://www.youtube.co</p> | <u>Experiential learning:</u> Dividing a pizza or a birthday cake to see if it gets divided equally or is some portion left over. <u>Art Integrated project:</u> The children will be guided to prepare riddles using the division concept and ask the peer group to guess the answers. | <u>The L.O. will be assessed with:</u> <ul style="list-style-type: none"> Oral tests Written tests Questions asked while teaching the concept Worksheets based on the concept taught Assignments Intra class quiz competition Mental Math activity | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with discussing a birthday party. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> <ul style="list-style-type: none"> To understand the terms Dividend, Divisor, Quotient and Remainder | <u>The learner will be able to:</u> <ul style="list-style-type: none"> Understand and apply the properties of division by grouping Calculate the quotient & remainder where divisor is 10 Check the answer using the formula $\text{Dividend} = (\text{Q} \times \text{D}) + \text{R}$ divide by a 1 – digit Number without remainder & check the answer |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|--|--|
| | Remainder •Division by a 2 – digit number • Relationship between multiplication & division • Problem Solving | m/watch?v=i8m5pXREAv0 (Division is repeated subtraction) https://www.youtube.com/watch?v=PIF3RcS8F6k (Properties of division) https://www.youtube.com/watch?v=PQiwWvtxO-0 (Relationship between multiplication & division) https://www.youtube.com/watch?v=yJbPzRYNn_s (Division by 10 & 100) https://www.youtube.com/watch?v=V0SXjnwEQcU (Long division song) | | <ul style="list-style-type: none"> MCQ's based on the topics taught | <ul style="list-style-type: none"> To understand and apply the properties of division by grouping To calculate the quotient & remainder where divisor is 10 To check the answer Dividend = (Q x D) + R To divide by a 1 – digit Number without remainder & check the answer To divide by a 1 – digit Number with remainder & check the answer To divide by a 2 – digit Number with/out remainder & check the answer To solve word problems step by step | <ul style="list-style-type: none"> divide by a 1 – digit Number with remainder & check the answer To divide by a 2 – digit Number with/out remainder & check the answer <ul style="list-style-type: none"> Solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The learner will develop the skill “sharing is caring”.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|--|--|
| | | | | | (Understanding, Planning, Doing, Checking) | |
| August (20 days) | <p><u>Topic</u></p> <p><u>Chapter 8</u></p> <p><u>Measurement</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Conversion of meters into centimeters • Conversion of centimeters into meters • Measuring long distances • Measuring weight (mass) • Measuring capacity | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • PPT • Group discussion • A meter rod, 30 cm ruler, an eraser, An Apple, Pan balance • Containers – • A water bottle, cup and a glass • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=unkO9M8um6I (Concept of measurement)</p> <p>https://www.youtube.com/watch?v=ukzMc1Lr-8s (Measuring length)</p> <p>https://www.youtube.com/watch?v=K1mYpyFD</p> | <p><u>Project:</u> Measure the length of the cover of the text books of all subjects and note down in increasing order</p> <p><u>Experiential Learning:</u> By using containers of different capacities find out which container can hold maximum water and which one can hold least water</p> <p><u>Inter disciplinary linkage (With English):</u> Write and learn the definition of length, weight and capacity. Also write the bigger unit and smaller unit of measurement in each case</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Questions asked while teaching the concept • Worksheets based on the concept taught • Assignments • Mental Math activities • MCQ's based on the topics taught | <p>(Understanding, Planning, Doing, Checking)</p> <ul style="list-style-type: none"> • P K testing <p><u>Ice breaking session</u></p> <p>Session started with discussing how people use to measure length, weight and capacity long ago (Palm, forearm, feet)</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Convert units of lengths from centimeters to metres or vice versa • Measure long distances using standard units – kilometer and metre | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Convert units of lengths from centimeters to metres or vice versa • Measure long distances using standard units – kilometer and metre • Convert units of length from kilometer to metre and vice versa • Measure weight using standard units – kilogram and gram • Convert units of weight from kilogram to gram and vice versa • Measure capacity using standard |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|--|---|---|--|--|
| | | cbI (Measuring weight) https://www.youtube.com/watch?v=QMpkm4dAB4w (Measuring capacity) | <u>Art integration:</u> Draw containers with different measures and show the container containing maximum liquid and container containing the least liquid. | | <ul style="list-style-type: none"> Convert units of length from kilometer to metre and vice versa Measure weight using standard units – kilogram and gram Convert units of weight from kilogram to gram and vice versa Measure capacity using standard units – litre and millilitre Convert units of capacity from litres to millilitres and vice versa To solve word problems step by step (Understanding, Planning, Doing, Checking) | units – litre and millilitre <ul style="list-style-type: none"> Convert units of capacity from litres to millilitres and vice versa To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u></p> <ol style="list-style-type: none"> The learner will be able to measure length, weight and capacity of various commodities being used in daily life Will be able to differentiate between various units of measurement. Compares objects as heavier/lighter than using simple balance. |
| | Topic | <ul style="list-style-type: none"> Course book | <u>Project:</u> | <u>The L.O. will be assessed</u> | <ul style="list-style-type: none"> PK testing | <u>The learner will be able</u> |

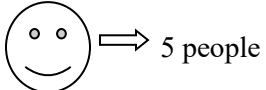
| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|---|
| | <p><u>Chapter 7</u></p> <p><u>Fractions</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Describe fractions- Like, Unlike, Unit, Proper, Improper, Mixed • Identify numerator and denominator • Find fractions of collections • Add and subtract like fractions • Arrange fractions in ascending and descending order • Solve word problems based on fractions | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • PPT • Group discussion • 4 sticks, 2 slices of bread, Beads, pencils, books • Paper cutouts in various shapes • Origami sheets • Chocolate bars/ coloured water to be divided in fractions • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=DnFrOetuUKg (Introduction to fractions)</p> <p>https://www.youtube.com/watch?v=vWaNDqcQlsA (Concept of numerator)</p> <p>https://www.youtube.com/watch?v=zodjg9aOiH</p> | <p>Collect the data of number of boys and girls in all classes from I – V</p> <p>1) represent it as a fraction</p> <p>2) Identify the type of fraction</p> <p><u>Experiential Learning</u></p> <p>Paper folding activity to understand the concept of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$</p> <p><u>Inter disciplinary linkage (With Social Studies):</u></p> <p>Cooking one balanced meal using appropriate quantity of body building foods, energy giving foods and protective foods.</p> <p><u>Art integration:</u></p> | <p><u>with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Questions asked while teaching the concept • Worksheets based on the concept taught • Assignments • Mental Math activities • MCQ's based on the topics taught • Paper to be folded in the fraction spoken by the teacher • Intra class quiz • Group discussion | <p><u>Ice breaking session</u></p> <p>Session started with distributing 1 glass of coloured water into four glasses.</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Find fractions of collections • Identify numerator and denominator • Describe fractions - Like, Unlike, Unit, Proper, Improper • Add and subtract like fractions • Arrange fractions in ascending and descending order • To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u></p> <p>The learner will be able to identify and include fractions in daily life experiences such as dividing a pizza, birthday cake, finding</p> | <p><u>to:</u></p> <ul style="list-style-type: none"> • Find fractions of collections • Identify numerator and denominator • Describe fractions - Like, Unlike, Unit, Proper, Improper • Add and subtract like fractions • Arrange fractions in ascending and descending order • To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u></p> <p>The learner will be able to identify and include fractions in daily life experiences such as dividing a pizza, birthday cake, finding</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|--|--|---|
| | | <p>o (Concept of denominator)</p> <p>https://www.youtube.com/watch?v=hhwADHMo9uY (Fraction song)</p> <p>https://www.youtube.com/watch?v=XjFQ8dpNItQ (Types of fractions)</p> <p>https://www.youtube.com/watch?v=cwZ528Ea63Y (Comparing fractions)</p> <p>https://www.youtube.com/watch?v=C1dGmnS7g-4 (Ordering fractions)</p> <p>https://www.youtube.com/watch?v=aJB1N9RAFRs (Addition & subtraction of like fractions)</p> | Draw and divide a pizza in such a way that it is equally distributed among 6 friends including you. | | Planning, Doing, Checking) | fractions of collections |
| September (27 days) | <p>Topic</p> <p>Chapter 10</p> <p>Money</p> <p>Sub Topics</p> <ul style="list-style-type: none"> Writing in rupees and paise Converting rupees | <ul style="list-style-type: none"> Course book Blackboard Chalk Duster Chalk board explanation Showing Indian currency notes of various denominations Computer aided | <p>Project:</p> <p>Collect information about the currencies of 10 countries.</p> <p>Experiential Learning:</p> <p>Game monopoly will be played to give them exposure for</p> | <p>The L.O. will be assessed with:</p> <ul style="list-style-type: none"> Oral tests Written tests Worksheets Assignments Questions asked while teaching the topic | <ul style="list-style-type: none"> P K Testing <p>Ice breaking session</p> <p>Session started with conduct of role play of shopkeepers/ buyers in which students create bills</p> <p>The learner may be</p> | <p>The learner will be able to:</p> <ul style="list-style-type: none"> Identify currencies of India and other countries To convert rupees into paise and vice - versa To add any two or more given amount |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|--|---|
| | <p>to paise</p> <ul style="list-style-type: none"> • Converting paise to rupees • Addition and subtraction of money • Multiplication and division of money | <p>modules with animations and presentations</p> <p>https://www.youtube.com/watch?v=p1nHqTMCVBc (Introduction to Indian currency)</p> <p>https://www.youtube.com/watch?v=DNuxarHCnB8 (Relationship between rupees & paise)</p> <p>https://www.youtube.com/watch?v=_ACXqF8wUec (Addition & subtraction of money)</p> <p>https://www.youtube.com/watch?v=NDD9qOnaVmk (Multiplication of money)</p> <p>https://www.youtube.com/watch?v=V9pByOJcmLM(Division of money)</p> | <p>handling money</p> <p><u>Inter disciplinary linkage (With Social Service):</u> Ask your peer group to collect the pocket money they get for 6 months. After 6 months calculate the money collected and go to a nearby orphanage to distribute goodies to the children.</p> <p><u>Art integration:</u> Draw currency notes and coins of various denominations of at least 5 countries</p> | <ul style="list-style-type: none"> • Exercises based on conversion of rupees to paise and paise to rupees • Quiz on converting bigger currency to smaller and vice – versa • Mental Math activities • MCQ's based on topics taught | <p><u>provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • To convert rupees into paise and paise into rupees • To add any two given amount of money • To subtract and find the difference between any two amounts of money • To perform multiplication while dealing with money • To perform division while dealing with money | <ul style="list-style-type: none"> • of money • To subtract and find the difference between any two amounts of money • To perform multiplication while dealing with money • To perform division while dealing with money <p><u>Skill and value learnt for life</u></p> <p>The learner will be able to estimate money needed to go for shopping to organize his/her birthday party.</p> |
| October (21 days) | <p><u>Topic Chapter 11 Patterns</u></p> | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster | <p><u>Project:</u></p> <p>Study the pattern of a chess board and note</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests | <ul style="list-style-type: none"> • P K Testing <p><u>Ice breaking session</u> Session started with</p> | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Identify symmetrical |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|--|
| | <p><i>Sub Topics</i></p> <ul style="list-style-type: none"> • Symmetrical shapes • Completing halves of the shapes • Tilling patterns • Number and patterns • More patterns | <ul style="list-style-type: none"> • Computer aided modules with animations and presentations https://www.youtube.com/watch?v=AW6sA5zKfEs (Introduction to patterns) https://www.youtube.com/watch?v=LfPxPZHs4OE (Flooring patterns) https://www.youtube.com/watch?v=0HzXapUeL5Y (patterns in numbers and shapes) | <p>down the pattern</p> <p><u>Experiential learning:</u></p> <p>Look for patterns in your surroundings and note them down. Study the patterns.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u></p> <p>Gather information how wheat grain is sown. Do the farmers follow a particular pattern? If yes, identify the pattern to be discussed in the class</p> <p><u>Art integration:</u></p> <p>Draw a chess board/ Design a table mat using a pattern/ Design a book cover using a pattern/ Design a pattern with deck of cards/ Make a Rangoli</p> | <ul style="list-style-type: none"> • Written tests • Worksheets • Assignments • Questions asked while teaching the topic • Exercises based on patterns given in the text book. • Mental Math activities • MCQ's based on the topics taught | <p>showing a few patterns</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Identify symmetrical shapes • Differentiate between symmetrical shapes and non symmetrical figures • Create symmetrical shapes • Identify and form tilling patterns • Recognize and create simple patterns in numbers • Recognize and create simple | <p>shapes</p> <ul style="list-style-type: none"> • Differentiate between symmetrical shapes and non symmetrical figures • Create symmetrical shapes • Identify and form tilling patterns • Recognize and create simple patterns in numbers • Recognize and create simple patterns in figures <p><u>Skill and value learnt for life</u></p> <p>The learner will be able to use the knowledge of patterns to make a beautiful Rangoli on Diwali.</p> |

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|--------------------------|---|---|---|---|--|---|
| | | | | | patterns in figures | |
| | <p><u>Chapter 12</u></p> <p><u>Pictorial Representation</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Organization of information • Tally marks • Pictographs | <ul style="list-style-type: none"> • Course book • Blackboard • Chalk • Duster • PPT • Group discussion • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=IpvokCx_E_JQ (Concept of pictorial representation)</p> <p>https://www.youtube.com/watch?v=wMWgmfp-crCE (pie charts)</p> <p>https://www.youtube.com/watch?v=CdjRnTm76N8(Representing data using bar graphs)</p> <p>https://www.youtube.com/watch?v=6omMS4zPJGM(Identifying</p> | <p><u>Project:</u></p> <p>Read the information given in the bar graph and answer the questions that follow</p> <p><u>Experiential Learning:</u></p> <p>Collect information about the favourite sport of children in classes I, II. & III. Represent the information as tally marks</p> <p><u>Inter disciplinary linkage(With Science) :</u></p> <p>Represent the amount of the gases found in the atmosphere in the form of a pie chart</p> <p><u>Art integration:</u></p> <p>Draw a pictograph to</p> | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Worksheets • Assignments • Questions asked while teaching the topic • Exercises based on data handling given in the text book. • Mental Math activities • MCQ's based on the topics taught | <ul style="list-style-type: none"> • P K testing <p><u>Ice breaking session:</u></p> <p>The session will be started with asking the children to organize their books and texts books in two separate columns</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <p>To learn about representing data or information</p> <ul style="list-style-type: none"> • To interpret the data given in the form of pictograph, pie chart, bar graph • To represent the given data | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • To learn about representing data or information • To interpret the data given in the form of pictograph, pie chart, bar graph • To represent the given data using tally marks <p><u>Skill and value learnt for life</u></p> <p>The learner will be able to interprets data using bar graph such as marks obtained in a class test, runs scored by a team in first 10 overs , draw a pictograph with given information .</p> |

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| | | graphs) | <p>show the favourite vegetable of a group of people using the information provided.</p>  <p>Potato = 30 people Lady's finger = 25 Spinach = 15 Capsicum= 10</p> | | using tally marks | |
| November (11days) | Revision | | | <p><u>The L.O. will be assessed with:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Worksheets • Assignments • Mental Math activities • MCQ's based on the topics taught | | |
| December (13 days) | | | | Final examination (Paper & pen test) | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: EVS
Class: III
Session 2020-21

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|--------------------------|--|---|--|---|--|---|
| Feb 6days | Topic My wonderful family Sub Topic <ul style="list-style-type: none"> Different types of families.(2 periods) Family tree.(1 periods) Similarities and differences in a family (1period) | <ul style="list-style-type: none"> Chalk board Duster Chalk E. Book PPT on (My Wonderful Family.) Video on different types of families. Mind map. Link https://www.youtube.com/watch?v=x0mnJpty78E (My family song) https://www.youtube.com/watch?v=DyuWHuC6egs (Different types of Families) https://www.youtube.com/watch?v=PIriC4M3TFc (educational story on family values) | <ul style="list-style-type: none"> Experiential learning Find the common features between them and their family members. If they resemble to their maternal or paternal family members. Art Integrated <ul style="list-style-type: none"> Students will draw a family tree. Math Integrated <ul style="list-style-type: none"> To place the family members according to their age in descending order. Inter disciplinary linkage: (English) <ul style="list-style-type: none"> Speak about your family Skill <ul style="list-style-type: none"> Reading (loud reading) Writing (written work. Thinking(discussion) , learning tests | <ul style="list-style-type: none"> Quiz (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test. | Ice breaking <ul style="list-style-type: none"> The class will be divided into groups of four or five. They will be asked to discuss the different members in their families and identify the differences in the number of family members. Observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways Explain the different types of families. | The learner — <ul style="list-style-type: none"> Identifies relationship with and among family members in extended family. Explains the herd/group behavior in changes in family (e.g., due to birth, marriage, transfer, etc.) They were able to explain the reason why the structure of a family changes. They learn bond between a family <ul style="list-style-type: none"> Reads aloud with appropriate Skill The following skills of the students shall be enhanced : <ul style="list-style-type: none"> Reading, writing and learning skills |
| March 26 | Chapter 2. Our Body | <ul style="list-style-type: none"> Chalkboard Duster | <ul style="list-style-type: none"> Experiential learning | The L.O. will be assessed with | <ul style="list-style-type: none"> Ice breaking Story importance of | The learner — <ul style="list-style-type: none"> Voices opinion on |

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| | Sub Topic <ul style="list-style-type: none"> Function of the eyes. (2 periods). Function of the ears. (2 periods) Nose, tongue, and skin . (2 periods) (Loud reading of the chapter Dramatization discussion of question and answer 1+1+1+) | <ul style="list-style-type: none"> Chalk E. Book PPT Video on working of different organs. Flesh Cards <p>Links https://www.youtube.com/watch?v=W5sqaBwi4Zc (eye) https://www.youtube.com/watch?v=HMxOHKwWmU8 (ears) https://www.youtube.com/watch?v=9uQSfOEFvgA (tongue)</p> | <p>The learners will close their eyes and listen to the different sounds in the surroundings, and share their experience.</p> <p>Integrated Project (With art) Draw different sense organs, and taste buds.</p> <p>Dramatization (With theatre) The learners will be given Flash cards of different organs and they will enact their function.</p> <ul style="list-style-type: none"> Project Draw and describe Internal organs of the body Skill assessment Reading through(loud reading) writing(written work . Thinking((discusion), and learning (tests) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment <p>Weekly conceptual test (MCQ based)</p> <p>(CW) Discussion and (HW) writing of Question answers.</p> | <p>each organ</p> <ul style="list-style-type: none"> Asking question which part of our body is used when we taste new dish, touch hot iron, smell nice perfume or listening to your favourite song. They will come to know about different sense organs They will come to know about the challenges faced by differently abled people. State ways of taking care of the sense organs. | <p>issues observed/ experienced in, family/ school/neighbourhood, e.g., decision making/solving problems)</p> <ul style="list-style-type: none"> Discriminatory Voices opinion on good/bad touch; Shows sensitivity for plants, animals, the elderly, differently and the functions of sense organs Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ sentences |
| March | Chapter 3 The Green earth Sub Topic <ul style="list-style-type: none"> Different types of | <ul style="list-style-type: none"> Chalk board Duster E. Book PPT | <ul style="list-style-type: none"> Experiential learning <p>The learners will be taken out for a nature walk and experience the different</p> | <ul style="list-style-type: none"> 1. MCQ (daily) Oral discussions on question answers | <p>Ice breaking</p> <ul style="list-style-type: none"> Hindi song Mera desh ki dharti Take the children for the school | <p>The learner</p> <ul style="list-style-type: none"> Identifies simple features (e.g., shape, colour, |

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| | plants.(2) <ul style="list-style-type: none"> Plants growing in different conditions.(2) Leaves (2) Aloud reading (1) Discussion (1) | <ul style="list-style-type: none"> Flash Cards Links https://www.youtube.com/watch?v=yHVhM-pLRXk (photosynthesis) | types of plants, trees, and leaves. <p>They will grow kidney beans and take care of it, and observe the growth and things needed for a plant to grow.</p> <ul style="list-style-type: none"> Inter disciplinary linkage with Write your experience of going out and touching the plants, leaves, and barks of the trees. <p>Art:</p> <ul style="list-style-type: none"> Draw or collect different leaves and stick in the scrap book. <p>Skill assessments:</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> Help the gardener pull out some weeds from the flower beds. What kind of root systems do they have? Discuss the observations with your teacher. Sensitive towards nature. <ul style="list-style-type: none"> Reading through(loud reading) Writing (written work. Thinking((discus | <ul style="list-style-type: none"> Written assignment <p>Weekly conceptual test (MCQ based)</p> <p>(CW) Discussion and (HW) writing of Question answers.</p> | round. Show them different plants climbers, herbs, shrubs, <ul style="list-style-type: none"> They will share their experiences/observations through drawing/verbally in a few words <p>Classify the different types of plants.</p> <ul style="list-style-type: none"> The dependence of vegetation on the climatic conditions. The importance of leaves. | of flowers, roots and fruits in immediate Surroundings. <ul style="list-style-type: none"> Records her/his observations /experiences Sensitivity for environment. Diversity of plants. Importance of leaves, and explain the vegetation in different climatic zones Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion/ understanding Writes 5-6 sentences in English on personal experiences/events using verbal or visually. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | tion), and learning (tests) | | | |
| <u>March</u> | Chapter 4 Animals and Insects Sub topics Animals and food habits (2) Animals and their body parts. (2) Creepers and crawlies | <ul style="list-style-type: none"> Chalk board Duster E. Book PPT Lecture method Discussion method Video on https://www.youtube.com/watch?v=p5qw (wild animals) https://www.youtube.com/watch?v=pWepfI-8XU0 (pet animals) https://www.youtube.com/watch?v=zXEg-QO3xTg(Animals in the farm) https://www.youtube.com/watch?v=YOIRci0CKzg (Camouflage) https://www.youtube.com/watch?v=O1S8Wzwl | Inter disciplinary (With language) Children will observe the movement, eating habits and features of their pet animal and discuss in the class. (Those who don't have pets will write five features of wild, pet or domestic animals and discuss. Art Integration : <ul style="list-style-type: none"> Make a collage of extinct and endangered animals Draw the life cycle of a butterfly on a sheet or chart paper. Skills The following skills of the students shall be enhanced : <ul style="list-style-type: none"> Sensitive towards animals. Reading (loud reading) Writing (written work. Thinking((discussion), and learning (tests) | The L.O. will be assessed with <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) (CW) Discussion and (HW) writing of Question answers. | Ice breaking <ul style="list-style-type: none"> Children will learn hindi song (Chirriya chee chee karti ha) https://www.youtube.com/watch?v=TOTd78ZTDGE (The story of ant and grasshopper) The lesson will be introduced with song (video) Understand the Different eating habits of animals. <ul style="list-style-type: none"> State how different animals move Describe the different types of insects. Children will be able to explain the reason behind animals forming groups and studied about animal behaviour. | The learner — <ul style="list-style-type: none"> Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.) They will be able to explain the importance of animals staying in groups They will be able to explain the various behaviour animals' show in different situations. <ul style="list-style-type: none"> Difference between insects and worms. How to take care of their pet animals. Expresses orally her/his opinion Leadership Adaptability Responsibility |

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|--------------------------|--|---|---|--|--|--|
| | | PIM (life cycle of a butterfly) | | | | |
| April 26 | <p>Topic: Birds – our winged friends</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Beaks • Toes and claws | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Beaks and claws • Bird watching • Moral values: Talk/Story • LINK: • Beaks of birds https://www.youtube.com/watch?v=mnEpdza3hzs • Feet and claws https://www.youtube.com/watch?v=15jupeMQan0 | <p>Art Integration:</p> <ul style="list-style-type: none"> • Puppet show <p>PROJECT:</p> <ul style="list-style-type: none"> • Make a beak/claws • Bird song: https://www.youtube.com/watch?v=pFme9Y4x4W0 • Birdie dance https://www.youtube.com/watch?v=msSc7Mv0QHY <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Make a video on some interesting facts of birds • Recite a poem on birds • Puppet show <p>Experiential:</p> <p>Practical: Observe any bird around you. Write the observations.</p> <p>Skill Assessment:</p> <p>Critical Thinking: Will it be fun if you had a beak instead of a mouth and teeth?</p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work. • Thinking((discus | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams | <p>Ice Breaking session: Poem: (HINDI)</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., birds for their simple observable physical features, food habits, needs, nesting, group behavior • Ask and frame questions and reflect on experiences without any fear or hesitation • Share their experiences and observations Through drawing /symbols/tracing/ gestures/ verbally and writing in some sentences and paragraph in simple language • Children will be able to explain the role of beaks and claws of birds. | <p>The learner —</p> <ul style="list-style-type: none"> • Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals • Groups the animals, birds, plants, objects, Waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface) • Records her/his observations • Creates collage • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal Experiences/events using verbal or visual. |

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| | <p>Topic: Playing is fun Sub topic:</p> <ul style="list-style-type: none"> • Games we play • Games at home and school • Rules for playing games • Games bring us together <p>Other means of recreation</p> | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Games and recreation • Moral values: Talk/Story | <p>sion), and learning (tests</p> <p>Experiential: Prepare a presentation on martial art forms</p> <p>Art Integration: Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Prepare your game, make rules • Intra class matches <p>Skill assessments: Critical thinking: We make rules in our lives as well so that things get done in a proper manner. Do they play with every child in the neighbourhood? Are they stopped from playing with some</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p>Ice breaking Songs (indoors and outdoor games)</p> <ul style="list-style-type: none"> • Discuss with the parents/ / grandparents/ games they played in their childhood and compare that of now) <ul style="list-style-type: none"> • Importance of games and recreation. • Rules of playing a game and different types of games. • Observe and explore the immediate Surroundings, i.e., home, school. • Ask and frame questions and reflect | <p>The learner —</p> <ul style="list-style-type: none"> • Observes rules in games (local, indoor, outdoor) and other collective tasks. • Creates drawings, designs. • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion. • Writes/types dictation of words/phrases/ Sentences. • Writes 5-6 sentences in English on personal |

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|-----------------------------------|--|---|--|---|---|---|
| | <p>Topic Working for Living</p> <p>Sub topic- Different types of occupation Working children</p> | <ul style="list-style-type: none"> • LINK: Indoor games https://www.youtube.com/watch?v=mE5CzM5gJfw • Outdoor games https://www.youtube.com/watch?v=hKXVIE • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Work | <p>children?</p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work. • Thinking((discussion), and learning <p>(tests</p> <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • What would you like to become when you grow up? Why? Describe in three to four lines. (JAM) <p>Experiential:</p> <ul style="list-style-type: none"> • Interview people of different profession. Interview people who | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p>on experiences without any fear or hesitation.</p> <ul style="list-style-type: none"> • Explore/read books, newspaper clippings. • Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/local/temporary <p>Ice breaking session: Interaction with people and discuss the different kinds of work that they do.</p> <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</p> <ul style="list-style-type: none"> • Interact with people (vegetable sellers, | <p>experiences/events using verbal or visual.</p> <ul style="list-style-type: none"> • They were able to explain the importance of recreation. • Distinguish between Indoor and outdoor games. • Leadership • Responsibility • Creativity and Innovation <p>• Children were able to explain the function and types of different types of beaks and claws.</p> <p>• Flexibility and adaptability</p> <p>Information Literate following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> • Reading, writing and learning skills • Children will be able to differentiate between indoor and outdoor games. <p>The learner —</p> <ul style="list-style-type: none"> • Will be able to explain the importance of working to earn a livelihood |

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|-----------------------------------|-----------------|---|--|---|---|--|
| | | <p>people do</p> <ul style="list-style-type: none"> Moral values: Talk/story LINK: Different types of occupation https://www.youtube.com/watch?v=mODOyazIPRg The 40 first women of India https://www.youtube.com/watch?v=dOirqjXDE0M Moral Video- People who help us https://www.youtube.com/watch?v=ilTTJm0Feg Song – Salaam by Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_ld4AM | <p>help us.</p> <p>Art Integration :</p> <ul style="list-style-type: none"> Song – Salaam by Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_ld4AM Role play <p>Skill assessments:</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> What is it they like doing? How can they follow their passion and make it their profession? <p>Social service:</p> <ul style="list-style-type: none"> Visit orphanage and eat a meal with the children Celebrate a festival with the children in an orphanage. Eat meal in Langar/ Mandir Visit a government school to check(MID DAY MEAL) Reading (loud reading) Writing (written work. Thinking(discussion), and learning tests | | <p>flowers sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel, etc.)</p> <p>and share experiences about their work, their skills and tools used by them</p> <ul style="list-style-type: none"> Discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home /school /neighbourhood enquire/care about participation of female members in family. Stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently Able, castes, the aged) to common places/resources, etc. Children will come to know about the meaning of word occupation | <ul style="list-style-type: none"> Analyzed the gender bias present in various occupations Agree with the concept of gender discrimination Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual <ul style="list-style-type: none"> Communication Leadership Adaptability |

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|---|--|--|--|--|--|---|
| | | | | | <ul style="list-style-type: none"> • Different types of work people do • Analyze the connection between gender and work | |
| <p align="center"><u>April</u> <u>22 days</u></p> | <p><u>Topic:</u> Food We eat <u>Sub topic:</u> Sources of food Different food groups</p> | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT of Food and nutrition • Different types of pulses and spices were brought to the class • Children visited school mess to differentiate between lentils, spices and fruits and vegetables they eat. • Visit to poly house • Moral values: Talk/Story | <p><u>Experiential:</u> <u>Practical:</u></p> <ul style="list-style-type: none"> • Visit to a chocolate/juice factory • Visit to poly house, garden <p><u>Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> • Prepare salad and talk about its nutritive value. <p><u>Skill assessments:</u></p> <ul style="list-style-type: none"> • Reading • (loud reading) • Writing (written work. • Thinking((discussion), and learning tests • Get into teams and prepare a healthy diet chart for the classroom <p><u>Art:</u></p> <ul style="list-style-type: none"> • Vegetable Song <p>https://www.youtube.com/</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams | <p><u>Ice Breaking session:</u> Sharing the tuck among friends <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., . visit community/ home kitchen • Interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers • Share experiences about their work, their skills and tools used by them • Collect objects and material from their surroundings such as fallen flowers, roots, s pices, seeds, pulses • Children will be able to explain the types | <p><u>The learner —</u></p> <ul style="list-style-type: none"> • Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate Surroundings. • Describes different skilled work (farming) • Explains the process of producing and procuring daily needs (e.g., food, water) • Learners were able to list various food groups • Children were able to explain the concept of a balanced diet in terms of nutrition. • They were able to explain the journey of a crop from field to homes. • Reads aloud with appropriate pronunciation and pause • Expresses orally |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|--|--|
| | <p>Topic Cooking Food</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Ways of cooking • Fuel for cooking • Vessels and safety tips for kitchen | <ul style="list-style-type: none"> • LINK: • Food we eat https://www.youtube.com/watch?v=2gSRW6hkDxs • Food Pyramid: https://www.youtube.com/watch?v=Q413VcqOlyU • Different types of festivals: https://www.youtube.com/watch?v=Fwbwmvs0rOs • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • Children visited school mess to see different vessels used in the kitchen. • Fuels used to cook food. https://www.youtube.com/watch?v=YlcNVbUUK4Q (Different vessels used in the kitchen.) | <p>watch?v=zJdeQABAcw</p> <p>Research work:</p> <ul style="list-style-type: none"> • Find staple food of different states <p>Experiential:</p> <p>Practical:</p> <ul style="list-style-type: none"> • Visit to the mess/ home science lab <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Prepare sandwich and lemonade and talk about its nutritive value. <p>Art Integration:</p> <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Prepare a recipe of sandwich and lemonade • Draw the pictures too. <p>Skill assessments:</p> <p>Critical thinking:</p> <ul style="list-style-type: none"> • Reading (loud reading) • Writing (written work. • Thinking((discussion), and learning • test <p>Our mothers prepare food for us. We should appreciate their hard work and help them in small things.</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams | <p>of food we get from plants Will analyze the nutrients we get from food and the process of food reaching us.</p> <p>Ice Breaking session: Sharing the Sandwich with friends. tuck among friends</p> <p>The learners may be provided opportunities in pairs /groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., visit community/ home kitchen • Interact with cooks in the mess. • Share experiences about their work, their skills and tools used by them • Touch and use objects | <p>her/his opinion</p> <ul style="list-style-type: none"> • Writes/types dictation of words/phrases/ Sentences • Life skills • Adaptability <p>Cross – culture Interaction.</p> <p>Learners were able to list various</p> <ul style="list-style-type: none"> • Utensils used in cooking food now and in early times. • Children were able to explain the concept of a balanced diet in terms of nutrition. • They were able to explain the journey of a crop from shop to kitchen. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Life skills • Adaptability <p>Cross – culture Interaction</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|--|
| | | https://www.youtube.com/watch?v=vp6vZWB_cgE (Different methods of cooking food) | | | and material from the Kitchen such as spoon, Pans, cookers spices, Atta , pulses <ul style="list-style-type: none"> Children will be able to explain the method and ingredients used in cooking food. Will analyze how to protect nutrients values of food while cooking. | |
| May 18 days | Topic Air Around us Sub topic Different movements of air Air pollution | <ul style="list-style-type: none"> Chalkboard Duster Chalk Course Book Extra marks (audio and visual) Lecture method Discussion method PPT of Air around us. Different experiments Were conducted. :Talk/Story LINK: https://www.youtube.com/watch?v=9rHKPrCHZTw (Air song) https://www.youtube.com/watch?v=tj5FXnhiggE Air around us) https://www.youtube.com/watch?v=sAKy | Experiential: Practical on air has weight, occupies space, air is needed for burning. Will be conducted in the class. Different experiments Inter disciplinary linkage: <ul style="list-style-type: none"> Prepare sandwich and lemonade and talk about its nutritive value. Art Integration: Inter disciplinary linkage: <ul style="list-style-type: none"> Few yoga exercises will be taught in the class to show importance of oxygen. Art Make the posters on “Save the Earth” Skill assessments: Critical thinking: <ul style="list-style-type: none"> Reading (loud reading) Writing (written work. | The L.O. will be assessed with <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Draw diagrams | Ice Breaking session: Anulom vilom exercises will be conducted in the class to make the learners aware of the importance of breathing in fresh air. learners may be provided opportunities in pairs /groups/ individually and encouraged to — <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., Visit a park or practice the taught yoga exercises on the terrace of their homes. Interact with Parents and grandparents or friend on environment friendly issues. Collect objects and material from their surroundings such as | Learners were able to list various <ul style="list-style-type: none"> Utensils used in cooking food now and in early times. Children were able to explain the concept of different uses of air. They were able to explain the journey of a crop from shop to kitchen. Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Life skills Adaptability of cleaner and greener environment, for the future generation. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|--|
| | | hfxxr7s (Air pollution) https://www.youtube.com/watch?v=2JZu4BPHFJk (Life is a breath of fresh air) | <ul style="list-style-type: none"> Thinking((discussion), and learning Test Air pollution causes so many diseases. To control pollution plant trees. To make the earth a beautiful place to live. | | fallen wrappers , rags, empty bottles and deposit it in the dustbins <ul style="list-style-type: none"> Children will be able to explain the uses of fresh air and the importance of trees and plants. Will analyze the harmful effects of pollution. | |
| | Topic: Water Sub Topic Sources of water Water cycle Storing and shortage of water | <ul style="list-style-type: none"> .Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Water Globe River map Moral values: Talk/Story LINK: Sources of water https://www.youtube.com/watch?v=CStM5DwXyNc | PROJECT: Art Integration: Experiential: <ul style="list-style-type: none"> Make your own water filter Write all the steps and things needed Inter disciplinary linkage: Divide the class in groups. Each group can make a fact file on one perennial and one non – perennial river of India. Skill assessments: Critical thinking: <ul style="list-style-type: none"> Reading (loud reading) Writing (written work. Thinking((discus | The L.O. will be assessed with <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Diagrams | | The learner — <ul style="list-style-type: none"> Records her/his observations /experiences/ information for objects, activities Suggests ways for takes care of resources (water) Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion/ understanding about the Writes/types dictation of words/phrases Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|---|--|
| | | <ul style="list-style-type: none"> Ways of storing water https://www.youtube.com/watch?v=8IVIXkUWYA0 Water pollution https://www.youtube.com/watch?v=MEb7nnMLcaA https://www.youtube.com/watch?v=ncORPosDrjI (water cycle) https://www.youtube.com/watch?v=9J1_tuKW7-g (Rain water harvesting) | <p>sion), and learning test</p> <ul style="list-style-type: none"> Three – fourths of water is covered with water yet there is a scarcity of water around us. What can be done to reduce water shortage? <p>Practical: Experiment on Filtration and Evaporation.</p> | | | <ul style="list-style-type: none"> Children were able to locate oceans and continents on physical map. Learners were able to distinguish between various sources of water. Analyze the problems of water pollution and its consequences. |
| | <p>Topic Safe at home</p> <p>Sub Topic Different types of houses Building materials</p> | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson - eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Houses and bridges Visit the school campus Visit to the school | <p>Art Integration: Experiential:</p> <ul style="list-style-type: none"> Make a house of your choice using clay. Inter disciplinary linkage Design a building (using Lego blocks) and describe in few lines <p>Practical: Research/ Interview the team of people who are constructing our school building.</p> <p>Skill assessments: Critical thinking:</p> <ul style="list-style-type: none"> Reading | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p>Ice Breaking Session: Describe your house</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood visit construction site in school. Interact with the labourers and share experiences about their work, their | <p>The learner —</p> <ul style="list-style-type: none"> Describes different skilled work their inheritance (from elders) and training (role of institutions) in daily life Differentiates between objects and activities Of past and present. (e.g., houses, materials, tools, Construction, etc.) Records her observations Takes care of public property Learners were able to explain the roles played |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|---|
| | | <ul style="list-style-type: none"> construction site Moral values: Talk/Story LINK: Cartoon – Bob the builder <p>https://www.youtube.com/watch?v=XOJhRI_nKgg</p> <ul style="list-style-type: none"> Build a house <p>https://www.youtube.com/watch?v=YBhJ8O7p2j8</p> <ul style="list-style-type: none"> People that build our house <p>https://www.youtube.com/watch?v=oKrhpdq33q</p> | <ul style="list-style-type: none"> (loud reading Writing (written work. Thinking((discussion), and learning tests <p>If you had to build a House of your dream, which type of house would you build and why?</p> | | <p>skills and tools used by them.</p> <ul style="list-style-type: none"> Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations through drawing Children will be able to explain the processes involved in the construction of buildings The role of different types of houses. | <p>by the people in the construction of buildings</p> <p>Will be able to distinguish between different types of houses.</p> <p>Reads aloud with appropriate pronunciation and pause.</p> <ul style="list-style-type: none"> Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Creativity and Innovation Collaboration Adaptability |
| August 20 days | <p>Topic Mapping the neighbourhood</p> <p>Sub Topic Meaning and features of a map Types of maps</p> | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Mapping the neighbourhood | <p>Art Integration:</p> <ul style="list-style-type: none"> Make a map (school/ invitation card) Draw a map to show the position of your house with respect to any three landmarks in your neighbourhood. <p>Experiential:</p> <ul style="list-style-type: none"> Visit the school campus/ local market/ neighbourhood Stand in the field to find the cardinal | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Draw maps/ directions | <p>Ice Breaking Session:</p> <p>Discussion of map (invitation card) and your neighbourhood</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and | <p>The learner —</p> <ul style="list-style-type: none"> Records observations, identifies signs, location of objects /places and guides for the directions <p>Landmark in school/neighbourhood using maps etc.</p> <ul style="list-style-type: none"> Uses the information on signboards, creates simple maps (of school/neighborhood, flow diagrams, etc.) Using local/waste |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|--|---|---|--|
| | | <ul style="list-style-type: none"> Atlas Invitation Card (Map) Visit the school campus/ local market/ neighbourhood Moral values: Talk/Story LINK: Our neighbourhood https://www.youtube.com/watch?v=iwxkwPA8c68 Mapping our neighbourhood https://www.youtube.com/watch?v=ZkXrsuUM3FI Cardinal directions https://www.youtube.com/watch?v=f2I81_BFb-s Types of maps https://www.youtube.com/watch?v=a3fFSgGRhy0 | <p>directions (north, south, east west) facing the sun https://www.youtube.com/watch?v=f2I81_BFb-s</p> <p>Practical: Using atlas to collect/draw types of maps</p> <p>Inter disciplinary linkage: Make your partners read the instructions and reach the destination</p> | | <p>neighborhood</p> <ul style="list-style-type: none"> Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations through drawing /symbols/tracing/ gestures/ verbally Directions to locate places on the map, signboards. Children will be able to explain the cardinal directions. Understand the different types of maps, symbols, keys and their uses. | <p>material.</p> <ul style="list-style-type: none"> Learners were able to explain the importance of maps and concept of directions. Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Critical thinking Creativity and Innovation |
| | <p>TOPIC Going places Sub topic Means of transport Means of water transport</p> | <ul style="list-style-type: none"> Chalkboard Duster Chalk eBook Lecture method Discussion | <p>Experiential: Inter disciplinary linkage: Collect bus, rail and air tickets. Observe the information they carry. Note down the observations.</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words | <p>Ice Breaking Session: Talk about your relatives/ friends staying in other state /country The learners may be provided opportunities in pairs</p> | <p>The learner —</p> <ul style="list-style-type: none"> Differentiates between objects and activities of past and present. (e.g., transport, Transports Records her |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|---|---|
| | Means of air transport | <p>method</p> <ul style="list-style-type: none"> PPT on different means of <u>LINKS</u> https://www.youtube.com/watch?v=Ut-HbauKzDw (transport song) https://www.youtube.com/watch?v=OcTdxD-eKk0 (story of the wheel) https://www.youtube.com/watch?v=QdKxiGYUDQs (history of the bicycle) https://www.youtube.com/watch?v=hU22evActPU (invention of train) https://www.youtube.com/watch?v=fZyZxDWjkZ0 Story of Wright brothers) https://www.youtube.com/watch?v=xHb-P7ktiII (Moral Biblical story) | <p>Project: Plan a journey to your favourite place. Look for the earliest possible way to reach there, cost of the tickets, etc. and places you would like to visit.</p> <p>Art Integration: Collect coins, trace them using different colours Games – Map puzzles</p> <p>Skill</p> <ul style="list-style-type: none"> Reading (loud reading Writing (written work. Thinking (discussion), and learning tests | <ul style="list-style-type: none"> Discussion of question and answers Loud reading of the lesson MCQ quiz | <p><u>/groups / individually and encouraged to —</u></p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects. Ask questions and discuss with family, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. Ask and frame questions and reflect on experiences without any fear or hesitation Read train/ bus tickets and currency notes, directions to locate places on the map, signboards. Children will be able to elaborate on the various means of travelling. The children will be able to learn about states/capitals their location & capitals | <p>observations /experiences/ information for places visited (<i>mela</i>, festival, historical place) Ticket/time table.</p> <ul style="list-style-type: none"> Social and Cross-Cultural Interaction Learners were able to describe the various means of transport. |
| Sep 27 days | TOPIC Mapping the neighbourhood Sub topic | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the | <p>Art Integration:</p> <ul style="list-style-type: none"> Make a map (school/ invitation card) Draw a map to show | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests | <p>Ice Breaking Session: Discussion of map (invitation card) and your neighbourhood</p> | <p>The learner —</p> <ul style="list-style-type: none"> Records her /his observations . identifies signs, location |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|---|---|---|
| | Meaning and features of a map Types of maps | lesson – eBook <ul style="list-style-type: none"> • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Mapping the neighbourhood • Atlas • Invitation Card (Map) • Visit the school campus/ local market/ neighbourhood • Moral values: Talk/Story • LINK: • Our neighbourhood https://www.youtube.com/watch?v=iwxkwPA8c68 • Mapping our neighbourhood https://www.youtube.com/watch?v=ZkXrsuuM3FI • Cardinal directions https://www.youtube.com/watch?v=f2I81_BFb-s • Types of maps https://www.youtube.com/watch?v=f2I81_BFb-s | the position of your house with respect to any three landmarks in your neighbourhood. Experiential: <ul style="list-style-type: none"> • Visit the school campus/ local market/ neighbourhood • Stand in the field to find the cardinal directions (north, south, east west) facing the sun https://www.youtube.com/watch?v=f2I81_BFb-s Practical: Using atlas to collect/draw types of maps Inter disciplinary linkage: Make your partners read the instructions and reach the destination They will draw the map of the school OR Their class room. Children will do Physical and Political maps | <ul style="list-style-type: none"> • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw maps/ directions | <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., home, school and neighborhood • Ask and frame questions and reflect on experiences without any fear or hesitation • Share their experiences and observations through drawing /symbols/tracing/ gestures/ verbally • Directions to locate places on the map, signboards. • Children will be able to explain the cardinal directions. • Understand the different types of maps, symbols, keys and their uses. | of objects /places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc. <ul style="list-style-type: none"> • Uses the information on signboards, creates simple maps (of school/neighborhood, flow diagrams, etc.) Using local/waste material. • Learners were able to explain the importance of maps and concept of directions. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal experiences/events using verbal or visual • Critical thinking • Creativity and Innovation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|--|--|
| | | <p>be.com/watch?v=a3fFSgGRhy0</p> <p>How to find the cardinal direction by facing the sun. Flip teaching extra marks shown (audio and visual)</p> | | | | |
| | <p>TOPIC Communication Sub Topic Communication using sign and signals Communication by reading and writing</p> | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Different means of communication • Birth day /Thank you cards • Moral values: Talk/Story • LINK: • Our neighbourhood • https://www.youtube.com/watch?v=73uLVhe5nZU (song on communication) | <p>Art Integration:</p> <ul style="list-style-type: none"> • Make birthday /Sorry /thank you cards. <p>Experiential:</p> <ul style="list-style-type: none"> • Flip teaching on different means of communication • https://www.youtube.com/watch?v=pln5lmjYpR0 • (The journey of a letter <p>Inter disciplinary linkage: Write a letter to your grandparents/or a friend you are not able to communicate these days.</p> <p>Skill</p> <ul style="list-style-type: none"> • Reading • (loud reading • Writing (written work. Thinking discussion) | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Letter writing | <p>Ice Breaking Session: Children will play the game follow the leader. Someone will leave the room, and one will become the leader . This person will make the different motions And whenever he changes the motion, everyone will follow him.\</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to — Children will be divided into groups, let other person tell at least one thing about you. After listening to all, tell what they don't know about you.</p> <ul style="list-style-type: none"> • Share their experiences and observations through gestures/ verbally • Children will be able | <p>The learner —</p> <ul style="list-style-type: none"> • Define communication As a process of speaking and listening. • Practice sending and receiving messages through different means of communication carefully. .Records her/ his observations • Skill • Students should conclude in their discussions that effective communication requires cooperation, honest listening, clear instructions, respect for one another, clarifying questions, proper feedback, and openness to divergent opinions. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|--|--|---|---|-------------------|
| | | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=aniLPEyp9SA • (Sending messages through Morse code and torch) • https://www.youtube.com/watch?v=0a998zG4g • (Charlie Chaplain The best mime artist) | | | <p>to explain the Different means of communication.</p> <ul style="list-style-type: none"> • Understand the different means of mass communication. | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: I to III
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|------------------------------------|---|--|---|--|--|
| FEBRUARY NO OF DAYS :06 | ANTHROPOMETRIC MEASUREMENTS | <ul style="list-style-type: none"> Stadiometer Weighing machine | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> Reflection Students feedback Teacher's feedback | Height Weight | Data collection of height, Weight BMI, Speed, Strength, Agility, and coordination |
| MARCH NO OF DAYS:26 | BODY MOVEMENTS | <ul style="list-style-type: none"> Open space Cones & markers Ropes Hanging rods swings Old tyres Hoops | Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements. Practical's: All physical exercises | <ul style="list-style-type: none"> Assessment, Testing Weekly Targets | Walking in straight line, circles, zigzag, running variations Hop, Jump Leaping, Galloping, Skipping LEADUP GAMES: - Rolling and Kicking - 10 passes basketball | <ul style="list-style-type: none"> Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. Displays different ways to manage stress and aggression. |
| APRIL NO OF DAYS: 23 | BODY MOVEMENTS | <ul style="list-style-type: none"> Card-boxes/boxes/cues vands Indian clubs Lime powder | Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements. | <ul style="list-style-type: none"> Assessment, Testing Weekly Targets | Balancing, swinging, stretching, pushing, pulling, twisting, bending, sitting postures, lifting, carrying, falling Standing on one leg LEADUP GAMES: | <ul style="list-style-type: none"> Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. Displays different ways to manage stress and aggression. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-------------------------------|---|--|--|---|---|
| | | | Practical's: All physical exercises | | - Bucket Cricket - Circle Kho MINOR GAMES: | <ul style="list-style-type: none"> Participates in the games and sports by following the rules including indigenous games. |
| MAY NO OF DAYS:26 | BODY MOVEMENTS | <ul style="list-style-type: none"> Whistle Music Clapper Rope Ball Ribbons Benches | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> <p>Practical's: All physical exercises.</p> | <ul style="list-style-type: none"> Assessment, Testing Weekly Targets | <p>Demonstration Clapping + Clapping on count Bounce the ball on the music Children act as ball and bounce on music</p> <p>LEADUP GAMES: - Tunnel Ball - Teniquet -Target kicking</p> <p>MINOR GAMES:</p> | <ul style="list-style-type: none"> Develop positive attitude and life skills to promote mental health, self-control, teamwork concentration, and discipline in life. Displays different ways to manage stress and aggression Participates in the games and sports by following the rules including indigenous games. |
| JUNE | TERM-1 EXAMINATION | VACATIONS | | | | |
| JULY NO OF DAYS:23 | MOVEMENT EDUCATION | <ul style="list-style-type: none"> Open space Lime powder for marking of the ground. | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> | <ul style="list-style-type: none"> Assessment, Testing Weekly Targets | <p>Neuromuscular Coordination Coupling of Movements. walk and run sit and stand stop and walk</p> | <ul style="list-style-type: none"> Knowledge of neuromuscular co-ordination, activities like jogging, running, hopping, leaping, rolling etc. Develop positive attitude and life skills to promote |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|----------------------------------|---|---|--|--|--|
| | | | Practical's: All physical exercises. | | hop and walk bend and roll | mental health, self-control, teamwork concentration, and discipline in life. |
| AUGUST NO OF DAYS:24 | MOVEMENT EDUCATION | <ul style="list-style-type: none"> • Open space • Lime powder for marking of the ground | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> <p>Practical's: All physical exercises</p> | <ul style="list-style-type: none"> • Assessment, • Testing • Weekly Targets | <p>Neuromuscular Coordination Coupling of Movements.</p> <p>walk and run/leap</p> <p>walk and jog</p> <p>Walk, jog and run</p> <p>forward and backward running</p> | <ul style="list-style-type: none"> • Knowledge of neuromuscular co-ordination, activities like jogging, running, hopping, leaping, rolling etc. • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| SEPTEMBER NO OF DAYS:16 | STRENGTH AND JUDGMENT | <ul style="list-style-type: none"> • Open space • Balls of various size. • Lime powder for marking the ground. | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> <p>Practical's: All physical exercises</p> | <ul style="list-style-type: none"> • Assessment, • Testing • Weekly Targets | <p>Throwing and catching in pairs and in groups (simple and manipulative)</p> <p>Throwing to various distances and catching from various distances</p> <p>Throwing the ball farthest and Highest</p> | <ul style="list-style-type: none"> • Developing strength Judgment and Decision making • Throwing/Catching the ball |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|-----------------------------------|---|---|--|---|---|
| OCTOBER NO OF DAYS:27 | COORDINATIVE ABILITIES | <ul style="list-style-type: none"> • Open space • Lime powder For marking of the ground. • Classroom and Playground. | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> <p>Practical's: All physical exercises</p> | <ul style="list-style-type: none"> • Assessment, • Testing • Weekly Targets | <p>Running in pair while holding hands Playing chain Three-legged race Tossing the coin/ ball/ shuttle cock/tennikoit ring/frisbee Taking decision about choosing head or tail and deciding about the turn on any game Fundamentals of tossing of various sports object</p> | <ul style="list-style-type: none"> • Eye-hand, eye-leg and neuromuscular coordination and motor fitness • Tossing and decision-making • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| NOVEMBER NO OF DAYS: 19 | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: I-III
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|--|--|
| March 8days | Theme: Object based Topic: Introduction of elements of art Sub Topic: <ul style="list-style-type: none"> • Lines (Sleeping line, Standing line) • Tone | <ul style="list-style-type: none"> • Books • Black board • Chart | <ul style="list-style-type: none"> • Daily practice as a hand on experience. | <ul style="list-style-type: none"> • Practical assignment through rubric. | <ul style="list-style-type: none"> • The Learners will be involved in daily practice. • Demonstration on Sleeping line and standing line and use of lines in making drawing of simple objects. | <ul style="list-style-type: none"> • Children will come to know about a various lines and use of these lines. • Practically they will be able to do. • They will learn to use tone and colors by filling colors on given drawings. |
| April 8days | Theme: Environment Topic: Introduction to color Sub Topic: <ul style="list-style-type: none"> • Primary color • Secondary color • Tertiary color | <ul style="list-style-type: none"> • Visual arts books • Black board. • Color wheel chart | <ul style="list-style-type: none"> • Live Demonstration on making colors. • Daily practice as a hand on experience. | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The learners will be involved in demonstration on making secondary and tertiary colors and apply them on drawings. • Students will be involved in daily practice. | <ul style="list-style-type: none"> • Children will improve their practical skills by doing practically. • The learners understand and explain the elements of visual arts. • The learners come to know about the color wheel and understand how to make colors. |
| May 8days | Theme: Objective Topic: Collage | <ul style="list-style-type: none"> • Newspaper • Magazine | <ul style="list-style-type: none"> • Live Demonstration on | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The learners will be involved in | <ul style="list-style-type: none"> • The Learners will use and experiment |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|---|--|
| | making: Sub Topic: <ul style="list-style-type: none"> • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things | | making collage. <ul style="list-style-type: none"> • Daily practice as a hand on experience. | | demonstration on making collage and apply them on drawings. <ul style="list-style-type: none"> • Students will be involved in daily practice. • The learners will be involved to makes groups and work as a team to complete the project. | with different resources. <ul style="list-style-type: none"> • The learners will Gain concentration skills. • The learners will learn to work together and build communication skills. • The learners will be able to appreciate each other works. |
| June | Revisions, Exams and assessment. | – | – | – | – | – |
| July 8days | Theme: Objective Topic: Drawing Sub Topic: <ul style="list-style-type: none"> • Forms • Color • Line • Light and Shade | <ul style="list-style-type: none"> • Books • Blackboard | <ul style="list-style-type: none"> • Live Demonstration on making colors. • Daily practice as a hand on experience. | <ul style="list-style-type: none"> • Practical assessment. | <ul style="list-style-type: none"> • The class will be going for a walk around the school campus and observe the nature and manmade objects. • The learners will be told to draw any thing they have observed during the walk. • Demonstration will be given on how to draw leafs and flowers. • The learners will be given to task to draw leafs and flowers from the given reference. | <ul style="list-style-type: none"> • Students will explore and express their external and internal selves creatively in visual formats. • The learners will appreciate the beauty of nature and manmade objects. • The learners will improve their observation skills and use them in their drawings. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|---|--|---|
| August 8days | Theme: Objective Topic: Origami Sub Topic: <ul style="list-style-type: none"> • Inquiry • Observations skills • Mathematical skills | <ul style="list-style-type: none"> • Books • YouTube | <ul style="list-style-type: none"> • Experiment with different kinds of paper. • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • Demonstration will be given on how to make fish, bird, flower, boat, elephant etc. • Video will be shown on origami art for kids. https://youtu.be/djPgdlm6IMY https://youtu.be/pdsE5-GWK1Y https://youtu.be/b3QZpBL8-Tg | <ul style="list-style-type: none"> • Origami helps develop hand-eye coordination, fine motor skills and mental concentration. Use of the hands directly stimulates areas of the brain. • Paper folding Challenges us at the cognitive level as we follow instructions, learning new skills and activities. • Physically our hands become active. • The learners will improve observations skills and Mathematical skills. |
| Septemb er 8days | Theme: Object based Topic: Clay modeling Sub Topic: <ul style="list-style-type: none"> • Forms • Motor skills • Observations skills | <ul style="list-style-type: none"> • Books • YouTube | <ul style="list-style-type: none"> • Experiment with different kinds of form and shape. • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • Demonstration will be given on how to make bird, flower, boat, elephant etc. • Video will be shown on clay art for kids. https://youtu.be/71hFvc_g7LI • The learners will | <ul style="list-style-type: none"> • Clay modelling helps develop hand-eye coordination, fine motor skills and mental concentration. Use of the hands directly stimulates areas of the brain. • Clay modeling Challenges us at the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|---------------|--|--|--|--|
| | | | | | be involved in demonstration on making clay modeling. <ul style="list-style-type: none"> • Students will be involved in daily practice. | cognitive level as we follow instructions, learning new skills and activities. <ul style="list-style-type: none"> • Physically our hands become active. • The learners will improve observations skills and Mathematical skills. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: IV
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|---|--|---|--|
| February - Total-6 | Topics : 1. Tokyo's Pride –Hachiko (Story) | <ul style="list-style-type: none"> • Video on Fiction /Non Fiction https://youtu.be/UKRHXI4mz-c • <u>Video</u> on Hachiko's story https://youtu.be/rFAGbW8y5sE • <u>Reader</u> | <ul style="list-style-type: none"> • <u>Loud Reading</u> skill • story (<u>Art Integration</u> Project: • To learn and make to a clay statue of a dog and write the process of making the model • <u>Inter disciplinary</u> Understanding Cultures across the world-Social Awareness through Folk Tales • <u>Group activity</u> Discussion • <u>Role Play</u> | Discussion and writing of Question answers. Writing of difficult words, Word Meanings and making sentences Loud Reading by students Quizzes | <ul style="list-style-type: none"> • Ice breaking session: • Talking about books. Discussing about the difference between Fiction and Non Fiction • Showing a video • Explanation by the teacher 1. Children will learn new words. 2. Children will be able to answer the questions asked. 3. Children will be able to take dictation of words learnt. 4. To enable the children to enjoy reading. Ice breaking session: The teacher will take the children to the park and tell them to observe their surroundings. | 1.The following skills of the students shall be enhanced : Understanding the difference between Fiction and Non Fiction Hearing true stories and generating interest in looking for more such stories Developing: <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking Students will learn many values such as being caring and compassionate 2. At the end students will understand the exposition, climax and resolution points of the plot. Students will be able to: Understand environmental issues. |
| March: Total No. of | 1. A Plea for Parks (Poem) | <ul style="list-style-type: none"> • Model Recitation by the teacher • Short visit to a nearby garden | <u>Nature Walk:</u> A visit to a park <u>(Art Integration/ EVS)</u> Drawing and | Discussions Q/A New words ,Word Meanings <ul style="list-style-type: none"> • Class Test | <ul style="list-style-type: none"> • Circle Time: | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|--|---|
| periods: 26 | 2. Parts of Speech 3. Nouns (Countable/ Uncountable , Number, Gender) | (Experiential Learning) • Computer Aided Teaching- ice breaking: https://youtu.be/EdUs8jA7AHk-Country Life Vs City Life • Extramarks • Grammar Workbook • Video on Nouns/Genders/Nu mbers/ Countable /Uncountable Nouns https://youtu.be/oRvZoJgmx7c - Video - Nouns | Cutting out different things that children see in a garden/city to decorate the soft board • <u>Poem Recitation</u> • <u>Role Play</u> • Group activity Discussion • CAT (Grammar) • Drawing the Parts of Speech Tree (<u>Art Integration</u>) | • Worksheets • Reciting • Quizzes • Tests based on poem/Nouns/Types of Worksheet • Quizzes • Tests on Sentences/Arranging in Alphabetical Order • Work sheets • Quizzes Worksheets Tests Reading Quizzes | • Discussion between the children about the difference between City Life and Country life and using the teaching aids • Explaining the value of parks. • Recitation by the teacher and the students. Previous knowledge discussion • Explanation by the teacher and using the teaching aids. Students will be able to identify nouns in spoken and written language Students will be able to identify types of sentences Learn grammar in a | Understand the value of parks. To be able to recite poem with expressions and intonation. Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a <i>mela</i> . Student will be able to use nouns in speech and writing. Students will be able to name the parts of speech and its use in writing and speaking The child responds to simple instructions, announcements in English made in class/ school. Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read describes briefly, |
| | 4. Sentences | Video-Types of Sentences- https://youtu.be/XiXyDOYhxhg | <u>Speaking Skill</u> <u>Skill</u> : Referring to the dictionary | | | |
| | 5. Writing Words in | | | | | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|---|--|--|
| | <p>Alphabetical Order</p> <p>6. Framing Questions</p> <p>7. Jumbled Sentences</p> <p>8. Letter Writing</p> <p>9. Application</p> <p>10. Reading Comprehension</p> | <p>Video on –Letter Writing- https://youtu.be/Cqx93Wsk2UM</p> <p>https://youtu.be/pRTWFqhEDeo -Video on Importance of reading</p> <p>Grammar Books</p> | <p><u>Computer Aided:</u> https://youtu.be/v1pFjm17h-c -Video on Types Of Letters</p> <p><u>Writing Skills</u></p> <p><u>Building vocabulary</u> <u>Reading</u> <u>Speaking</u> <u>Narrating Stories-</u> Individual Activity <u>Role Play-</u> Group activity</p> <p>Health and Hygiene Presentation –<u>EVS Integration</u> Holi Celebrations Presentation-<u>Social Skills</u></p> | <p>Written Tests Quizzes Worksheets Reading Quizzes</p> | <p>contextual and integrated manner and frame grammatically correct sentences.</p> <p>Students will be able to understand different forms of writing (informal letter and application).</p> <p>The students will be able to identify the parts of speech.</p> <p>Enrich vocabulary in English mainly through telling and re-telling stories/folk tales.</p> <p>Ice breaking session: Discussion on</p> | <p>orally/in writing about events, places and/or personal experiences in English.</p> <p>Students will be able to differentiate and write formal/ informal letters</p> <p>Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements Shares riddles and tongue-twisters in solves simple crossword puzzles, builds word chains, etc. infers the meaning of unfamiliar words by reading them in context</p> <p>1.The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|--|--|---|--|---|
| April- Total No of periods- 22 | Topics : 1. We Go Online (Story) 2.The Lucky Bird (Story) 3.Two seeds (Poem) 4.Punctuation marks (recap) 5.Articles (recap) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided <u>Teaching</u> (using Extra marks) <u>Video-Tips To Online Classes-</u> Ice breaking https://youtu.be/-1DRETk-mns | <u>Experiential Skill-</u> Potting a plant (Inter disciplinary approach) <u>Art/EVS</u> <ul style="list-style-type: none"> Experiential learning: Children will be asked to plant seeds in small containers. They will also learn things required for germination of seed. <u>Recitation</u> <u>Story narration</u> Good Friday Presentation | | <p>Online Practices</p> <ul style="list-style-type: none"> Explanation by the teacher and using the teaching aids <p>Enrich vocabulary in English mainly through telling and re-telling stories/folk tales.</p> <p>Practice reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing.</p> | <ul style="list-style-type: none"> Problem solving Creative writing Critical thinking <p>Students will learn many values such as being caring and compassionate</p> <p>2. The students will infer the meaning of unfamiliar words by reading them in context</p> <p>3.The students will write dictation of words</p> <p>4. Importance of punctuation</p> <p>5. The children will know what an e-mail is.</p> <p>6.At the end students will understand the exposition, climax and resolution points in the plot of reading the text</p> |
| May: Total No. of periods: 18 | 1.Adjectives (Types, Degrees of comparison) 2.Verbs 3.Subject Verb Agreement- 4.Paragraph writing | <u>Computer Aided Teaching</u> https://youtu.be/Y3NqN6cHQIA https://youtu.be/T2Rhthoduqs- Verbs https://youtu.be/YqIJnvl9pL0- Verb Agreement | <u>Art Integration:</u> Project: To draw a favourite food item and use ten Adjectives to describe it <u>Inter Class English Story Telling Competition</u> <u>Reading Skill -EVS</u> <u>Interdisciplinary Linkage</u> | <ul style="list-style-type: none"> Short class test of questions based on the story/ poem/Articles/Verb usage/Adjectives Quizzes Reading | <ul style="list-style-type: none"> Discussion on previous knowledge Loud Reading by students of different types of paragraphs. Explanation by the teacher Model paragraph narration by the teacher | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking <p>1.Students will learn the different types of Adjectives</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|---|--|---|---|--|
| July: Total No of periods 23 | Topic: 1. The Spider (Poem) | <ul style="list-style-type: none"> • Extra marks) • Grammar Book • Reader • Charts • Flash Cards <p>Video https://youtu.be/Phck_iZFGU -Poem Insy Wincy</p> | Health and Hygiene Presentation - <u>Social Skills</u> Garbology Presentation – <u>Nukkad/Street Play</u> <u>Social Skills-Child</u> Safety Presentation Komal Video <u>Role play</u> | | <ul style="list-style-type: none"> • Short narratives by the students Children will learn new words. Children will be able to answer the questions asked. | 2. The students will infer the meaning of unfamiliar words by reading them in context 3. Students will be able to write with proper use of expressions and form predictions. 5.The students will be able to identify and use Articles and Adjectives in their speech and writing. 6. The students will be able to write using appropriate punctuation marks. 7.To understand the uses of linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. Uses nouns, verbs, adjectives, and prepositions in speech and writing. |
| | 2. The Elephant and his Blind Mother (Story) | <p>Video- https://youtu.be/kn0WQfDoUYA-Story</p> <p>More videos on Jataka tales</p> <p>Video on the life of Gautam Budhha- https://youtu.be/PfsslRmrif0</p> | <u>Recitation</u> <u>Art Integration:</u> Project To draw a picture of the spider and write five lines on the spider. | <ul style="list-style-type: none"> • Discussion and writing of Question answers. • Short class test of questions based on the story | Ice breaking: Having fun with the poem Incy Wincy The children will enjoy reciting. Model recitation and explaining <u>Flip Teaching:</u> <u>Video on Gautam Buddha/King</u> | The following skills of the students shall be enhanced : Hearing Jataka stories and generating interest in looking for more such stories At the end students will understand the |
| | 3.The Wise Judge (Story) | <p>Video The Wisdom of King Solomon- https://youtu.be/0seKLR_oC3s</p> | <ul style="list-style-type: none"> • Activity: To use dictionary to find out meanings of new words and make sentences with them. • Role Play –Group activity | <ul style="list-style-type: none"> • Quizzes • Discussions • Worksheets | | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|--|---|---|---|
| | 4.Prepositions | Grammar Book Video on Prepositions- https://youtu.be/eSDuxQjwUPM | <u>Activity:</u> Where is the Noun? | <ul style="list-style-type: none"> • Tests • Quizzes | <u>Solomon</u> <ul style="list-style-type: none"> • Children will learn new words. • Children will be able to answer the questions asked • To enable the children to enjoy reading • Discussion based on previous knowledge | exposition, climax and resolution points in the plot of reading the text Developing: <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking Students will learn many values such as being caring and compassionate. 2. The students will infer the meaning of unfamiliar words by reading them in context. 3.The students will learn new meanings of words. 4.To be able to understand the position of the Noun. |
| October Total No of periods 21 | Topic: 1.Hellen Keller- A Winner 2. Habits of a Hippopotamus (poem) | https://youtu.be/A6p282-QTNs -Story of Hellene Keller https://youtu.be/8hzPIKmCHUA Braille https://youtu.be/YA63DdiWSAE Fun Poem | <ul style="list-style-type: none"> • (Hellene Keller), Video (Braille and Techniques • Poem Recitation • <u>CAT</u> • <u>Art Integration: Project</u> <u>3M</u>CB(Gratitude-Thank You Cards) | <ul style="list-style-type: none"> • Children will discuss and write W/M,Q/A Recitation Quizzes | Flipped Teaching-Video on Braille <ul style="list-style-type: none"> • Explanation by the teacher Ice breaker – Fun Poem • Loud Reading by students Children will learn new words. 1. Children will | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking At the end students will understand the exposition, climax and resolution points in the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|-------------------------------------|--|--|--|---|---|
| November Total No. of periods: 11 | Topic: The Ant Explorer | https://youtu.be/1CcW_ySDP0g Life of Gandhiji | <ul style="list-style-type: none"> • <u>Role Play</u> Gandhi Jayanti Celebrations | | be able to answer the questions asked 2. To enable the children to enjoy reading 3. To encourage the students to read more. 4. To enable the students to understand the meaning of the prose by reading | plot of reading the text. |
| | The Gold Brocade | https://youtu.be/PihzaH_F_gs Poem The Ant Explorer Reader https://youtu.be/nmiBswypZDU | <u>Intra Class Recitation</u> <u>Activity:</u> To explore on the net and find out about some great explorers <u>Art /Inter disciplinary EVS Project:</u> To explore into the kitchen and list out 5 spices with drawing <u>Role Play</u> | Recitation Quizzes Written tests | Ice breaker: Video-Great Explorers- <ul style="list-style-type: none"> • Loud Reading by students • Explanation by the teacher Children will learn new words. 1.Children will be able to answer the questions asked 2.To enable the children to enjoy reading 3.To encourage the students to read more. | Students will be able to understand the importance to explore to learn new things 1.The following skills of the students shall be enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing Critical thinking Children understand the difference between national and religious festivals. They learn words like respect, values of being |
| | REVISION FOR FINAL ASSESSMENT | | <u>Inter disciplinary EVS Celebrating festivals</u> | | | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|--|---|--|--|---------------------------------|
| Dec Total no of periods - 13 | ALL WORK IN GRAMMAR LITERATURE: L1,4,5,6,8,9,12 | https://youtu.be/f-8IhOCIT4k Story of Jesus Christ <u>Inter disciplinary- Knowing festivals</u> | Children's' day Christmas | | The teacher explains the importance of different types of festivals by discussion and showing videos | compassionate and empathetic |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : चार

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-----------------------------|---|--|--|---|--|
| फरवरी 6 दिन | भाषा , वर्णमाला और मात्राएँ | <ul style="list-style-type: none"> हिंदी व्याकरण - वाटिका पावर पॉइंट प्रस्तुति चॉकबोर्ड चाक डस्टर एक्स्ट्रा मार्क्स <p>https://www.youtube.com/watch?v=Xtypskztqp0&feature=youtu.be</p> <p>https://www.youtube.com/watch?v=3NDEA2F1UO4&feature=youtu.be</p> | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने पसंदीदा कार्टून चरित्र के समान बोलने के लिए कहा गया । <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> बच्चों को चित्र दिखाए गए और उन्हें उन पर आधारित कहानी बोलने के लिए कहा गया । <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्यंजनों तथा स्वरों का सामूहिक अभ्यास <p>लेखन कौशल</p> <ul style="list-style-type: none"> स्वर , व्यंजन , अयोगवाह ध्वनियाँ तथा संयुक्त व्यंजनों का प्रयोग करते हुए | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी पंक्तियाँ पूरी करना तालिका पूरी करना बहुविकल्पीय प्रश्न | <p>आइस ब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> एक छोटा बच्चा अपनी बात अपने माता -पिता को कैसे बताता है ? आप अपनी बात अपने माता - पिता को किस प्रकार बताते हैं ? अपनी बातों को बताने के लिए आप किस चीज़ का प्रयोग करते हैं? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> भाषा को परिभाषित करने में सक्षम हुए । भाषा के दो रूपों में अंतर करने में सक्षम हुए । वर्णों को पहचानने में सक्षम हुए । स्वर , व्यंजन , अयोगवाह ध्वनियाँ और संयुक्त व्यंजनों को प्रत्यास्मरण करने में सक्षम हुए । वाचन कौशल का विकास हुआ। लेखन कौशल का विकास हुआ। शब्द भण्डार में वृद्धि <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | शब्द लड़ी बनाना | | | • वाचन कला का विकास |
| मार्च 26 दिन | पाठ्यपुस्तिका- फुहार प्रकृति का सन्देश | <ul style="list-style-type: none"> • पाठ्यपुस्तिका फुहार • पावर पॉइंट प्रस्तुति • चॉकबोर्ड • चाक • डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • प्रकृति के एक रूप बादल में विभिन्न आकृतियाँ ढूँढना • 'आपको प्रकृति का कौन सा रूप अच्छा लगता है और क्यों?'- विषय पर आशुभाषण देंगे । <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • किन्हीं तीन प्राकृतिक चीजों के चित्र बनाकर उनमें रंग भरना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • कविता का सामूहिक वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • अनुच्छेद लेखन <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • प्राकृतिक तथा मानव निर्मित चीजों में अंतर पर चर्चा <p>अन्तः विषय कौशल</p> | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • पंक्तियाँ पूरी करना • तालिका पूरी करना • बहुविकल्पीय प्रश्न | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • अध्यापक / अध्यापिका बच्चों से उनके आस पास की चीजों के बारे में पूछेगा/गी। प्रकृति ने हमें क्या - क्या चीजें प्रदान की हैं - इस विषय में उनसे जानकारी प्राप्त की जाएगी । • क्या प्रकृति अपनी इन चीजों के माध्यम से हमें कोई सन्देश देती है? - के बारे में पूछा जाएगा जिससे बच्चों की कल्पना शक्ति का पता चलेगा । <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • तुकांत शब्दों के प्रयोग की जानकारी में विस्तार • कविता को उचित उतार - चढ़ाव के साथ बोलने की जानकारी में विस्तार • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कविता का सारांश अपने शब्दों में सुनाना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • प्रकृति के प्रति प्रेम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> पर्यावरण विज्ञान से जोड़ते हुए बच्चों को प्रकृति के विभिन्न रूपों के प्रदूषित होने तथा उसके बचाव के बारे में जानकारी दी जाएगी। | | <ul style="list-style-type: none"> पुनरावृत्ति | उत्पन्न हुआ। <ul style="list-style-type: none"> प्रकृति के विभिन्न रूपों से प्राप्त सन्देश द्वारा चरित्र निर्माण हुआ । |
| | पाठ्यपुस्तिका- फुहार सादगी भरा दिल | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPt) श्यामपट्ट चाक डस्टर https://www.youtube.com/watch?v=3BeApFKCnUA | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> बच्चों को घर पर विभिन्न उत्सवों के दौरान किस - किस प्रकार के कार्य की जिम्मेदारी मिलती है तथा उसे किस प्रकार करते हैं ?- विषय पर अपने अनुभव सांझा करेंगे । कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> विभिन्न नेताओं के रूप बनाकर अभिनय करना । कौशल मूल्यांकन <ul style="list-style-type: none"> पाठ का सस्वर वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी पंक्तियाँ पूरी करना तालिका पूरी करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> ऐसे कुछ कार्य बताइए जहाँ आपने किसी की मदद की हो और आपको उनकी सहायता करके खुशी प्राप्त हुई हो। हमें शर्म कब महसूस होती है? क्या पहनावा किसी के व्यक्तित्व को सही तरीके से दर्शाता है? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> प्रत्येक काम को |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> •वेशभूषा को देख कर लोगों के बारे में धारणा बनाना - विषय पर चर्चा करना। <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> •गणित विषय के साथ जोड़कर आज़ाद भारत के पहले पाँच राष्ट्रपतियों के कार्यकाल की समय सूची बनाना। | | | <p>समान भाव से देखने की भावना जागृत हुई ।</p> <ul style="list-style-type: none"> •बड़ों के प्रति सम्मान की भावना जागृत हुई । |
| | पाठ्यपुस्तिका- फुहार मैना का बलिदान | <ul style="list-style-type: none"> • पाठ्यपुस्तिका फुहार • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर <p>https://www.youtube.com/watch?v=dSYZxMIHXA</p> | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> •आज़ादी के विषय में उनके अनुभवों को साँझा करना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> •चार्ट या किसी अन्य चीज़ से उस समय के औज़ारों को बनाना और एक लघु नाटिका तैयार करना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> •पाठ का सस्वर वाचन | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • पंक्तियाँ पूरी करना <p>तालिका पूरी करना</p> | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • भारत देश पर किसने राज किया ? • अंग्रेज़ों से आज़ादी दिलाने के लिए किन - किन लोगों ने अपना योगदान दिया? •शिवाजी महाराज किस वंश के योद्धा थे? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लेखन कौशल <ul style="list-style-type: none"> • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> • आज़ाद भारत तथा गुलाम भारत के जीवन में अंतर करना बहुविषयक सहलग्नता <ul style="list-style-type: none"> • सामान्य ज्ञान से जोड़ते हुए विभिन्न स्वतंत्रता आंदोलनों की सूची बनाना | | <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <ul style="list-style-type: none"> • वाचन कला का विकास • अभिनय कला का विकास • समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> • देश प्रेम की भावना का विकास हुआ । • स्वतंत्रता सैनानियों के प्रति सम्मान की भावना का विकास हुआ । |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर • एकस्ट्रा मार्क्स • https://www.youtube.com/watch?v=4vP96uPNO_Y&feature=youtu.be | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> • पर्यायवाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • चित्र दिखा कर उनके नाम पूछे जाएंगे तथा उन्हें अन्य किस नाम से जानते हैं? • उन्हीं शब्दों के विलोम शब्द भी पूछे जाएंगे। विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न | विषय सम्बन्धी <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>अनेक शब्दों के एक शब्द का सस्वर वाचन</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> • शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा | | <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |
| | व्याकरण (लिंग , वचन और मुहावरे) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स • https://www.youtube.com/watch?v=ZmgBOMZIGPQ&feat | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • लिंग , वचन और | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | <p>आइस ब्रेकिंग गतिविधि बच्चों से निमंलिखित प्रश्न पूछे जाएँगे:-</p> <ul style="list-style-type: none"> • मिठाईवाले की दुकान पर मिठाइयाँ वचन के कौन से भेद को दर्शाते हैं ? • पुल्लिंग आदमी होते | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • लिंग , वचन और मुहावरों का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ |

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| | | ure=youtu.be https://www.youtube.com/watch?v=UZbUBaTDZ8w&feature=youtu.be | <p>मुहावरों पर आधारित चित्र बनाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | | <p>हैं या औरत आप स्त्रीलिंग हैं या पुल्लिंग </p> <ul style="list-style-type: none"> • चित्र दिखा कर मुहावरे पूछे जाएंगे <p>हिंदी मुहावरे</p>  <p>"भैंस के आगे बीन बजाना"</p> <p>अर्थ - मूर्ख व्यक्ति को ज्ञान की बातें समझाना</p> <p>HindiSoch.com</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>समझकर अपने शब्द भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |
| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> • औपचारिक पत्र लेखन (बीमारी के कारण प्रार्थना पत्र) • अनुच्छेद लेखन | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • घर पर पुराने पत्रों को ढूंढ कर उन्हें पढ़ना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • पत्र भेजने के लिए | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति | <p>आइस ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे:-</p> <ul style="list-style-type: none"> • अपने विचारों को दूसरों तक पहुंचाने के लिए आप क्या करते | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | (मेरा प्रिय खेल, होली) | <ul style="list-style-type: none"> • https://youtu.be/EHAupKXF • https://youtu.be/GcO_lhrFic0 • https://youtu.be/gG-dxj_Skz8 • https://youtu.be/Tkh5CZJ4j3E | <p>लिफाफा बनाना</p> <ul style="list-style-type: none"> • अपने प्रिय खेल के लिए गेंद , बैट आदि के चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> <ul style="list-style-type: none"> • प्रधानाचार्य को पत्र लिखना • अनुच्छेद लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • पत्र लेखन के चरणों पर चर्चा • अनुच्छेद लेखन के तरीकों पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • खेल अध्यापक की सहायता से अनेक खेलों पर चर्चा करना | | <p>हैं?</p> <ul style="list-style-type: none"> • प्राचीन समय में सन्देश भेजने के लिए किन तरीकों का प्रयोग किया जाता था ? • पत्र लेखन और अनुच्छेद लेखन में भाषा के किस रूप का प्रयोग किया जाता है? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति | <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • पत्र व अनुच्छेद लेखन कौशल में विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • समालोचनात्मक कौशल का विकास |
| | व्याकरण संज्ञा व क्रिया | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर | <p>आनुभविक ज्ञानार्जन</p> <p>https://www.youtube.com/watch?v=mFwScd_jcro</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • एक कहानी लिखना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • वाक्य निर्माण | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • संज्ञा पर आधारित पहेलियाँ पूछी जाएँगी। | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • एकस्ट्रा मार्क्स • https://youtu.be/mFwScd_jcro • https://youtu.be/VdesRtx2JmU • https://youtu.be/jh1sRcVkfOI • https://youtu.be/MbFs8EOrVMc | <p>जिसमें संज्ञा और क्रिया शब्द छांटना कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • वाक्यों का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • संज्ञा तथा क्रिया में अंतर करना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | <ul style="list-style-type: none"> • रेखांकित करना | <ul style="list-style-type: none"> • दिन भर में किए जाने वाले कार्यों को क्रिया से जोड़ना । <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पत्र लेखन व अनुच्छेद लेखन <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • वाक्य निर्माण कौशल का विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • समालोचनात्मक कौशल का विकास |
| अप्रैल 22 दिन | पाठ्यपुस्तिका- फुहार एक - जुट होकर लड़ो | <ul style="list-style-type: none"> • पाठ्यपुस्तिका फुहार • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर • https://www.youtube.com/watch?v=5m | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • कोई काम मिलजुल कर करने के लिए कहना तथा अपने अनुभव बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • तिरंगा झंडा बनाना तथा उसमें रंग भरना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • राष्ट्रपिता किन्हें कहा जाता है? • भारत को आज़ाद करने के लिए उन्होंने क्या - क्या | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार |

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| | | CBBTsRzj0&t=47s | कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> पाठ का सस्वर वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> गाँधी जी द्वारा चलाए गए विभिन्न आंदोलनों पर चर्चा बहुविषयक सहलग्नता <ul style="list-style-type: none"> सामान्य ज्ञान से जोड़ते हुए गाँधी जी द्वारा चलाए विभिन्न स्वतंत्रता आंदोलनों की सूची बनाना | | किया? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> देश प्रेम की भावना का विकास हुआ। आत्म बलिदान की भावना का विकास हुआ। एक जुट होकर काम करने की भावना का विकास हुआ। |
| | पाठ्यपुस्तिका- फुहार पमेश्वर के खेल निराले | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक डस्टर | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> छाता, फिरकी, गेंद, खिलौने, गुब्बारे और अन्य सामान को आसमान और धरती के विभिन्न वस्तुओं का रूप देना तथा | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति मिलान करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> विभिन्न खेलों के नाम बताना बच्चों का प्रिय खेल जानना परमेश्वर के खेल का | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम | | | |
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| | | | <p>‘बड़ो तो जानो’ खेल खेलना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • भगवान् को चित्रकार मानकर एक चित्र की रचना करना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • कविता का सस्वर और कंठस्थ वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • प्राकृतिक तथा मानव निर्मित चीजों पर 10 पंक्तियों का एक लेख लिखना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान के साथ जोड़कर प्रकृति के विभिन्न रूपों के बारे में चर्चा | | <p>अनुमान लगाना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • प्राकृतिक वस्तुओं के प्रति प्रेम की भावना का विकास हुआ । • परमेश्वर द्वारा दिए गए उपहारों के लिए उनके प्रति कृतज्ञता के भाव का विकास हुआ । | | | |
| | पाठ्यपुस्तिका- फुहार पौधे की आत्मकथा | <ul style="list-style-type: none"> • पाठ्यपुस्तिका फुहार • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट | आनुभविक ज्ञानार्जन | <ul style="list-style-type: none"> • बच्चों द्वारा स्वयं एक पौधा उगाना (पर्यावरण विज्ञान, | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • शब्दों का शुद्ध | आइस ब्रेकिंग गतिविधि | <ul style="list-style-type: none"> • मनुष्य जीवन के लिए ज़रूरी तत्वों के विषय | विषय सम्बन्धी | <ul style="list-style-type: none"> • पठन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> चाक डस्टर https://www.youtube.com/watch?v=6VvC1wFob0g | <p>अंग्रेजी और गणित विषय के साथ मिलकर एक परियोजना कार्य देना)</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> किसी भी बेकार कप या बोतल को रंग कर उसमें पौधा लगाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> 'पेड़ ही हमारा जीवन है ' विषय पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> पर्यावरण विज्ञान के साथ जोड़कर पौधे के जीवन पर चर्चा | <p>उच्चारण</p> <ul style="list-style-type: none"> विपरीत अर्थ वाले शब्दों से वाक्य पूरे करना | <p>में बताना </p> <ul style="list-style-type: none"> पौधों के बड़े होने के लिए आवश्यक चीजों के बारे में बताना पौधा उगाने की प्रक्रिया के बारे में जानकारी देना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> पेड़ - पौधों के महत्त्व को समझे पेड़ों से उनके समान देने के भाव का विकास हुआ |

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| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> • औपचारिक पत्र लेखन (फीस माफी हेतु प्रधानाचार्य को पत्र, ज़रूरी कार्य के लिए अवकाश हेतु प्रार्थना पत्र) • अनुच्छेद लेखन (प्रातःकाल भ्रमण , राष्ट्रीय पर्व) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स • https://www.youtube.com/watch?v=EH AupKXF7AM | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • प्रातःकाल भ्रमण पर जाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • दो राष्ट्रीय चिहनों के चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> <ul style="list-style-type: none"> • प्रधानाचार्य को पत्र लिखना • अनुच्छेद लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • पत्र लेखन के चरणों पर चर्चा • अनुच्छेद लेखन के तरीकों पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान के साथ जोड़कर राष्ट्रीय पर्वों की जानकारी लेना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पत्र लेखन व अनुच्छेद लेखन <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • पत्र व अनुच्छेद लेखन कौशल में विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • चित्र कला कौशल का विकास • समालोचनात्मक कौशल का विकास |


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| | व्याकरण संज्ञा,सर्वनाम व क्रिया | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स https://youtu.be/RdqXOIUUlwY | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> पाठ के एक अंश में संज्ञा शब्दों के स्थान पर प्रयोग होने वाले शब्दों को छांटना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> एक कहानी लिखना जिसमें संज्ञा,सर्वनाम और क्रिया शब्द छांटना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> वाक्यों का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> संज्ञा तथा क्रिया में अंतर करना <p>बहुविषयक सहलग्नता</p> <p>हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति वाक्य निर्माण रेखांकित करना | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना वाक्य निर्माण कौशल का विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास समालोचनात्मक कौशल का विकास |
| मई 18 दिन | पाठ्यपुस्तिका- फुहार किसान की ईमानदारी | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> कभी किसी की | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कुछ भाववाचक | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <p>प्रयोग (PPT)</p> <ul style="list-style-type: none"> श्यामपट्ट चाक डस्टर <p>https://www.youtube.com/watch?v=LvcLFS8kERI</p> | <p>ईमानदारी की घटना सुनी हो तो उसके अनुभव सांझा करना।</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कक्षा में बच्चों को विभिन्न पात्र बनाकर कहानी का अभिनय कराना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> ‘क्या बेहतर है :- ईमानदार और गरीब होना या बेईमान और अमीर होना’ विषय पर चर्चा । <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से जोड़कर किसानों के खेती करने के तरीके के बारे में | <ul style="list-style-type: none"> बहुविकल्पीय प्रश्न कुछ वर्ण देकर उनके दो - दो शब्द बनाना | <p>संज्ञाओं के नाम बताना</p> <ul style="list-style-type: none"> अगर आपको किसी का पेन मिल जाए तो आप क्या करेंगे ? ईमानदारी क्या होती है ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जीवन में ईमानदारी के महत्त्व को समझा । गरीब होने पर भी अपनी ईमानदारी पर |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | जानना | | | कायम रहने के भाव को अपने जीवन में अपनाया |
| | पाठ्यपुस्तिका- फुहार सच्चा शिष्य | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> प्राचीन गुरु शिष्य और आज के दौर में उनके संबंधों के परिवर्तन को अपने अनुभव के आधार पर बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> गुरुकुल शिक्षा पद्धति को एक नाटक के माध्यम से प्रस्तुत करना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> गुरुकुल शिक्षा पद्धति और वर्तमान शिक्षा पद्धति में | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थान भरो दिए गए शब्दों की सहायता से वाक्य बनाना | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अपने प्रिय अध्यापक के बारे में बताना अध्यापक और शिष्य का सम्बन्ध पर विचार रखना आपके गुरु ने कभी किसी प्रकार की दक्षिणा मांगी हो तो उस पर अपने विचार रखना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> गुरु के प्रति |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | अंतर पर चर्चा बहुविषयक सहलग्नता <ul style="list-style-type: none"> सामाजिक विज्ञान के साथ जोड़कर गुरुकुल जीवन के बारे में जानना | | | सम्मान की भावना का विकास हुआ <ul style="list-style-type: none"> किसी बड़े के कहने पर भी गलत काम न करने के भाव का विकास हुआ। |
| | पाठ्यपुस्तिका- फुहार ऐसा क्यों होता है ? | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर https://www.youtube.com/watch?v=76-HAqNKqKA https://www.youtube.com/watch?v=L-e5RzF8tcg&t=150s (विडियो की हिंदी में व्याख्या की गई) | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> कल्पना शक्ति के आधार पर कविता की रचना करना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> तितली, फूल, भँवरे, तोता, पिंजरा, बारिश, चाँद, बादल आदि को आधार बनाकर एक चित्र बनाना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> कविता का सस्वर और कंठस्थ वाचन लेखन कौशल <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थान भरो | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> आपके मन में कौन - कौन से सवाल उठते हैं ? पलकें झपकना, बारिश होना, ओले पड़ना आदि अनेक चीजों के पीछे के कारण अपने अनुसार बताना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • बच्चों के मन में उठने वाले प्रश्नों पर बहुविषयक सहलग्नता • पर्यावरण विज्ञान के साथ जोड़कर पर्यावरण में होने वाले बदलावों के बारे में बताना | | प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> • समालोचनात्मक कौशल का विकास नैतिक मूल्य • प्रकृति के प्रति प्रेम का विकास हुआ । • बच्चों की जिज्ञासु प्रवृत्ति का विकास हुआ। |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स • https://www.youtube.com/watch?v=yHCbBNi69eI&feature=youtu.be | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • अनेक शब्दों के लिए एक शब्द का प्रयोग करते हुए के चित्र बनाकर चार्ट बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | <p>पूर्व ज्ञान परीक्षण</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>शब्द का सस्वर वाचन</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> • शब्द भण्डार को अपनी उत्तर पुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा | | | <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |
| | व्याकरण (लिंग , वचन और मुहावरे) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स • https://www.youtube.com/watch?v=nWrPtvYx6Ig&feature | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • लिंग , वचन और | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | <p>पूर्व ज्ञान परीक्षण</p>  <p>विषय की घोषणा</p> <p>विषय विस्तार</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • लिंग , वचन और मुहावरों का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | =youtu.be | <p>मुहावरों पर आधारित चित्र बनाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | | <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |
| | व्याकरण विराम चिह्न | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <p>https://www.youtube.com/watch?v=PimYbmjywBA</p> <p>कला समेकित ज्ञानार्जन</p> | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में | <ul style="list-style-type: none"> • आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना <p>विषय की घोषणा</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • विराम चिह्नों का ज्ञान • पठन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • एकस्ट्रा मार्क्स • श्याम पट्ट • डस्टर • https://youtu.be/wKuUGx10488 | <p>-</p> <ul style="list-style-type: none"> • विराम चिन्ह के चिन्हों के चित्र बनाना <p>कौशल मूल्यांकन वाचन कौशल</p> <ul style="list-style-type: none"> • विराम चिन्हों का प्रयोग करते हुए पाठ का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • विराम चिन्हों का प्रयोग करते हुए अनुच्छेद लिखना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | विराम चिन्ह लगाना | <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |
| जुलाई 23 दिन | पाठ्यपुस्तिका- फुहार गंगा का सन्देश | <ul style="list-style-type: none"> • पाठ्यपुस्तिका फुहार • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • क्या आपने कभी लोगों को किसी नदी में कचरा डालते हुए देख कर रोकने का प्रयास किया है :- पर अपने अनुभव सांझा करना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • विराम चिह्न लगाना • रिक्त स्थान • जोड़े बनाना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • जल प्राप्त करने के विभिन्न स्रोतों के नाम बताना • नदियों के निर्माण के विषय में अपने समझ के | विषय सम्बन्धी <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम | |
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| | | | <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> गंगा व अन्य नदियों का रूप बनाकर कक्षा में अभिनय <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> गंगा में प्रदूषण फैलाने वाले कारणों पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक विज्ञान के साथ जोड़कर जल प्रदूषण रोकने के उपायों पर चर्चा | | <p>अनुसार बताना</p> <ul style="list-style-type: none"> भगवान् शिव की जटाओं से निकलने वाली नदी का नाम बताना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>समझकर अपने शब्द भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> नदियों को बचाने की नैतिक जिम्मेदारी की भावना का विकास हुआ नदियों को गंदा न करने की प्रेरणा मिली | |
| | पाठ्यपुस्तिका- फुहार अनोखा उपाय | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक | आनुभविक ज्ञानार्जन | <ul style="list-style-type: none"> किसी प्राकृतिक आपदा का आँखों देखा हाल बताते हुए मित्र को पत्र लिखना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न रिक्त स्थान पर्यायवाची या | <p>आइस ब्रेकिंग गतिविधि निम्नलिखित प्रश्न पूछे जाएंगे :-</p> <ul style="list-style-type: none"> नदियों का पानी अंत में | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का |


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| | | <ul style="list-style-type: none"> डस्टर https://www.youtube.com/watch?v=MfsugkikLJI (विडियो को हिंदी में समझाया गया) | <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> सुनामी या किसी समुद्री तूफान से हुए विनाश के कुछ चित्रों का संग्रह कर कोलाज बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> प्राकृतिक आपदा या मानव निर्मित आपदा में अंतर पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से जोड़ते हुए आपदाओं से मनुष्य पर होने वाले प्रभाव पर चर्चा करना | मुहावरे | <p>कहाँ जा कर मिलता है ?</p> <ul style="list-style-type: none"> समुद्र के किनारे रहने वाले लोगों का मुख्य व्यवसाय क्या होता है ? समुद्र के किनारे रहने वाले लोगों को मुख्य रूप से किन प्राकृतिक आपदाओं का सामना करना पड़ता है ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास कम्प्यूटर सम्बन्धी दक्षता का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> अपनी परवाह न करते हुए दूसरों की सहायता करने के भाव का विकास हुआ |
| | पाठ्यपुस्तिका- फुहार सही स्थान पर | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (Ppt) | आनुभविक ज्ञानार्जन | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न | आइस ब्रेकिंग गतिविधि https://www.youtube.com/watch?v=RV7VcACP6_Y | विषय सम्बन्धी |
| | | | <ul style="list-style-type: none"> विद्यालय के ग्रीन हाउस का दौरा या | | | <ul style="list-style-type: none"> पठन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> श्यामपट्ट चाक | <p>भ्रमण कराना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपनी मनपसंद सब्जी का कट आउट बनाकर उसका रूप धारण कर उसकी खूबियों के बारे में बताना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> 'संतुलित आहार शरीर के लिए क्यों आवश्यक है ?' - पर चर्चा करना <p>बहुविषयक सहलग्नता</p> <p>पर्यावरण विज्ञान के साथ जोड़कर विभिन्न सब्जियों के उगने के स्थान के आधार पर उनका वर्गीकरण करना</p> | <ul style="list-style-type: none"> रिक्त स्थान वस्तुओं को सही स्थान पर पहुंचाना किसने कहा ? | <p>https://www.youtube.com/watch?v=zqdnLEuKdho</p> <ul style="list-style-type: none"> कुछ सब्जियों के नाम लेकर उनके उगने के स्थान के बारे में बताना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विस्तार</p> <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास अभिनय कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हमारे भोजन में विभिन्न सब्जियों के महत्व को समझा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> अनौपचारिक पत्र लेखन <p>(मित्र को जन्मदिन पर बुलाने के लिए पत्र , छोटे भाई के परीक्षा में प्रथम आने पर पत्र)</p> <ul style="list-style-type: none"> अनुच्छेद लेखन (व्यायाम का महत्व , राष्ट्रीय ध्वज) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=VLqxt0PSZi0&feature=youtu.be | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> राष्ट्रीय ध्वज का चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> <ul style="list-style-type: none"> अपने मित्र को तथा छोटे भाई को पत्र लिखना अनुच्छेद लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पत्र लेखन के चरणों पर चर्चा अनुच्छेद लेखन के तरीकों पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> शारीरिक शिक्षा अध्यापक की सहायता से व्यायाम के महत्व पर चर्चा करना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति | <p>पूर्व ज्ञान परीक्षण</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना पत्र व अनुच्छेद लेखन कौशल में विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| अगस्त 20 दिन | पाठ्यपुस्तिका- फुहार दूसरी गंगा लानी पड़ेगी | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> कक्षा में दोहों का विडियो दिखाना <p>http://youtu.be/WaKCJpe0YB0</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कबीर के दोहे इकट्ठे करके उसका चार्ट बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> मीठी वाणी तथा कटु वाणी का लोगों पर प्रभाव पर चर्चा 'व्यक्ति जाति से बड़ा होता है या कर्म से' - पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामान्य अध्ययन के साथ जोड़कर भारत की जाति व्यवस्था पर | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न रिक्त स्थान शब्दों का शुद्ध रूप | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कुछ दोहे कक्षा में सुनाना दोहों में क्या कहा गया है ?- यह जानकारी प्राप्त करना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जाति - पाति के भेदभाव को दूर कर सबके प्रति सम्मान की भावना का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चर्चा | | | विकास हुआ । |
| | पाठ्यपुस्तिका- फुहार पेड़ की शाख पर | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> तिनके, रूई, कार्ड बोर्ड, क्ले, फेविकोल आदि की मदद से एक सुन्दर घोंसला बनाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> विभिन्न प्रकार की चिड़ियों के चित्र निकालकर सुन्दर कोलाज बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> चिड़िया तथा हमारे माता - पिता के कर्म में समानता खोजना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक विज्ञान के साथ जोड़कर | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न पंक्तियाँ पूरी करना विलोम शब्द | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> उड़ने वाले प्राणियों के नाम बताना अगर आप चिड़िया की तरह उड़ सकते, तो कहाँ - कहाँ घुमते ? क्या - क्या देखते ? चिड़िया का अपने बच्चों के लिए घूम - घूम कर दाना लाना क्या दर्शाता है ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास कंप्यूटर सम्बन्धी दक्षता का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जीवन में कर्म के |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चिड़ियों के जीवन के बारे में चर्चा करना | | | महत्त्व को समझा । • अपने कर्म को पूरा करने के लिए प्रेरित हुए । |
| | व्याकरण (लिंग , वचन और मुहावरे) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> लिंग , वचन और मुहावरों पर आधारित चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति तालिका पूरी करना | <p>पूर्व ज्ञान परीक्षण</p>  <p>अस्तिन वा सौम कमर बनना हल-पीर फूलना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> लिंग , वचन और मुहावरों का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | - विषय पर चर्चा बहुविषयक सहलग्नता •हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | | | |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=b2JLZMA49zE&feature=youtu.be | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> पर्यायवाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल <ul style="list-style-type: none"> शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति तालिका पूरी करना | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> चित्र दिखा कर उनके नाम पूछे जाएंगे तथा उन्हें अन्य किस नाम से जानते हैं? उन्हीं शब्दों के विलोम शब्द भी पूछे जाएंगे। विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>लिखना</p> <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा | | | |
| | व्याकरण विश्लेषण | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/AvakIFgvDPQ https://www.youtube.com/watch?v=AvakIFgvDPQ&feature=youtu.be | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> अपने मित्रों के गुण व अवगुण बताना <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> अभिनय द्वारा अपने किसी प्रिय के खास गुण को बताना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> व्याकरण से पठन <p>लेखन कौशल</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न विश्लेषण ,संज्ञा ,सर्वनाम शब्द छांटना | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि कौन सी चीजें आपको पसंद हैं तथा क्यों ? कौन सी चीजें आपको नापसंद हैं तथा क्यों ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> विश्लेषण - विश्लेष्य का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि |

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| | | | <ul style="list-style-type: none"> विशेषण शब्दों का प्रयोग करते हुए वाक्य निर्माण समालोचनात्मक कौशल यदि किसी की विशेषता बताने के लिए शब्द न होते तो क्या होता ?- पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा | | प्रश्न पुनरावृत्ति | <p>करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> अभिनय कला का विकास समालोचनात्मक कौशल का विकास |
| | व्याकरण काल | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/OtX66KZJN9w | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> अपने बचपन तथा आज के समय और भविष्य के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने जीवन के उद्देश्य पर एक कविता लिखना <p>कौशल मूल्यांकन वाचन कौशल</p> <ul style="list-style-type: none"> केवल भूतकाल | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति तालिका पूरी करना दिए गए वाक्यों में काल छांटना | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> काल तथा उसके भेदों का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि |

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| | | | <p>काल का प्रयोग कर कहानी वाचन</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> केवल भविष्य काल का प्रयोग कर एक गद्यांश लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> यदि हम अपनी बातों को एक ही प्रकार से बोलते तो क्या होता ?- पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा | | | <p>करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> वाचन कला का विकास लेखन कला का विकास समालोचनात्मक कौशल का विकास |
| | व्याकरण विराम चिह्न | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <p>https://youtu.be/wKuUGx10488</p> <p>कला समेकित ज्ञानार्जन</p> <p>-</p> <ul style="list-style-type: none"> विराम चिह्न के चिह्नों के चित्र | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिह्न लगाना | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> विराम चिह्नों व उसके कुछ प्रकारों का ज्ञान पठन कौशल का विस्तार लेखन कौशल का |

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| | | <ul style="list-style-type: none"> डस्टर | <p>बनाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> विराम चिह्नों का प्रयोग करते हुए पाठ का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> विराम चिह्नों का प्रयोग करते हुए अनुच्छेद लिखना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विस्तार</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |
| सितम्बर 27 दिन | पाठ्यपुस्तिका- फुहार हमारा कश्मीर | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक डस्टर https://www.youtube.com/watch?v=pJNgrwunngI | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> बच्चों द्वारा स्वयं किसी देखे व घूमे गए दर्शनीय स्थल के अनुभव सांझा करना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> इन्टरनेट से कश्मीर के बारे में जानकारी इकट्ठी कर कश्मीर के चित्रों का कोलाज बनाना अपनी कल्पना से | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पिक प्रश्न विलोम शब्द | <ul style="list-style-type: none"> आइस ब्रेकिंग गतिविधि भारत के कुछ दर्शनीय स्थलों के नाम बताना पहाड़ी स्थानों की सुन्दरता को शब्दों में बताना 'धरती का स्वर्ग' किसे कहा गया है ?- नाम बताना | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>सेब का सुन्दर बगीचा बनाकर उसमें रंग भरना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> कश्मीर को 'धरती का स्वर्ग' कहे जाने के कारण पर चर्चा करना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक विज्ञान के साथ जोड़कर कश्मीर की भौगोलिक स्थिति पर चर्चा करना | | <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पुनरावृत्ति | <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास कंप्यूटर सम्बन्धी दक्षता का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> प्रकृति के नैसर्गिक सौन्दर्य के प्रति प्रेम की भावना उत्पन्न हुई । |
| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> औपचारिक पत्र लेखन <p>(जुर्माना माफी हेतु प्रधानाचार्य को प्रार्थना पत्र)</p> | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> समय पर काम करने के लाभों पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> घड़ी का चित्र बनाना <p>कौशल मूल्यांकन</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का |

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| | <ul style="list-style-type: none"> अनुच्छेद लेखन (समय का सदुपयोग) | | <p>वाचन कौशल</p> <ul style="list-style-type: none"> पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रधानाचार्य को पत्र लिखना अनुच्छेद लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पत्र लेखन के चरणों पर चर्चा अनुच्छेद लेखन के तरीकों पर चर्चा | | <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति | <p>विस्तार</p> <ul style="list-style-type: none"> नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना पत्र व अनुच्छेद लेखन कौशल में विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला कौशल का विकास समालोचनात्मक कौशल का विकास |
| | पाठ्यपुस्तिका- फुहार गुरु दक्षिणा | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर https://www.youtube.com/watch?v=TIXI2cnEoTQ | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> कार्ड - बोर्ड , थर्माकोल की सहायता से एक झोंपड़ी बनाना , उसके पास एक पेड़ और साथ ही चौकी पर बैठे गुटों का दृश्य | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न किसने कहा , किससे कहा? रिक्त स्थान | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> प्राचीन समय की शिक्षा पद्धति पर चर्चा करना गुरु दक्षिणा का अर्थ जानना गुरु द्वारा मिले ज्ञान का क्या करना | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द |

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| | | | <p>बनाना</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> गुरु - शिष्य संबंधों पर अपनी कल्पना शक्ति का प्रयोग करते हुए कविता की रचना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> 'ज्ञान प्राप्त करने का अधिकार सभी को है' - विषय पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> सामाजिक अध्ययन के साथ जोड़कर आर्य समाज की स्थापना व स्वामी दयानंद | | <p>चाहिए?</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> गुरु के प्रति सम्मान की भावना विकसित हुई । गुरु से प्राप्त ज्ञान को बांटने की भावना में विकास हुआ । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | सरस्वती के विचारों पर चर्चा | | | |
| अक्टूबर 21 दिन | पाठ्यपुस्तिका- फुहार समाचारों की दुनिया | <ul style="list-style-type: none"> पाठ्यपुस्तिका फुहार दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> विद्यालय की गतिविधियों के माध्यम से समाचार परर का निर्माण करना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> किसी भी विषय पर विभिन्न अखबारों की अलग - अलग प्रकार की कटाई निकालकर कोलाज बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पाठ का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न शुद्ध - अशुद्ध क्रिया का सही रूप भरना | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> देश - दुनिया की जानकारी देने वाले माध्यमों के बारे में चर्चा लोगों तक आसानी से खबरें पहुंचाने वाले साधन का नाम बताना अखबारों की विभिन्न खबरों पर चर्चा विभिन्न अखबारों के विषय में अनुभव <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास कंप्यूटर सम्बन्धी दक्षता का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समाचार पत्र में काम करने वाले विभिन्न लोगों |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> 'अखबारों को री-साइकिल करके क्या - क्या बनाया जा सकता है?'- पर चर्चा बहुविषयक सहलग्नता <ul style="list-style-type: none"> गणित विषय से जोड़कर भारत में विभिन्न भाषा में छपने वाले अखबारों की संख्या की जानकारी इन्टरनेट से प्राप्त करना | | पुनरावृत्ति | के प्रति सम्मान की भावना जागृत हुई । |
| | <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> अनौपचारिक पत्र लेखन (चाचा जी को जन्मदिन पर उपहार देने पर धन्यवाद देते हुए पत्र) अनुच्छेद लेखन (दीपावली) | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (Ppt) श्यामपट्ट चाक डस्टर एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> घर पर दीपावली मनाने के अनुभव को सांझा करना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> रंगोली बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना <p>लेखन कौशल</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पिक प्रश्न खाली स्थानों की पूर्ति | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न पत्र लेखन व अनुच्छेद लेखन <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • अपने सगे सम्बन्धियों को पत्र लिखना • अनुच्छेद लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> • पत्र लेखन के चरणों पर चर्चा • अनुच्छेद लेखन के तरीकों पर चर्चा | | | <ul style="list-style-type: none"> • पत्र व अनुच्छेद लेखन कौशल में विकास कला सम्बन्धी <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कला का विकास • चित्र कला कौशल का विकास • समालोचनात्मक कौशल का विकास |
| | शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर • एकस्ट्रा मार्क्स | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> • अनेक शब्दों के लिए एक शब्द का प्रयोग करते हुए के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | विषय सम्बन्धी <ul style="list-style-type: none"> • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा | | | <p>भण्डार में वृद्धि करना</p> <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> चित्र कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | व्याकरण विश्लेषण | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन) • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर • https://youtu.be/AvakIFgvDPQ • | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> • अपने मित्रों के गुण व अवगुण बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • अभिनय द्वारा अपने किसी प्रिय के खास गुण को बताना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण से पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • विशेषण शब्दों का प्रयोग करते हुए वाक्य निर्माण <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • यदि किसी की विशेषता बताने के लिए शब्द न होते तो क्या होता ?- पर चर्चा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • विश्लेषण ,संज्ञा ,सर्वनाम शब्द छांटना | <ul style="list-style-type: none"> • आइस -ब्रेकिंग गतिविधि • कौन सी चीजें आपको पसंद हैं तथा क्यों ? • कौन सी चीजें आपको नापसंद हैं तथा क्यों ? <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • विशेषण - विशेष्य का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • अभिनय कला का विकास • समालोचनात्मक कौशल का विकास |

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| | व्याकरण काल | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://www.youtube.com/watch?v=OtX66KZJN9w&feature=youtu.be | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> अपने बचपन तथा आज के समय और भविष्य के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने जीवन के उद्देश्य पर एक कविता लिखना <p>कौशल मूल्यांकन वाचन कौशल</p> <ul style="list-style-type: none"> केवल भूतकाल काल का प्रयोग कर कहानी वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> केवल भविष्य काल का प्रयोग कर एक गद्यांश लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> यदि हम अपनी बातों को एक ही प्रकार से बोलते तो क्या होता ?- पर चर्चा <p>बहुविषयक सहलग्नता</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति तालिका पूरी करना दिए गए वाक्यों में काल छांटना | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> काल तथा उसके भेदों का ज्ञान पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> वाचन कला का विकास लेखन कला का विकास समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा | | | |
| | व्याकरण (लिंग , वचन और मुहावरे) | <ul style="list-style-type: none"> • दृश्य श्रव्य साधनों का प्रयोग (Ppt) • श्यामपट्ट • चाक • डस्टर <p>एक्स्ट्रा मार्क्स</p> | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • लिंग , वचन और मुहावरों पर आधारित चित्र बनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> • व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन <p>लेखन कौशल</p> <ul style="list-style-type: none"> • उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> • यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना | <p>पूर्व ज्ञान परीक्षण</p>  <p>अस्तीन वा सोन कनर काना हल-नीर फूलन</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • लिंग , वचन और मुहावरों का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | बहुविषयक सहलग्नता • हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा | | | |
| | व्याकरण विराम चिह्न | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर | आनुभविक ज्ञानार्जन गतिविधि- https://youtu.be/wKuUGx10488 कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> • विराम चिह्न के चिन्हों के चित्र बनाना कौशल मूल्यांकन वाचन कौशल <ul style="list-style-type: none"> • विराम चिह्नों का प्रयोग करते हुए पाठ का पठन लेखन कौशल <ul style="list-style-type: none"> • विराम चिन्हों का प्रयोग करते हुए अनुच्छेद लिखना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में विराम चिह्न लगाना | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> • विराम चिह्नों व उसके कुछ प्रकारों का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी <ul style="list-style-type: none"> • चित्र कला का विकास • समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---------------------------------|---|--|--|--|--|
| | व्याकरण संज्ञा,सर्वनाम व क्रिया | <ul style="list-style-type: none"> दृश्य श्रव्य साधनों का प्रयोग (PPT) श्यामपट्ट चाक डस्टर <p>एक्स्ट्रा मार्क्स</p> | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> पाठ के एक अंश में संज्ञा शब्दों के स्थान पर प्रयोग होने वाले शब्दों को छांटना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> एक कहानी लिखना जिसमें संज्ञा,सर्वनाम और क्रिया शब्द छांटना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> वाक्यों का पठन <p>लेखन कौशल</p> <ul style="list-style-type: none"> संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> संज्ञा तथा क्रिया में अंतर करना <p>बहुविषयक सहलग्नता</p> <p>हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुविकल्पीय प्रश्न खाली स्थानों की पूर्ति वाक्य निर्माण रेखांकित करना | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न खुले अंत वाले प्रश्न <p>पत्र लेखन</p> <p>अनुच्छेद लेखन</p> <p>पुनरावृत्ति</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना वाक्य निर्माण कौशल का विकास <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कला का विकास समालोचनात्मक कौशल का विकास |
| नवम्बर 11 दिन | पुनरावृत्ति | | | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | | |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | <ul style="list-style-type: none"> • बहुविकल्पीय प्रश्न • वर्कशीट • पाठ को दोबारा पढ़ना इत्यादि | | |
| दिसम्बर 13 दिन | वार्षिक परीक्षा | | | कागज़ और कलम के द्वारा परीक्षा | | |
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PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: IV
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|---|---|--|--|
| February (6 days) March 26 days | <p><u>Topic:</u> <u>Chapter - 1</u> <u>Large Numbers</u> <u>Sub Topics:</u></p> <ul style="list-style-type: none"> • Numbers beyond 9999 • Face value and place value • Comparing and Ordering Numbers • Forming Numbers • Rounding off Number • Roman Numbers | <ul style="list-style-type: none"> • Course book • Placards • PPT • Chalk Board explanation • Intra class quiz competition • Group discussion • Mental Math activity • Computer aided modules with animations and presentations on <ol style="list-style-type: none"> 1) Place Value 2) Expanded form & Short form 3) Ascending & Descending Order 4) Successor & Predecessor 5) Roman Numerals <p>https://www.youtube.com/watch?v=a</p> | <p><u>Experiential learning:</u> The children will be taken around the academic block and asked to spot the sign board above the classrooms to read the value written in Roman numerals.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u> Population of other states was displayed and arranged in ascending & descending order</p> <p><u>Art Integrated project</u> Storytelling and enacting of place value</p> <p><u>Skill assessment</u> To be able to read, write and order whole</p> | <ul style="list-style-type: none"> • MCQ Daily • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a paper/pen & oral test • MCQ's based on the topics taught | <ul style="list-style-type: none"> • <u>P K testing</u> Knowledge of numbers less than 10,000 • <u>Ice breaking placard session</u> Session started with a number game <ul style="list-style-type: none"> • To identify the place value of digits in 4 - 5 digit numbers • To express 4 – 5 digit numbers in expanded form and standard form • To compare the 4 – 5 digit number and arrange them in | <ul style="list-style-type: none"> • <u>Skills assessed</u> The learner is able to • Read, write and order whole numbers to ten thousand in figures and words. • Read, write and order whole numbers to identify the place value of digits in 4 - 5 digit numbers • Read, write and order whole numbers to express 4 – 5 digit numbers in expanded form and standard form • Read, write and order whole numbers to compare the 4 – 5 digit number • Arrange them in ascending and descending order |

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|--------------------------|-----------------|---|--|---|--|---|
| | | <p>4FX14zb3E4 (Building numbers up to 10,000) https://www.youtube.com/watch?v=CPE0vvn4U https://www.youtube.com/watch?v=Ji0tuVmezgI (Ascending & descending order) https://www.youtube.com/watch?v=Jd0Hzyc1SMk (Roman numerals) https://www.youtube.com/watch?v=z1UmAgekzbs (song on Roman numbers) https://www.youtube.com/watch?v=pNfz-JU2cKE&v1=en (Rounding numbers)</p> <ul style="list-style-type: none"> Group discussion | numbers up to 10,000 | | <p>Ascending and Descending Order</p> <ul style="list-style-type: none"> Children will be segregated according to their boarding numbers to be able to identify Odd or Even Numbers To identify the number just before and just after a 4 – 5 digit number Roman Numerals and their relation with Hindu-Arabic numerals from 1 -50 To be able to identify and form the smallest and largest numbers using the given digits | <ul style="list-style-type: none"> Read, write and order whole numbers to identify odd or even numbers Read, write and order whole numbers to identify the number just before and just after a 4 – 5 digit number Read, write and order roman numerals and their relation with Hindu-Arabic Read, write and order roman numerals from 1 -50 Read, write and order whole numbers to form the smallest and largest numbers using the given digits Read, write and order whole numbers to round off the given numbers to nearest 10,100 & 1000 <p><i>Skill and value learnt</i></p> |

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|--------------------------|--|---|--|--|--|--|
| | | | | | <ul style="list-style-type: none"> To be able to identify and round off the given numbers to nearest 10,100 & 1000 | <p><i>for life</i></p> <p>The learner is able to read , write, order whole numbers up to 10,000</p> |
| | <p><u>Topic</u> <u>Chapter- 2</u> <u>Addition</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> Addition by Regrouping Rules of addition Properties of addition Word problems | <ul style="list-style-type: none"> Course book Placards PPT Chalk board explanation Intra class quiz competition Group discussion Mental Math activity Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=cE-yrJv4TEs (Addition by regrouping)</p> <p>https://www.youtube.com/watch?v=OaTIgGp5zmo (Adding Multi-Digit Numbers)</p> | <p><u>Experiential learning:</u> Enactment of place value through story of four families.</p> <p><u>Art integration:</u> Design a Snake and ladder game.</p> <p><u>Skill assessment:</u> 1) Recognize and add numbers in any order and get the same result.</p> | <ul style="list-style-type: none"> MCQ Daily Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a pen /paper & oral test MCQ's based on the topics taught | <ul style="list-style-type: none"> <u>Ice breaking session</u> , Session started with discussion of year of birth of the classmates To add 4 – digit numbers without carry over To add 4 – digit numbers with carry over To understand and apply the properties of addition To find different ways to add numbers Finding the | <ul style="list-style-type: none"> <u>Skill assessed:</u> The learner is able to Read, write, order and add 4 – digit numbers without carry over Read, write, order and add 4 – digit numbers with carry over Understand and apply the properties of addition Find different ways to add numbers Finding the missing addends To solve word problems step by step (Understanding, |

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|--------------------------|--|--|---|--|---|---|
| | | https://www.youtube.com/watch?v=Jwo89Aj5QOU (Properties of addition) <ul style="list-style-type: none"> Group discussion | | | missing addends <ul style="list-style-type: none"> To solve word problems step by step (Understanding, Planning, Doing, Checking) | Planning, Doing, Checking) <i>Skill and value learnt for life</i> The learner is able to recognise, add numbers in any order and get the same result and solve problems using the regrouping properties of addition. |
| April (22 days) | <u>Topic</u> <u>Chapter 3</u> <u>Subtraction</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Subtraction of 5 and 6 digit numbers. Rules of subtraction. Properties of Subtraction Checking subtraction by addition Word problems | <ul style="list-style-type: none"> Course book Placards PPT Chalk board explanation Intra class quiz competition Group discussion Mental Math activity Computer aided modules with animations and presentations https://www.youtube.com/watch?v=1bkv9zU3ptg (Properties of | <u>Experiential Learning:</u> A deck of cards will be used to explain subtraction of 4 digits. A sum will be written on the board and children will be asked to arrange the cards as per the digits and find the answer. <u>Inter disciplinary linkage: (With English)</u> To frame story sums and ask the peer group to solve. <u>Art integrated project:</u> | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught The L.O. will be assessed with a Written & Oral test Unit test (pen and paper test) | <u>Ice breaking session</u> Session started with a game Fire on the mountain. Children will form the groups of the number told by the teacher. <ul style="list-style-type: none"> To subtract 4 – digit numbers without & with carry over To find different | <ul style="list-style-type: none"> <u>Skills assessed:</u> The learner is able to Subtract 5-6 digit numbers without carry over To subtract 5 – digit numbers with carry over To find different ways to subtract numbers To understand and apply the properties of subtraction Check subtraction by addition |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|---|---|--|
| | | subtraction) https://www.youtube.com/watch?v=aK3FKEZJKec (Relationship between addition & subtraction) https://www.youtube.com/watch?v=wwex3QpucJ8 (Solving word problems) <ul style="list-style-type: none"> Group discussion | On a chart paper write all the terms used for subtraction and the properties of subtraction with examples <u>Skill assessment</u> To be able to establish a relationship between addition and subtraction. | | ways to subtract numbers <ul style="list-style-type: none"> To understand and apply the properties of subtraction Check subtraction by addition Add and subtract numbers together Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> Add and subtract numbers together Estimate the difference To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The children will be able to calculate money left after spending.</p> |
| | <u>Topic</u> <u>Chapter 5</u> <u>Multiplication</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Multiplication by 10's & | <ul style="list-style-type: none"> Course book PPT Chalk board explanation Computer aided modules | <u>Experiential Learning</u> To understand and learn the multiplication tables from 2 – 12 | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with a table quiz. | The learner is able to <ul style="list-style-type: none"> understand and learn the multiplication tables from 2 – 12 |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>100's</p> <ul style="list-style-type: none"> • Properties of Multiplication • With regrouping • Multiplication by a 2 – digit number • Multiplication by a 3 – digit number • Word problems | <p>with animations and presentations</p> <p>https://www.youtube.com/watch?v=dPksJHBZs4Q (Concept of multiplication)</p> <p>https://www.youtube.com/watch?v=SXDCz5_XX3Q (Properties of multiplication)</p> <p>https://www.youtube.com/watch?v=8g6EJX_qLSU (Multiplication by 10)</p> <p>https://www.youtube.com/watch?v=20aHQOG_8M (Multiplication by 100)</p> <p>https://www.youtube.com/watch?v=4exh3iBGroA (Multiplication of 2 – digit number by a 2 - digit number)</p> <p>https://www.youtube.com/watch?v=CDPI_iu4h6E&t=18s (Multiplication of a 3 – digit number by a 2 - digit number)</p> <p>https://www.youtube.com/watch?v=Cg9BgHvUWzI (Solving word</p> | <p><u>Inter disciplinary linkage (With Science):</u> Germination of a seed To understand and apply the properties of multiplication</p> <p><u>Art Integrated project:</u> Children will be guided to write counting from 1 – 100 in square blocks on a chart paper. They will be asked to colour the multiples of any tables from 2 – 12.</p> | <p>concept taught</p> <ul style="list-style-type: none"> • The L.O. will be assessed with a pen & paper and oral test • MCQ's based on the topics taught • Mental Math activity • Dodging table contest | <ul style="list-style-type: none"> • To understand and learn the multiplication tables from 2 – 12 • To understand and apply the properties of multiplication • To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> • understand and apply the properties of multiplication • solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> Multiplication is nothing else but repeated addition. Skill to memorize tables using skip counting and tricks which will help in making calculations easy.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|--|
| | | problems) <ul style="list-style-type: none"> Group discussion | | | | |
| May (18 days) | <p>Topic Chapter 5 Division Sub Topics</p> <ul style="list-style-type: none"> Division by grouping Properties of Division Division by 10 Division by 1 – digit Number without remainder Division by a 1 – digit Number with Remainder Division by a 2 – digit number Relationship between multiplication & division Problem Solving | <ul style="list-style-type: none"> Course book PPT Group discussion Chalk board explanation Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=2muobEZUalE (Concept of division)</p> <p>https://www.youtube.com/watch?v=i8m5pXREAv0 (Division is repeated subtraction)</p> <p>https://www.youtube.com/watch?v=PIF3RcS8F6k (Properties of division)</p> <p>https://www.youtube.com/watch?v=PQiwWvtxO-0 (Relationship between multiplication & division)</p> | <p>Experiential learning: Dividing a pizza or a birthday cake to see if it gets divided equally or is some portion left over.</p> <p>Inter disciplinary linkage (With Hindi):</p> <p>Art Integrated project: The children will be guided to prepare riddles using the division concept and ask the peer group to guess the answers.</p> | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught Intra class quiz competition MCQ's based on the topics taught Mental Math activity The L.O. will be assessed with a pen & paper & oral test | <ul style="list-style-type: none"> P K Testing Ice breaking session Session started with discussing a birthday party. To understand the terms Dividend, Divisor, Quotient and Remainder To understand and apply the properties of division by grouping To calculate the quotient & remainder where divisor is 10 To check the answer $\text{Dividend} = (\text{Q} \times \text{D}) + \text{R}$ To divide by a | <p>The learner will be able to</p> <ul style="list-style-type: none"> understand and apply the properties of division by grouping calculate the quotient & remainder where divisor is 10 check the answer using the formula $\text{Dividend} = (\text{Q} \times \text{D}) + \text{R}$ divide by a 1 – digit Number without remainder & check the answer divide by a 1 – digit Number with remainder & check the answer To divide by a |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|--|---|
| | | https://www.youtube.com/watch?v=yJbPzRYNn_s (Division by 10 & 100) https://www.youtube.com/watch?v=V0SXjnwEQcU (Long division song) | | | 1 – digit Number without remainder & check the answer <ul style="list-style-type: none"> To divide by a 1 – digit Number with remainder & check the answer To divide by a 2 – digit Number with/out remainder & check the answer To solve word problems step by step (Understanding, Planning, Doing, Checking) | 2 – digit Number with/out remainder & check the answer <ul style="list-style-type: none"> Solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u> The learner will develop the skill “sharing is caring”.</p> |
| | <p><u>Topic</u> <u>Chapter 5</u> <u>Factors and multiples</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> Methods to find factors Properties of | Course text book <ul style="list-style-type: none"> Blackboard Chalk Duster PPT Computer aided modules with | <p><u>Experiential learning:</u></p> Gather information about the ancient Greek mathematician Eratosthenes | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Oral tests Written tests Exercises from the text book | <p><u>Ice breaking session</u> The session will be started with a quiz on dodging tables and skip counting <u>The learner may be provided</u></p> | <p><u>The learners will be able to:</u></p> <ul style="list-style-type: none"> Find factors and multiples Use divisibility |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|---|---|
| July 23 days | factors <ul style="list-style-type: none"> Divisibility rules Prime and composite numbers Prime factorization HCF Multiples LCM Relation between HCF and LCM Problems on HCF and LCM | animations and presentations <ul style="list-style-type: none"> Real life situations to calculate Highest and lowest common points Using a grid to find HCF and LCM practically https://www.youtube.com/watch?v=0IZyGB1qQmM (Introduction to the chapter) https://www.youtube.com/watch?v=CqrYYiffPrQ (Divisibility rules) https://www.youtube.com/watch?v=41eVMYPCWTQ (Prime & composite numbers) https://www.youtube.com/watch?v=3LPy1--FJ9I (Co – prime & Twin prime numbers) https://www.youtube.com/watch?v=sotlktZRFDQ (Factor tree) https://www.youtube.com/watch?v=eCQZ45huSM8 (Prime factorization) https://www.youtube.com | Using the sieve of Eratosthenes <ol style="list-style-type: none"> Find all prime numbers between 1 - 100 Find 3 pairs of co – prime numbers Find two pairs of twin – prime numbers 3) Circle the smallest composite number 4) Circle the only prime number that is even as well as prime 5) Write all prime numbers between 20 – 40 <u>Art integrated project:</u> Find out all the factors of a given number and show them as petals of a flower. Also identify whether the number is prime or composite <u>Skill assessment:</u> <u>Analytical and critical thinking</u> To be able to apply the concepts of factors and multiples in daily | <ul style="list-style-type: none"> Worksheets/assignments Mental Math activities MCQ's quizzes Unit test (pen and paper test) | <u>opportunities in pairs/groups/ individually and encouraged to —</u> <ul style="list-style-type: none"> Find factors and multiples Use divisibility rules of 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 Define and identify prime and composite numbers Define and identify co – prime and twin prime numbers Prime factorization HCF (prime factorization and long division method) LCM (Common division) Explain the relation between HCF and LCM Solve problems on HCF and LCM | rules of 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 <ul style="list-style-type: none"> Define and identify prime and composite numbers Define and identify co – prime and twin prime numbers Prime factorization HCF (prime factorization and long division method) LCM (Common division) Explain the relation between HCF and LCM Solve problems on HCF and LCM |

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|--------------------------|---|--|---|---|--|---|
| | | m/watch?v=YoReJQkg8X8 (LCM by prime factorization method) https://www.youtube.com/watch?v=OqnCOi4Al7E (LCM using common division method) https://www.youtube.com/watch?v=GpiCwG9d4Mk (HCF by prime factorization method) https://www.youtube.com/watch?v=qd9zBII_iEQ (HCF by continued division method) https://www.youtube.com/watch?v=A4Z7GahjFWc (Relationship between LCM & HCF of given numbers) https://www.youtube.com/watch?v=KgZ-GbtCLu0 (Solving story problems using LCM & HCF) | life | | HCF and LCM Solve problems on HCF and LCM | |
| September (27 days) | <u>Topic</u> <u>Chapter 8</u> <u>Measurement</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Conversion of metres into | <ul style="list-style-type: none"> Course book PPT Group discussion A metre rod, 30 cm ruler, an eraser, An | <u>Project:</u> Measure the length of the cover of the text books of all subjects and note down in increasing order | <ul style="list-style-type: none"> Questions to practice the concept taught Worksheets based on the concept taught Mental Math | <ul style="list-style-type: none"> <u>Ice breaking session</u> Session started with discussing how people use to | <ul style="list-style-type: none"> The learner will be able to: Convert units of lengths from centimeters to metres or vice |

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|--------------------------|--|--|--|---|--|--|
| | centimeters <ul style="list-style-type: none"> • Conversion of centimeters into metres • Measuring long distances • Measuring weight (mass) • Measuring capacity | Apple, Pan balance <ul style="list-style-type: none"> • Containers – • A water bottle, cup and a glass • Chalk board explanation • Computer aided modules with animations and presentations https://www.youtube.com/watch?v=unkO9M8um6I (Concept of measurement) https://www.youtube.com/watch?v=ukzMc1Lr-8s (Measuring length) https://www.youtube.com/watch?v=K1mYpyFDcbI (Measuring weight) https://www.youtube.com/watch?v=QMpkm4dAB4w (Measuring capacity) | <p><u>Experiential Learning:</u> By using containers of different capacities find out which container can hold maximum water and which one can hold least water</p> <p><u>Inter disciplinary linkage (With English):</u> Write and learn the definition of length, weight and capacity. Also write the bigger unit and smaller unit of measurement in each case</p> <p><u>Art integration:</u> Draw containers with different measures and show the container containing maximum liquid and container containing the least liquid.</p> | activity <ul style="list-style-type: none"> • MCQ's based on the topics taught • The L.O. will be assessed with a pen & paper & oral test | measure length, weight and capacity long ago (Palm, forearm, feet) <ul style="list-style-type: none"> • Convert units of lengths from centimeters to metres or vice versa • Measure long distances using standard units – kilometer and metre • Convert units of length from kilometer to metre and vice versa • Measure weight using standard units – kilogram and gram • Convert units of weight from kilogram to gram and vice versa | versa <ul style="list-style-type: none"> • Measure long distances using standard units – kilometer and metre • Convert units of length from kilometer to metre and vice versa • Measure weight using standard units – kilogram and gram • Convert units of weight from kilogram to gram and vice versa • Measure capacity using standard units – litre and millilitre • Convert units of capacity from litres to |

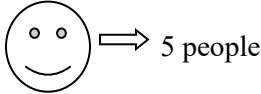
| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---------------|--|---|---|--|
| | | | | | <ul style="list-style-type: none"> • vice versa • Measure capacity using standard units – litre and millilitre • Convert units of capacity from litres to millilitres and vice versa • To solve word problems step by step (Understanding, Planning, Doing, Checking) | <ul style="list-style-type: none"> • millilitres and vice versa • To solve word problems step by step (Understanding, Planning, Doing, Checking) <p><u>Skill and value learnt for life</u></p> <p>1) The learner will be able to measure length, weight and capacity of various commodities being used in daily life</p> <p>2) Will be able to differentiate between various units of measurement.</p> <p>3) Compares objects as heavier/lighter than using simple balance.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|--|---|
| | <p><u>Topic</u> <u>Chapter 9</u> <u>Time</u> <u>Sub Topics</u></p> <ul style="list-style-type: none"> • Time • Minutes past the hour • Quarter past the hour • AM or PM • Minutes in an hour and hours in a day • Conversion of time • Writing dates using a calendar | <ul style="list-style-type: none"> • Course book • Digital clock, Analog clock • Group discussion • PPT • Chalk board explanation • Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=IBBQXBhSNUs (Digital clock & Analog clock)</p> <p>https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song)</p> <p>https://www.youtube.com/watch?v=NRmARI7Gm4k (Telling time)</p> <p>https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to)</p> <p>https://www.youtube.com/watch?v=CH-A9E_zwu8 (Convert hour to minutes)</p> | <p><u>Art integrated project:</u> The children will be guided to make a sun dial and use it to experience how people use to calculate time in olden days. https://www.youtube.com/watch?v=Gxo8orZ1X7g</p> <p><u>Experiential Learning:</u> The children will be guided to prepare time table showing their daily routine.</p> <p><u>Inter disciplinary linkage (With Social Studies):</u> Children will be shown a short documentary on the Konark temple and “<u>Jantar Mantar</u>” to appreciate the beauty of the monuments and how these are still being used to tell time.</p> | <ul style="list-style-type: none"> • Worksheet showing different time to be filled in by students • Exercises based on conversion of different units of time • MCQ’s based on the topics taught • The L.O. will be assessed with a paper & pen & oral test • Intra class quiz competition • Prepare your daily routine time table • Mental Math Activity | <ul style="list-style-type: none"> • <u>Ice breaking session</u> Session started with discussing the daily routine. • Use the basics concepts of time • Read and write time in minutes and hours • Write the time in am and pm • Convert one unit of time into another • To understand and establish relationship between different units of time (Year, Month, Week, Day, Hours, Minutes, Seconds) • Write dates and use of calendar | <p><u>Skill assessed</u> The learner is able to</p> <ul style="list-style-type: none"> • Use the basic concept of time in daily life. • Read and write time in minutes and hours • Write the time in am and pm • Convert one unit of time into another • To understand and establish relationship between different units of time (Year, Month, Week, Day, Hours, Minutes, Seconds) • Write dates and use of calendar • To study and observe the different hands of a clock <p><u>Skill and value learnt for life</u></p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|---|
| | | https://www.youtube.com/watch?v=QPsHrgvznQ (Convert between months and years) | <u>Skill assessment:</u> 1) Reading time 2) Relationship between the different units of time | | <ul style="list-style-type: none"> To study and observe the different hands of a clock | 1) Reading and telling time using a digital or an analog clock. 2) Identifies the days of the week and months of the year 3) Understanding the importance of valuing time which inculcates punctuality. 4) Appreciate the beauty of our rich cultural heritage. |
| October (21 days) | <u>Topic</u> <u>Chapter 10</u> <u>Money</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Writing in rupees and paise Converting rupees to paise Converting paise to rupees Addition and subtraction of money Multiplication and division of money | <ul style="list-style-type: none"> Course book Chalk board explanation Showing Indian currency notes of various denominations Computer aided modules with animations and presentations https://www.youtube.com/watch?v=p1nHqTMCVBc (Introduction to Indian currency) https://www.youtube.com/watch?v=DNuxarHCnB8 (Relationship | <u>Project:</u> Collect information about the currencies of 10 countries. <u>Experiential Learning:</u> Game monopoly will be played to give them exposure for handling money <u>Inter disciplinary linkage (With Social Service):</u> Ask your peer group to collect the pocket money they get for | <ul style="list-style-type: none"> Exercises based on conversion of rupees to paise and paise to rupees Quiz on converting bigger currency to smaller and vice – versa MCQ's based on topics taught The L.O. will be assessed with a paper & pen & Oral test | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with conduct of role play of shopkeepers/ buyers in which students create bills To convert rupees into paise and paise into rupees To add any two given | <ul style="list-style-type: none"> The learner will be able to Identify currencies of India and other countries To convert rupees into paise and vice - versa To add any two or more given amount of money To subtract and find the difference between any two |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|---|
| | | <p>between rupees & paise) https://www.youtube.com/watch?v= ACXqF8w Uec (Addition & subtraction of money) https://www.youtube.com/watch?v=NDD9qOna Vmk (Multiplication of money) https://www.youtube.com/watch?v=V9pByOJc mLM(Division of money)</p> | <p>6 months. After 6 months calculate the money collected and go to a nearby orphanage to distribute goodies to the children.</p> <p>Art integration: Draw currency notes and coins of various denominations of at least 5 countries</p> | | <p>amount of money</p> <ul style="list-style-type: none"> To subtract and find the difference between any two amounts of money To perform multiplication while dealing with money To perform division while dealing with money | <p>amounts of money</p> <ul style="list-style-type: none"> To perform multiplication while dealing with money To perform division while dealing with money <u>Skill and value learnt for life</u> <p>The learner will be able to estimate money needed to go for shopping to organize his/her birthday party.</p> |
| | <p>Topic Chapter 11 Patterns Sub Topics</p> <ul style="list-style-type: none"> Symmetrical shapes Completing halves of the shapes Tiling patterns Number and patterns | <ul style="list-style-type: none"> Course book Computer aided modules with animations and presentations <p>https://www.youtube.com/watch?v=AW6sA5zK fEs (Introduction to patterns) https://www.youtube.com/watch?v=LfPxPZHs4 OE (Flooring patterns) https://www.youtube.com</p> | <p>Project: Study the pattern of a chess board and note down the pattern</p> <p>Experiential Learning: Look for patterns in your surroundings and note them down. Study the patterns.</p> <p>Inter disciplinary linkage (With Social</p> | <ul style="list-style-type: none"> Exercises based on patterns given in the text book. The L.O. will be assessed with a Written & Oral test MCQ's based on the topics taught | <ul style="list-style-type: none"> P K Testing <u>Ice breaking session</u> Session started with showing a few patterns Identify symmetrical shapes Differentiate between symmetrical shapes and | <ul style="list-style-type: none"> The learner will be able to Identify symmetrical shapes Differentiate between symmetrical shapes and non symmetrical figures Create |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|--|---|
| | <ul style="list-style-type: none"> More patterns | m/watch?v=0HzXapUeL5Y (patterns in numbers and shapes) | <p><u>Studies):</u> Gather information how wheat grain is sown. Do the farmers follow a particular pattern? If yes, identify the pattern to be discussed in the class</p> <p><u>Art integration:</u> Draw a chess board/ Design a table mat using a pattern/ Design a book cover using a pattern/ Design a pattern with deck of cards/ Make a Rangoli</p> | | <p>non symmetrical figures</p> <ul style="list-style-type: none"> Create symmetrical shapes Identify and form tilling patterns Recognize and create simple patterns in numbers Recognize and create simple patterns in figures | <p>symmetrical shapes</p> <ul style="list-style-type: none"> Identify and form tilling patterns Recognize and create simple patterns in numbers Recognize and create simple patterns in figures <u>Skill and value learnt for life</u> <p>The learner will be able to use the knowledge of patterns to make a beautiful Rangoli on Diwali.</p> |
| November (11 days) | <p><u>Topic</u> Data Handling</p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> Pictographs | <ul style="list-style-type: none"> Course book PPT Group discussion Chalk board explanation Computer aided modules with | <p><u>Project:</u> Read the information given in the bar graph and answer the questions that follow</p> <p><u>Experiential Learning:</u> Collect information about the favourite</p> | <ul style="list-style-type: none"> Exercises based on patterns given in the text book. The L.O. will be assessed with a Written & Oral test | <ul style="list-style-type: none"> To learn about representing data or information To interpret the data given in the form of pictograph, pie chart, bar | <ul style="list-style-type: none"> The learner will be able to To learn about representing data or information To interpret the data given in the form of pictograph, pie |

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| | | <p>animations and presentations</p> <p>https://www.youtube.com/watch?v=IpvokCxJQ (Concept of pictorial representation)</p> <p>https://www.youtube.com/watch?v=wMWgmfp-crCE (pie charts)</p> <p>https://www.youtube.com/watch?v=CdjRnTm76N8(Representing data using bar graphs)</p> <p>https://www.youtube.com/watch?v=6omMS4zPGJM(Identifying graphs)</p> | <p>sport of children in classes I, II. & III. Represent the information as tally marks</p> <p><u>Inter disciplinary linkage(With Science) :</u> Represent the amount of the gases found in the atmosphere in the form of a pie chart</p> <p><u>Art integration:</u> Draw a pictograph to show the favourite vegetable of a group of people using the information provided.</p> <p> ⇒ 5 people</p> <p>Potato = 30 people Lady's finger = 25 Spinach = 15 Capsicum= 10</p> | | <p>graph</p> <ul style="list-style-type: none"> To represent the given data using tally marks | <p>chart, bar graph</p> <ul style="list-style-type: none"> To represent the given data using tally marks <u>Skill and value learnt for life</u> The learner will be able to interpret data using bar graph such as marks obtained in a class test, runs scored by a team in first 10 overs , draw a pictograph with given information . |
| November | Revision | | | | | |
| December (13 days) | | | | Final examination | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENVIRONMENTAL STUDIES
Class: IV
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|---|---|--|---|
| February 6 Days | <p>Topic : Growing up in a family</p> <p>Sub-topic:</p> <ul style="list-style-type: none"> • Changes in a family • Animals and their young ones • Adoption • Our extended family • Family values and making decisions | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) with dramatization of family problem solving situation • Lecture method • Discussion method • PPT on Growing up in a family • Moral values: Talk/Story • LINK: https://www.youtube.com/watch?v=rjnxA2QvWbI • Moral story- https://www.youtube.com/watch?v=PIriC4M3TFc Educational story about family values- https://www.youtube.com/watch?v=I15mghqYTmQ | <p>PROJECT: Art Integration :</p> <ul style="list-style-type: none"> • Draw a family tree • Sing the family song <p>Experiential :</p> <ul style="list-style-type: none"> • Visit an orphanage <p>Practical:</p> <ul style="list-style-type: none"> • Describe the experience you had at a family gathering <p>Inter disciplinary linkage: (English) Speak about your family</p> <p>Skill assessments: Critical thinking: Why do you think it is important to take everybody's opinions while making decisions</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p>Ice breaking session:</p> <p>The learners talk about the members in their families.</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> • Ask questions and discuss with family members/elders as to why some family members stay together and others are away • Interact with relatives, friends etc. who stay at far off places, about the houses / transport and life in their place of residence. • To understanding the importance of family, importance of changes in a family. • Understanding the importance of democratic | <p>The learner —</p> <ul style="list-style-type: none"> • Identifies relationship with and among family members in extended family. • Explains the herd/group behavior in changes in family (e.g., due to birth, marriage, transfer, etc.) • They were able to explain the reason why the structure of a family changes. • They learn bond between a family • They will be able to explain the importance of democratic decision-making • They will be able to explain the concept of adoption and extended family members • Reads aloud with appropriate pronunciation |

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|-----------------------------------|--|---|---|--|---|--|
| | | <ul style="list-style-type: none"> Types of family- https://www.youtube.com/watch?v=zKpyBOxvxoc The family song- https://www.youtube.com/watch?v=x0mnJpty78E | in a family? | | decision making in a family. | and pause <ul style="list-style-type: none"> Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Inculcating values for family |
| March 26 D ays | <p>Topic: Our sense organs</p> <p>Sub topics:</p> <ul style="list-style-type: none"> Sense of smell Sense of touch Differently abled people | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Our sense organs Screening of the film – Tare Zeeman Par Video – KOMAL (good touch and bad touch) Moral values: Talk/story LINK: The five senses https://www.youtube.com | <p>Art Integration :</p> <ul style="list-style-type: none"> Draw – My Safe Circle <p>Experiential:</p> <ul style="list-style-type: none"> Screening of the film – Tare Zeeman Par Video – KOMAL (good touch and bad touch) <p>PROJECT:</p> <ul style="list-style-type: none"> Prepare a presentation on the achievements of any one differently abled person <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> Given below are situations you | The L.O. will be assessed with <ul style="list-style-type: none"> Oral discussion Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Draw diagrams | <p>Ice breaking session: Gandhiji Kay teen bandar</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Perform simple activities and experiments to observe/smell/taste/feel/hear Using different senses as per their abilities e.g.,to test solubility of different substances in water Explore/read books, audio, stories, | <p>The learner —</p> <ul style="list-style-type: none"> Voices opinion on issues observed/ experienced in, family/ school/neighbourhood, e.g., decision making/solving problems) Discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour) Voices opinion on good/bad touch; stereotypes for tasks/play/food in family Shows sensitivity for plants, animals, the elderly, differently |

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|--------------------------|---|---|---|---|--|---|
| | | <p>m/watch?v=q1xNuU7gaAQ</p> <ul style="list-style-type: none"> • Good touch and bad touch <p>https://www.youtube.com/watch?v=GbaqZeAW-ss</p> <ul style="list-style-type: none"> • Top 10 inspiring people who killed their disabilities <p>https://www.youtube.com/watch?v=eI1P2PMZ7no</p> | <p>may face. How would you respond? (JAM)</p> <p><u>Skill assessments:</u> <u>Critical thinking:</u></p> <ul style="list-style-type: none"> • What can you do to make a differently abled person become an integral part of the society? | | <p>/poems, pictures/library and any other resources besides textbooks.</p> <ul style="list-style-type: none"> • They will come to know about different sense organs • They will come to know about the challenges faced by differently abled people. | <p>abled and diverse family</p> <ul style="list-style-type: none"> • Learner was able to sensitize the needs of differently abled people and the functions of sense organs • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/sentences |
| | <p><u>Topic-</u> Work people do</p> <p><u>Sub topic-</u></p> <ul style="list-style-type: none"> • Different kinds of work • Gender and work | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Work people do • Moral values: Talk/story • LINK: • Different types of occupation <p>https://www.youtube.com/watch?v=mODOyaz1PRg</p> | <p><u>Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> • What would you like to become when you grow up? Why? Describe in three to four lines. (JAM) <p><u>Experiential:</u></p> <ul style="list-style-type: none"> • Interview people of different profession. Interview people who help us. <p><u>Art Integration :</u></p> <ul style="list-style-type: none"> • Song – Salaam by | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p><u>Ice breaking session:</u></p> <p>Interaction with people and discuss the different kinds of work that they do.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Interact with people (vegetable sellers, flowers sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel, | <p><u>The learner —</u></p> <ul style="list-style-type: none"> • Will be able to explain the importance of working to earn a livelihood • Analyzed the gender bias present in various occupations • Agree with the concept of gender discrimination • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|---|---|--|--|---|
| | | <ul style="list-style-type: none"> The 40 first women of India https://www.youtube.com/watch?v=dOirqjXDE0M Moral Video-People who help us https://www.youtube.com/watch?v=iTTJm0Fe_g Song – Salaam by Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_ld4AM | <p>Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_ld4AM</p> <ul style="list-style-type: none"> Role play <p>Skill assessments: Critical thinking:</p> <ul style="list-style-type: none"> What is it they like doing? How can they follow their passion and make it their profession? | | <p>etc.) and share experiences about their work, their skills and tools used by them</p> <ul style="list-style-type: none"> Discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home /school /neighbourhood enquire/care about participation of female members in family. Stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc. | <p>dictation of words/phrases/ Sentences</p> <ul style="list-style-type: none"> Writes 5-6 sentences in English on personal experiences/events using verbal or visual <ul style="list-style-type: none"> Communication Leadership Adaptability |

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| | | | | | <ul style="list-style-type: none"> • Children will come to know about the meaning of word occupation • Different types of work people do • Analyze the connection between gender and work | |
| | <p>Topic: Our animal friends</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Animals in group • How do animals behave? • Animals help each other • Animal-human interaction | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Our Animal Friends • Moral values: Talk/Story • LINK: https://www.youtube.com/watch?v=pKosbOawGSY • Moral story- Love your pets https://www.youtube.com/watch?v=cF7qPKNF7co • Amazing animal group- | <p>Art Integration :</p> <ul style="list-style-type: none"> • Make a collage of extinct and endangered animals • Animal Song- https://www.youtube.com/watch?v=pWepfJ-8XU0 <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Make a report. Can you think of some more steps that should be taken to prevent animals from becoming extinct? • Watch movie- Hathi mara sathi (Hindi) <p>Practical:</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p>Ice breaking session:</p> <ul style="list-style-type: none"> • Describe your interaction with your pet. <p>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e. animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement places of living/ found, habits, needs, behaviour etc.) • Share their experiences/ observations through drawing/ | <p>The learner —</p> <ul style="list-style-type: none"> • Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.) • They will be able to explain the importance of animals staying in groups • They will be able to explain the various behaviours animals show in different situations. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion |

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| | UNIT I | https://www.youtube.com/watch?v=gwH8xGmqGmo <ul style="list-style-type: none"> Deforestation https://www.youtube.com/watch?v=nUstYj4o2VQ <ul style="list-style-type: none"> Endangered animals: https://www.youtube.com/watch?v=7k8CcAU2Lt0 | <ul style="list-style-type: none"> Read stories on animals (issue a book from the library) <p>Skill assessments: Critical thinking:</p> <ul style="list-style-type: none"> Try to feed any friendly animal for the next four-five days. Notice if there is any change in the behaviour of the animal. | REVISION UNIT I | gestures/ verbally in a few words /simple sentences in their own language <ul style="list-style-type: none"> Children will be able to explain the reason behind animals forming groups and studied about animal behavior Analyze human animal integration | <ul style="list-style-type: none"> Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Leadership Adaptability .Responsibility |
| April 22 Days | <p>Topic: Physical features of animals</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Vertebrates Invertebrates External ears Internal ears Hair and fur | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Physical features of animals Moral values: Talk/Story LINK: Animal classes https://www.youtube.com/watch?v=0n0SHpUUNlw | <p>Experiential:</p> <ul style="list-style-type: none"> Bird watching https://www.youtube.com/watch?v=4WFwXZVX4bo <ul style="list-style-type: none"> Interesting facts about birds https://www.youtube.com/watch?v=Mu6b3u_95Ts <ul style="list-style-type: none"> Visit to a zoo Movie- Stuart Little https://www.youtube.com/watch?v=JuFW4MG100 | The L.O. will be assessed with <ul style="list-style-type: none"> Oral tests Written test Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p>Ice breaking session: Puppet show (with stuff toys)</p> <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> Compare objects and entities based on differences or similarities in the observable features and sorts them into different | <p>The learner —</p> <ul style="list-style-type: none"> Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals. Groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface) |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|--|
| | | <ul style="list-style-type: none"> Invertebrates and vertebrates https://www.youtube.com/watch?v=rQgoohs330 Hair and fur https://www.youtube.com/watch?v=dkjFa9uoGEk | <p style="text-align: center;"><u>U</u></p> <p><u>Art Integration : Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> Make a collage – List animals under each group. Make an animal mask <p><u>Practical:</u></p> <ul style="list-style-type: none"> Recite a poem <p><u>Skill assessments: Critical thinking:</u> Most of the dogs living in Delhi have thinner fur as compared to the dogs living in high mountains.</p> | | <p>categories</p> <ul style="list-style-type: none"> Explore/read books, audio, stories, /poems, pictures Children will be able to explain the physical features of animals Analyze the need for hair and fur. | <ul style="list-style-type: none"> They were able to distinguish between animals on the basis of features Explain the importance of hair and fur for animals. Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Communication Responsibility Initiative and self - direction |
| | <p>Topic: . Where animals live</p> <p><u>Sub topic:</u></p> <ul style="list-style-type: none"> Animals on land Animals in water Animals living both on land and | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method | <p><u>PROJECT: Art Integration :</u></p> <ul style="list-style-type: none"> Make a nest Make a spider web <p><u>Experiential:</u></p> <ul style="list-style-type: none"> Visit a zoo | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers | <p><u>Ice Breaking session:</u></p> <ul style="list-style-type: none"> Showing/ discussing the real nest <p><u>The learner may be provided opportunities in pairs/groups/</u></p> | <p><u>The learner —</u></p> <ul style="list-style-type: none"> Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals. Explains the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | water | <ul style="list-style-type: none"> • Discussion method • PPT on Where animals live • Moral values: Talk/Story • LINK: • Animal Habitats: https://www.youtube.com/watch?v=Xj1ASC-TlsI • Adaptations: https://www.youtube.com/watch?v=LB8nLZmxN_M • Case study of a bird. https://www.youtube.com/watch?v=nAfm7ErYLG | <ul style="list-style-type: none"> • Observe a nest around your house. Write a few lines describing it. • Nature Walk <p><u>Skill assessments:</u></p> <p><u>Critical thinking:</u></p> <ul style="list-style-type: none"> • Why is it important to protect forest? How would animals life be affected if there were no forests? • Quiz <p><u>Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> • Case studies of a bird <p><u>Practical:</u></p> <ul style="list-style-type: none"> • Presentation on animals adaptations to suit its habitat | <ul style="list-style-type: none"> • Loud reading of the lesson • MCQ quiz | <p><u>individually and encouraged to</u></p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different animals/birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour, etc.) • Visit wildlife sanctuaries/ farms • Observe and explore the animals for the unique and unusual sense of sight, smell, hear, sleep, and their response to light, heat, sound etc. • To explain the different habitats of animals and elaborate different types of nests. | <p>herd/group behaviour in animals (ants, bees, elephants), birds (building nests)</p> <ul style="list-style-type: none"> • Children were able to distinguish between animals based on their habitats • Explained the need for building nests. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal experiences/events using verbal or visual • Creativity • Technology Literacy |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| May 18 Days | <p>Topic: Parts of a plant</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Root system • Special types of roots • Shoot system • Flowers in our lives | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT of Parts of a plant • Hibiscus flower was dissected in the class. • Different types of vegetables were brought to the class • Moral values: Talk/Story • LINK: Parts of a plant https://www.youtube.com/watch?v=X6TLFZUC9gI • Look inside a flower https://www.youtube.com/watch?v=R9sn7HZM7uY | <p>PROJECT: Experiential: Practical:</p> <ul style="list-style-type: none"> • Germination of a seed • Nature walk • Collect different types of leaves <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Write your experience of taking care of the plant • Interview a florist/ gardener <p>Art:</p> <ul style="list-style-type: none"> • Draw and colour the plant. <p>Skill assessments: Critical thinking:</p> <ul style="list-style-type: none"> • Help the gardener pull out some weeds from the flower beds. What kind of root systems do they have? Discuss the observations with your teacher. | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams | <p>Ice Breaking session: Songs on flowers in Hindi (Antakshari)</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different flowers/plants • Share their experiences and observations through drawing/ verbally and writing in some sentences and para in simple language • Children will be able to explain two systems of a plant • Explain the root system and the shoot system of a plant | <p>The learner —</p> <ul style="list-style-type: none"> • Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. • Records her/his observations /experiences • Children were able to classify the different parts of a plant into two systems • They were able to explain the functions of root and shoot system. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion/ understanding • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>English on personal experiences/events using verbal or visual</p> <ul style="list-style-type: none"> • Life skills • Self - Direction |
| | <p>Topic: Food and nutrition</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Food from plants • Food from animals • Nutrition from food • How food reaches us • Eating together • Food on special occasions | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT of Food and nutrition • Different types of pulses and spices were brought to the class • Children visited school mess to differentiate between lentils, spices and fruits and vegetables they eat. • Visit to poly house • Moral values: Talk/Story • LINK: • Food we eat https://www.youtube.com/watch?v=2gSRW6hkDxs • Food Pyramid: https://www.youtube.com/watch?v=Q413Vc | <p>Experiential:</p> <p>Practical:</p> <ul style="list-style-type: none"> • Visit to a chocolate/juice factory • Visit to poly house, garden <p>Social service:</p> <ul style="list-style-type: none"> • Visit orphanage and eat a meal with the children • Celebrate a festival with the children in an orphanage. • Eat meal in Langar/ Mandir • Visit a government school to check (MID DAY MEAL) <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> • Prepare salad and talk about its nutritive value. <p>Skill assessments:</p> <ul style="list-style-type: none"> • Get into teams and prepare a | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams | <p>Ice Breaking session: Sharing the food among friends</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., visit community/ home kitchen • Interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers) • Share experiences about their work, their skills and tools used by them • Collect objects and material from their surroundings such as fallen flowers, roots, spices, seeds, pulses • Children will be able to explain the types of food we get | <p>The learner —</p> <ul style="list-style-type: none"> • Identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. • Describes different skilled work (farming) • Explains the process of producing and procuring daily needs (e.g., food, water) • Learners were able to list various food groups • Children were able to explain the concept of a balanced diet in terms of nutrition. • They were able to explain the journey of a crop from field to homes. • Reads aloud with |

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| | | <p>qOlyU</p> <ul style="list-style-type: none"> Different types of festivals: <p>https://www.youtube.com/watch?v=Fwbwmvs0rOs</p> | <p>healthy diet chart for the classroom</p> <p>Art:</p> <ul style="list-style-type: none"> Vegetable Song <p>https://www.youtube.com/watch?v=zJdeQABAc_w</p> <ul style="list-style-type: none"> Where does chocolate come from? <p>https://www.youtube.com/watch?v=RE5tvaveVak</p> <p>Research work:</p> <ul style="list-style-type: none"> Find staple food of different states | | <p>from plants</p> <ul style="list-style-type: none"> Will analyze the nutrients we get from food and the process of food reaching us | <p>appropriate pronunciation and pause</p> <ul style="list-style-type: none"> Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Life skills Adaptability Cross – culture Interaction |
| | UNIT II | | | REVISION UNIT II | | |
| July 23 Days | <p>Topic: Tongue and teeth</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Tasting food Teeth Looking after the tongue and teeth Teeth and eating habits of animals | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Tongue and teeth Different types of juices Ted talk by a dentist | <p>Experiential:</p> <p>Practical:</p> <ul style="list-style-type: none"> Make the following solutions Ted talk by a Dentist Interview the school doctor <p>Art:</p> <p>Inter disciplinary linkage:</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Draw diagrams | <p>Ice Breaking session: Taste different types of solutions</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Perform simple activities and experiments to observe/smell/taste/f | <p>The learner —</p> <ul style="list-style-type: none"> Records her observations /experiences/ information for objects Suggests ways for hygiene The learners were able to distinguish between different types of teeth based on structure and function of tongue Reads aloud with |

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|--------------------------|---|---|--|---|---|--|
| | | <ul style="list-style-type: none"> Moral values: Talk/Story LINK: How your tongue works: https://www.youtube.com/watch?v=9uQSfOE FvgA Types of teeth https://www.youtube.com/watch?v=rnIny_riefs | <ul style="list-style-type: none"> Teeth song https://www.youtube.com/watch?v=yFZODinUKjI Collect pictures of the teeth of different animals and compare their shapes. You can look up the internet <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> Describe the taste of lemon juice, bitter gourd, chips, sugar <p>Skill assessment: Critical thinking: Why do old people and very small children have liquid or semi- solid food?</p> | | <p>eel/hear using different senses as per their abilities e.g.,</p> <ul style="list-style-type: none"> Test the observations through simple experiments and activities Enquire from parents, teachers, peers Children will be able to explain the functions of tongue, teeth Will analyze eating habits of animals. | <p>appropriate pronunciation and pause</p> <ul style="list-style-type: none"> Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Life skills Responsibility Initiative and self-direction |
| | <p>Topic: Beaks and claws</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Beaks Toes and claws | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Beaks and claws | <p>Art Integration:</p> <ul style="list-style-type: none"> Puppet show <p>PROJECT:</p> <ul style="list-style-type: none"> Make a beak/claws Bird song: https://www.youtube.com/watch?v=pFme9Y4x4W0 Chicken dance https://www.youtube.com/watch?v=pFme9Y4x4W0 | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p>Ice Breaking session: Poem: (HINDI)</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the | <p>The learner —</p> <ul style="list-style-type: none"> Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals Groups the animals, birds, plants, objects, Waste material for |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> Bird watching Moral values: Talk/Story LINK: Beaks of birds https://www.youtube.com/watch?v=mnEpdza3hzs Feet and claws https://www.youtube.com/watch?v=15jupeMQan0 | <p>com/watch?v=msSc7Mv0QHY</p> <p>Inter disciplinary linkage:</p> <ul style="list-style-type: none"> Make a video on some interesting facts of birds Recite a poem on birds Puppet show <p>Experiential: Practical: Observe any bird around you. Write the observations.</p> <p>Skill Assessment: Critical Thinking: Will it be fun if you had a beak instead of a mouth and teeth?</p> | <ul style="list-style-type: none"> Draw diagrams | <p>immediate surroundings, i.e., birds for their simple observable physical features, food</p> <p>habits, needs, nesting, group behavior</p> <ul style="list-style-type: none"> Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations Through drawing /symbols/tracing/ gestures/ verbally and writing in some sentences and para in simple language Children will be able to explain the role of beaks and claws of birds. | <p>observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface)</p> <ul style="list-style-type: none"> Records her/his observations Creates collage Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Children were able to explain the function and types of different types of beaks and claws. Flexibility and adaptability Information Literacy |
| | <p>Topic: Houses then and now</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Modern houses | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – | <p>Art Integration:</p> <ul style="list-style-type: none"> Build a house using best out of waste Decorate an | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests | <p>Ice Breaking Session: Discussion(type of house you live in)</p> <p>The learners may be</p> | <p>The learner —</p> <ul style="list-style-type: none"> Suggests ways for hygiene, reduce, reuse, recycle and takes care |

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|--------------------------|---|---|---|---|---|---|
| | <ul style="list-style-type: none"> Houses in the past Houses in the urban areas Rural homes Building materials Garbage | <p>eBook</p> <ul style="list-style-type: none"> Extra marks (audio and visual) Lecture method Discussion method PPT on Houses then and now Visit to a construction site Visit to a compost pit Moral values: Talk/Story LINK: Types of houses https://www.youtube.com/watch?v=4yRye0g2OHA Houses then and now https://www.youtube.com/watch?v=g8fxSnILHuQ How homes are built https://www.youtube.com/watch?v=i4im5Al_t4c The 3 R's https://www.youtube.com/watch?v=TjnNOCbuoCA | <p>empty jar or a box to make a small dustbin.</p> <p><u>Experiential: Practical:</u></p> <ul style="list-style-type: none"> Make a compost pit in your school garden. Clean your surrounding Segregation of garbage (Make a list of things that form the waste in your house) <p><u>Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> Collect a newspaper article or advertisement on the ban of plastic bags/ speak about it <p><u>Interview/Research</u> Ragpickers and Kabariwallas</p> <p><u>Skill Assessment: Critical Thinking</u> Why is it necessary to recycle waste?</p> | <ul style="list-style-type: none"> Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Draw diagrams | <p><u>provided opportunities in pairs /groups / individually and encouraged to —</u></p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects Visit community/ home kitchen/ construction sites Share their experiences and observations through drawing Discuss with the parents /guardians/ grandparents/elders in the neighbourhood and compare the life style of past and present (clothes, vessels, nature of work, games) Participate in different cultural/national/ Environmental festivals /occasions organized in /at home/school/comm unity Children will be able to explain the different types of | <p>of different living beings (plants, animals)</p> <ul style="list-style-type: none"> Describes different skilled work (farming, construction, art/craft, etc.) their inheritance (from elders) and training (role of institutions) in daily life. Differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills farming, construction, etc.) Records her observations /experiences/ information for objects, activities, phenomena, places visited (<i>mela</i>, festival, historical place) in different ways . <p>Predicts patterns in activities/phenomena.</p> <ul style="list-style-type: none"> Suggests ways for hygiene, reduce, reuse, recycle Reads aloud with |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|---|---|
| | | | | | houses <ul style="list-style-type: none"> • Differentiate between biodegradable and non-biodegradable waste • Analyze the ways to recycle garbage. | appropriate pronunciation and pause <ul style="list-style-type: none"> • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences. • Writes 5-6 sentences in English on personal Experiences /events using verbal or visual. • Children were able to explain the different types of houses in cities and villages. • They were able to explain various ways to recycle waste. |
| August 20 Days | <p>Topic: Mapping the neighborhood</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Directions • Landmarks • Maps | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Mapping the neighbourhood • Atlas | <p>Art Integration:</p> <ul style="list-style-type: none"> • Make a map (school/ invitation card) • Draw a map to show the position of your house with respect to any three landmarks in your neighbourhood. <p>Experiential:</p> | The L.O. will be assessed with <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw maps/ | <p>Ice Breaking Session:</p> Discussion of map (invitation card) and your neighbourhood The learners may be provided opportunities in pairs /groups / individually and encouraged to — <ul style="list-style-type: none"> • Observe and explore the | <p>The learner —</p> <ul style="list-style-type: none"> • Records her observations • identifies signs, location of objects /places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc. • Uses the information on signboards, creates |

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| | | <ul style="list-style-type: none"> • Invitation Card (Map) • Visit the school campus/ local market/ neighbourhood • Moral values: Talk/Story • LINK: • Our neighbourhood https://www.youtube.com/watch?v=iwxkwPA8c68 • Mapping our neighbourhood https://www.youtube.com/watch?v=ZkXrsuuM3FI • Cardinal directions https://www.youtube.com/watch?v=f2I81_BFb-s • Types of maps https://www.youtube.com/watch?v=a3fFSgGRhy0 | <ul style="list-style-type: none"> • Visit the school campus/ local market/ neighbourhood • Stand in the field to find the cardinal directions (north, south, east west) facing the sun https://www.youtube.com/watch?v=f2I81BFb-s <p>Practical: Using atlas to collect/draw types of maps</p> <p>Inter disciplinary linkage: Make your partners read the instructions and reach the destination</p> | directions | <p>immediate surroundings, i.e., home, school and neighborhood</p> <ul style="list-style-type: none"> • Ask and frame questions and reflect on experiences without any fear or hesitation • Share their experiences and observations through drawing /symbols/tracing/ gestures/ verbally • Directions to locate places on the map, signboards. • Children will be able to explain the cardinal directions. • Understand the different types of maps, symbols, keys and their uses. | <p>simple maps (of school/neighborhood, flow diagrams, etc.) Using local/waste material.</p> <ul style="list-style-type: none"> • Learners were able to explain the importance of maps and concept of directions. • Reads aloud with appropriate pronunciation and pause • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal experiences/events using verbal or visual • Critical thinking • Creativity and Innovation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|---|---|--|--|
| | <p>Topic: Houses and Bridges</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Buildings and builders Bridges | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson - eBook <p>.Extra marks (audio and visual)</p> <ul style="list-style-type: none"> Lecture method Discussion method PPT on Houses and bridges Visit the school campus Visit to the school construction site Moral values: Talk/Story LINK: Cartoon – Bob the builder <p>https://www.youtube.com/watch?v=XOJhRI_nKgg</p> <ul style="list-style-type: none"> Build a house <p>https://www.youtube.com/watch?v=YBhJ8O7p2j8</p> <ul style="list-style-type: none"> People that build our house <p>https://www.youtube.com/watch?v=oKrhphdq33o</p> <ul style="list-style-type: none"> Types of bridges <p>https://www.youtube.com/watch?v=25n-510sVTU</p> | <p>Art Integration: Experiential:</p> <ul style="list-style-type: none"> Make bricks using mud and grass <p>Inter disciplinary linkage</p> <ul style="list-style-type: none"> Design a building (using Lego blocks) and describe in few lines <p>Practical: Research/ Interview the team of people who construct the buildings</p> <p>Skill assessments: Critical thinking: If you had to build a bridge connecting your house to your school, which type of bridge would you build and why?</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p>Ice Breaking Session: Describe your house (JAM)</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood visit community/ bridges/ construction sites Interact with people and share experiences about their work,their skills and tools used by them Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations through drawing Children will be able to explain the processes | <p>The learner —</p> <ul style="list-style-type: none"> Describes different skilled work their inheritance (from elders) and training (role of institutions) in daily life Differentiates between objects and activities of past and present. (e.g., houses, materials, tools, construction, etc.) Records her observations Takes care of public property Learners were able to explain the roles played by the people in the construction of buildings Will be able to distinguish between different types of bridges. Reads aloud with appropriate pronunciation and pause. Expresses orally her/his opinion Writes/types dictation of words/phrases/ Sentences |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>involved in the construction of buildings</p> <ul style="list-style-type: none"> The role of different types of bridges | <ul style="list-style-type: none"> Writes 5-6 sentences in English on personal experiences/events using verbal or visual Creativity and Innovation Collaboration Adaptability |
| September 27 Days | <p>Topic: Water</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Continents and oceans Sources of water Storing water Water pollution Water fit for drinking | <ul style="list-style-type: none"> .Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Water Globe River map Moral values: Talk/Story LINK: https://www.youtube.com/watch?v=zbSJJfr9IVM Sources of water https://www.youtube.com/watch?v=CStM5DwXyNc Continents and oceans https://www.youtube.com/watch?v=8IVIXk Ways of storing water https://www.youtube.com/watch?v=8IVIXk | <p>PROJECT: Art Integration: Experiential:</p> <ul style="list-style-type: none"> Make your own water filter <p>Write all the steps and things needed</p> <p>Inter disciplinary linkage: Divide the class in groups. Each group can make a fact file on one perennial and one non – perennial river of India.</p> <p>Skill assessments: Critical thinking: Three – fourths of water is covered with water yet there is a scarcity of water around us. What can be done to reduce water shortage?</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz Diagrams | <p>Ice Breaking Session: Showing / discussing children sources of water around the school campus.</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects Visit natural sources of water Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations Perform simple | <p>The learner —</p> <ul style="list-style-type: none"> Records her/his observations /experiences/ information for objects, activities Suggests ways for takes care of resources (water) Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion/ understanding about the Writes/types dictation of words/phrases Sentences Writes 5-6 sentences in English on personal experiences/events using verbal or visual Children were able |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>UWYA0</p> <ul style="list-style-type: none"> Water pollution https://www.youtube.com/watch?v=MEb7nnMLcaA | <p>Practical: Experiment on filtration and Evaporation</p> | | <p>activities and experiments</p> <ul style="list-style-type: none"> Verify/test the observations through simple experiments and activities Critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and water pollution and wastage, health, and hygiene Children will be able to locate continents/oceans on the physical map. Children will be able to explain different sources of water <ul style="list-style-type: none"> Analyze the reason of water pollution | <p>to locate oceans and continents on physical map.</p> <ul style="list-style-type: none"> Learners were able to distinguish between various sources of water. Analyze the problems of water pollution and its consequences. |
| | <p>Topic: Water changes its form</p> <p>Sub – topic:</p> <ul style="list-style-type: none"> Water cycle Getting salt from the sea | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method | <p>Practical: Experiential Experiment on filtration and Evaporation</p> <p>Art Integration: Song – Rain rain go away https://www.youtube.com/watch?v=IWVOWH HHnSg</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of | <p>Ice Breaking Session: Song – Rain rain go away https://www.youtube.com/watch?v=IWVOWH HHnSg</p> <p>The learners may be provided opportunities in pairs</p> | <p>The learner —</p> <ul style="list-style-type: none"> Records her observations /experiences/ information for objects, activities Explains the use of technology and the process of accessing basic needs (food, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|--|--|---|--|---|
| | UNIT III | <ul style="list-style-type: none"> PPT on Water changes its form Movie – Gandhi Performing experiments Moral values: Talk/Story LINK: Evaporation https://www.youtube.com/watch?v=k9l0s5zVibo Water cycle https://www.youtube.com/watch?v=auvGBmIxG08 <ul style="list-style-type: none"> How is salt formed in water? https://www.youtube.com/watch?v=ta0_Tlm-vYI | <p>com/watch?v=IWVOwHHHnSg</p> <p><u>Inter disciplinary linkage:</u></p> <p>Model making (Water cycle) Speak few lines to explain water cycle</p> <p><u>Skill assessments:</u> <u>Critical thinking:</u> How would our life change if the water around us did not evaporate?</p> | <p>the lesson</p> <ul style="list-style-type: none"> MCQ quiz Diagrams <p>REVISION UNIT III</p> | <p><u>/groups / individually and encouraged to —</u></p> <ul style="list-style-type: none"> Visit natural sources of water Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations through drawing Perform simple activities and experiments Observe and share experiences of the Phenomena <ul style="list-style-type: none"> Test the observations through simple experiments and activities <ul style="list-style-type: none"> Children will be able to explain the water cycle. Analyze how salt is obtained from sea water. | <p>water etc.) in our daily life. (e.g., techniques, storage and tracking of water source)</p> <ul style="list-style-type: none"> Suggests ways for saving resources Learners were able to explain water cycle . They will be able to explain how the salt is obtained from sea water. Reads aloud with appropriate pronunciation and pause Expresses orally her/his opinion <ul style="list-style-type: none"> Writes/types dictation of words/phrases/ Sentences <ul style="list-style-type: none"> Writes 5-6 sentences in English on personal experiences/events using verbal or visual Develop sensitivity for the nature Logical reasoning |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|--|--|
| October - 21 Days | <p>Topic: Travel and currency</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Using animals to travel Travelling from place to place Choice of transport How do we buy tickets? Money Travelling to different places States/capitals, Union territories of India | <ul style="list-style-type: none"> Chalkboard Duster Chalk PDF of the lesson – eBook Extra marks (audio and visual) Lecture method Discussion method PPT on Travel and currency Map on states and capital Globe Moral values: Talk/Story LINK: Currencies of the world <p>https://www.youtube.com/watch?v=4qrVg5npDYU</p> <ul style="list-style-type: none"> How is money made/ <p>https://www.youtube.com/watch?v=iJjZOEjouQ</p> <ul style="list-style-type: none"> Different way people like to travel <p>https://www.youtube.com/watch?v=0eAzurX-Pjk</p> | <p>Experiential: Inter disciplinary linkage:</p> <p>Collect bus, rail and air tickets. Observe the information they carry. Note down the observations.</p> <p>Project: Plan a journey to your favourite place. Look for the earliest possible way to reach there, cost of the tickets, etc. and places you would like to visit.</p> <p>Art Integration:</p> <ul style="list-style-type: none"> Collect coins, trace them using different colours Games – Map puzzles Draw map of India | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p>Ice Breaking Session: Talk about your relatives/ friends staying in other state /country</p> <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects. Ask questions and discuss with family, interact with relatives, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. Ask and frame questions and reflect on experiences without any fear or hesitation Share their experiences and observations through tracing / verbally and writing | <p>The learner —</p> <ul style="list-style-type: none"> Differentiates between objects and activities of past and present. (e.g., transport, Currency. Records her observations /experiences/ information for places visited (<i>mela</i>, festival, historical place) in different ways and predicts patterns in activities/phenomena. Uses the information on signboards, posters, currency (notes/coins), railway ticket/time table. Communication Technology Literacy Social and Cross-Cultural Interaction <ul style="list-style-type: none"> Learners were able to describe the various means of transport . They were able to explain the importance of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|---|--|---|
| | | | | | <p>in some.</p> <ul style="list-style-type: none"> • Collect objects and material from their Surroundings . pictures, coins, stamps and arrange them, etc. in an innovative manner • Observe and share experiences of the situations in daily life. • Read train/ bus tickets and currency notes, directions to locate places on the map, signboards. • Children will be able to elaborate on the various means of travelling • Analyze the importance of money and its relation to travel. • The children will be able to learn about states/capitals their location & capitals | <p>money.</p> <ul style="list-style-type: none"> • They were able to locate states its capitals with union territories in the political map of India. • Children were able to locate oceans and continents on physical map. • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion • Writes/types dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal experiences/events using verbal or visual |
| | <p>Topic: Games and Recreation</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Games we play • Games at home | <ul style="list-style-type: none"> • Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio | <p>Experiential: Prepare a presentation on martial art forms</p> <p>Art Integration:</p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words | <p>Ice Breaking Session: Game: Heads up, Seven up</p> <p>The learners may be provided</p> | <p>The learner —</p> <ul style="list-style-type: none"> • Observes rules in games (local, indoor, outdoor) and other collective tasks. |

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| | and school <ul style="list-style-type: none"> • Rules for playing games • Games bring us together • Other means of recreation | and visual) <ul style="list-style-type: none"> • Lecture method • Discussion method • PPT on Games and recreation • Moral values: Talk/Story • LINK: • Indoor games https://www.youtube.com/watch?v=mE5CzM5gJfw • Outdoor games https://www.youtube.com/watch?v=hKXVIE3t7_s • Recreation https://www.youtube.com/watch?v=UNJODL3krFA • Video on martial art forms https://www.youtube.com/watch?v=iVY7jJb7Cxg | <u>Inter disciplinary linkage:</u> <ul style="list-style-type: none"> • Prepare your game, make rules • Intra class matches <u>Skill assessments:</u> <u>Critical thinking:</u> We make rules in our lives as well so that things get done in a proper manner. Do they play with every child in the neighbourhood? Are they stopped from playing with some children? | <ul style="list-style-type: none"> • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <u>opportunities in pairs /groups / individually and encouraged to —</u> <ul style="list-style-type: none"> • Observe and explore the immediate surroundings, i.e., home, school. • Ask and frame questions and reflect on experiences without any fear or hesitation. • Explore/read books, newspaper clippings. • Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/local/contemporary activities and games <ul style="list-style-type: none"> • Children will come to know the importance of games and recreation. • Rules of playing a game and different types of games. | <ul style="list-style-type: none"> • Creates drawings, designs. • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion. • Writes/types dictation of words/phrases/ Sentences. • Writes 5-6 sentences in English on personal experiences/events using verbal or visual. • They were able to explain the importance of recreation. • Distinguish between Indoor and outdoor games. • Leadership • Responsibility • Creativity and Innovation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| November 11 Days | FINAL EXAMINATION | | | FINAL EXAMS REVISION | | |
| December 13 Days | FINAL EXAMINATION | | | | | |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: V

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|---|--|---|---|---|
| February (6 days) 4 Days | Topics : 1. Carry the carrier (Story) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion • Video related to waste management <p>https://youtu.be/YeVLBkypPRU</p> | <ul style="list-style-type: none"> • Project : Children will be asked to click pictures of waste segregation at their homes. • Experiential Learning: Children will be asked to carry a cloth bag with them each time they go to the market to avoid usage of plastic bags. • Inter disciplinary linkage (Social Studies and General Science lessons on Environment)/ Practical: Children will be asked to segregate waste at their homes in respective bins. • Art Integration : Children will be | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will be asked what they understand by the word 'carrier'. After a few answers, the lesson will be introduced. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Students are sensitized towards the environment • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. • The students answer coherently in written or oral form to questions in English based on day-today life |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>asked to make a paper bag and paint it in bright colours.</p> <ul style="list-style-type: none"> • Skill Assessment- Writing skills Reading skills Speaking skills • Problem solving : Children will be given real life situations where they are also adding to the waste and be asked how they can change it for the betterment of the environment • Critical thinking: Children will be asked to narrate incidents related to environment from their own lives | | <p>children to enjoy reading</p> <ul style="list-style-type: none"> • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>experiences, unfamiliar story, poem heard or read.</p> <ul style="list-style-type: none"> • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference |
| 1 Day | 2. Letter Writing | <ul style="list-style-type: none"> • Explanation by the teacher • Computer Aided Teaching (using Extramarks) • Classroom discussion • Video related to letter writing will be shown <p>https://youtu.be/qO92of2fFqY</p> | <ul style="list-style-type: none"> • (Experiential Learning) Children will be asked to write a letter to their best friends/ grandparents • Inter disciplinary linkage (Hindi and Social Studies- History of communication was taught) • Writing skills will | <ul style="list-style-type: none"> • Class Quiz based on Letter Writing • (HW) writing of an Informal letter in their notebooks. • Discussion on how people used to communicate in old times. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will be asked how they communicate with each other, then how their parents and grandparents used to communicate with others. They will then be asked about the times when mobile phones were not | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Writing skills • Creative writing • Critical thinking • Life skills <ul style="list-style-type: none"> • Students learn the skill of letter writing – invitation, thank you letters, etc. • Students know |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | be assessed by letter writing. | | there. Letter writing will then be introduced to them. <ul style="list-style-type: none"> The children will be provided opportunities in pairs/groups/individually and encouraged to– <ul style="list-style-type: none"> Answer the questions asked Find out different forms of writing (informal letter and application) | about the Postal system, its working and importance. <ul style="list-style-type: none"> Students know the role of letters in present day digitalized life. Students learn to write a letter in the correct format and be able to differentiate between the formal and informal format Students create a bond with their friends/grandparents by writing letters to them. |
| 1 Day | 3. Application Writing | <ul style="list-style-type: none"> Explanation by the teacher Computer Aided Teaching (using Extramarks) Classroom discussion Video related to application writing will be shown <p>https://youtu.be/v1pFjm17h-c</p> | <ul style="list-style-type: none"> Inter disciplinary linkage (Hindi) Writing skills will be assessed by Application writing. | <ul style="list-style-type: none"> Class Quiz based on Application Writing (HW) writing of an Application | The children will be provided opportunities in pairs/groups/individually and encouraged to– <ul style="list-style-type: none"> Answer the questions asked <ul style="list-style-type: none"> Find out different forms of writing (informal letter and application) | The following skills of the students are enhanced : <ul style="list-style-type: none"> Writing skills Problem solving Creative writing Critical thinking <ul style="list-style-type: none"> Students learn the skill of writing application – apology letter, leave application, sick leave etc. Students learn to write an application in the correct format and be able to differentiate between the formal and |

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| | | | | | | informal format |
| March 26 Days 4 Days | Topics : 1. Aerodynamic Mishap (Poem) | <ul style="list-style-type: none"> PDF of the lesson from the book Weavers Model Recitation by the teacher Explanation by the teacher Recitation by the students Computer Aided Teaching (PPT) | <ul style="list-style-type: none"> Project / Art Integration: Making a paper aeroplane and colouring it. Experiential Learning: Children were shown video on photos of childhood of some famous personalities to remind them that Everyone as a child must have been naughty. https://youtu.be/8dx4xakeZ8Y Interdisciplinary linkage (Mathematics): How to measure the sides of paper for cutting/folding and making a paper aeroplane) Practical: Children were asked to talk to their grandparents | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on the poem Quiz based on the poem Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> Lesson will be introduced with an ice breaking activity: Children will – Talk about the kind of paper aeroplanes they can make. The lesson will then be introduced. The children will be provided opportunities in pairs/groups/individually and encouraged to– recite the poem with correct intonation and enunciation. infer the meaning of unfamiliar words from the context while reading a variety of texts. refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms discuss and present orally, and then write answers to text-based questions to enable the children to enjoy | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Critical thinking Students recite and share the poem with peers and family members. The students infer the meaning of unfamiliar words by reading them in context The students write dictation of words Students to recite poem with appropriate expressions and intonation. Students relate to the fun and creativity involved in making paper objects. The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. The students use the dictionary for reference The students answer |

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| | | | <p>and find out their experiences of being mischievous at their school</p> <p>• Skill Assessments: Reading skills Speaking skills Writing skills shall be assessed by the summary of the poem that the students will be asked to write. Critical thinking skills</p> | | <p>reading a poem</p> <ul style="list-style-type: none"> • take dictation of short texts • enrich vocabulary | <p>coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</p> |
| 4 Days | 2.How a country was created (Folktale) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion • Video about the story will be shown <p>https://youtu.be/4vbn8D8QPUI</p> | <ul style="list-style-type: none"> • Project: Word Chain • Experiential Learning / Interdisciplinary linkage (Social Studies)Video about history of Vietnam will be shown <p>https://youtu.be/u8R9MtM42P8</p> <p>• Art Integration : Collage making of the pictures of Vietnamese people who live in the mountains and those who live by the sea.</p> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: A video without dialogues or subscript will be shown to the children and they will be asked to narrate whatever they understand. https://youtu.be/Q6uAQLTI9js • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • infer the meaning of unfamiliar words | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Students learn about history of Vietnam. • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for |

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| | | | <ul style="list-style-type: none"> • Practical: Children will be asked to collect information about Vietnam. • Skill Assessments: Reading skills Speaking skills Problem solving : Children will be asked to give a different ending of the story where the protagonists of the story don't have to get separated from each other. Critical thinking: | | <p>from the context while reading a variety of texts.</p> <ul style="list-style-type: none"> • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>different purposes, such as lists, paragraphs, dialogues etc.</p> <ul style="list-style-type: none"> • . The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • The students connect ideas that they have |

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| | | | | | | inferred, through reading and interaction, with their personal experience |
| 18 Days | <ul style="list-style-type: none"> Nouns (Types, Number, Gender) Adjectives (Types, Degrees of comparison) Articles Types of Sentences Writing Words in Alphabetical Order Framing Questions Jumbled Sentences Reading Comprehension Paragraph Writing. | <ul style="list-style-type: none"> Explanation by the teacher Computer Aided Teaching (using PPTs and Extramarks) Videos on related grammar topics will be shown. <p>Nouns : https://youtu.be/aolmjyuViO8</p> <p>Adjectives: https://youtu.be/5ZkMbLkGims</p> <p>Articles: https://youtu.be/4iKjfiNvbJw</p> <p>Types of Sentences: https://youtu.be/g9DQOwETMo</p> | <ul style="list-style-type: none"> Project / Art Integration To make and draw a chart of Nouns and its types with examples Experiential learning: <ul style="list-style-type: none"> Children will be made to write a paragraph and will be asked to identify various nouns and Adjectives in it. Interdisciplinary linkage (Hindi – Nouns and Adjectives being taught in Hindi) Art Integration: Role Play to introduce Framing questions Skill Assessments: <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills | <ul style="list-style-type: none"> Class Test /Quiz based on nouns/Types of Sentences/Adjectives/Articles/ Writing Words in Alphabetical Order/ Framing Questions/ Jumbled Sentences/ Reading Comprehension Discussion and Writing of exercises related to the grammar structures. Worksheets based on nouns/Types of Sentences/Adjectives/Articles/ Writing Words in Alphabetical Order/ Framing Questions/ Jumbled Sentences/ Reading Comprehension | <ul style="list-style-type: none"> Lesson will be introduced with ice breaking activities: Nouns: Children will be shown some objects and asked to name them. Then the topic will be introduced. Adjectives: Children will be paired and asked to describe their best friend's qualities. The topic of adjectives will be therefore introduced. Articles: The topic will be introduced after testing their previous knowledge of the articles, expecting that they know the usage but not the rules of usage of article, the topic will be introduced. Types of sentences: Children will be given a few sentences and asked to differentiate between them. Writing Words in | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills <ul style="list-style-type: none"> Students identify kinds of nouns, adjectives, articles Students differentiate between different types of nouns and types of adjectives. Students write paragraphs in English from verbal, visual clues, with appropriate punctuation marks Students read text with comprehension, locates details and sequence of events Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. |

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| | | | | | <p>Alphabetical Order: Children will be made to stand in a row randomly and then they will be told to arrange their positions as per the order of appearance of their names in the teacher's attendance register.</p> <p>Framing Questions: Children will be asked to do a role play and made to hold a conversation. Once someone asks a question, the topic will be introduced.</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/groups/ individually and encouraged to– participate in activities which involve English • language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • to learn grammar in a context and integrated | |

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| | | | | | manner (such as use of nouns, adjectives; articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc. | |
| April 22 Days 4 Days | Topics : 1. Enid Mary Blyton (Biography) | <ul style="list-style-type: none"> Loud Reading by students Cross questioning by the students Explanation by the teacher Video on Enid Mary Blyton https://youtu.be/1mLAqVqtILQ | <ul style="list-style-type: none"> •Experiential Learning: Flipped teaching (Children will read the story, frame their own questions and ask each other) •Project/Art Integration: The children will be asked to make a collage of Enid Mary Blyton books. •Skill Assessment: Reading skills Speaking skills Writing skills | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: https://youtu.be/IaNTDb9JhuI An audio book written by Enid Mary Blyton will be played for the children and they will be asked to identify any character, name of the book or author of the book. The lesson will therefore be introduced. <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/groups/ individually and encouraged to– • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Students write a ‘mini biography’ and ‘mini autobiography’ • Students develop interest in reading biographies. • The students will infer the meaning of unfamiliar words by reading them in context • The students will take dictation of words • Students read text with comprehension, locates details and sequence of events • Students use meaningful grammatically |

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| | | | | | dictionary, for spelling, meaning and to find out synonyms and antonyms <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | correct sentences to describe and narrate incidents; and for framing questions |
| 4 Days | How did story begin? (Story) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion | <ul style="list-style-type: none"> • Project/Art Integrated Learning: Children will be asked to draw a scene from the story and write dialogues. • Experiential Learning: Children will be asked to listen to stories from their parents/ grandparents and keep a record of how old that story is. • Interdisciplinary linkage: (Mathematics/ Social | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: A story will be narrated to the children and they will be asked to try and tell the origin of the story and therefore origin of stories. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Creative writing • Critical thinking • Life skills • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for different purposes, such as lists, paragraphs, |

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| | | | Studies/General Science) The subject teachers would be asked to narrate an old story related to their subjects. <ul style="list-style-type: none"> • Skill Assessment Creative Writing skills Reading skills Speaking skills Critical thinking | | <ul style="list-style-type: none"> • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through Dumb charades | dialogues etc. <ul style="list-style-type: none"> • The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. |
| 14 Days | Pronoun Tenses Diary Entry Message Writing | <ul style="list-style-type: none"> • Explanation by the teacher • <u>Computer Aided</u> | <ul style="list-style-type: none"> • Project/Experiential learning/Art Integration: Children will be asked to maintain | <ul style="list-style-type: none"> • Class Test /Quiz based on pronouns/tenses/ diary entry/message writing | <ul style="list-style-type: none"> • Lesson will be introduced with ice breaking activities: Pronouns: Children will be given some | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Speaking skills |

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| | | <p>Teaching (using Extramarks)</p> <ul style="list-style-type: none"> • Video on Pronouns: https://youtu.be/ZY3U25QMxS8 • Video on Tenses: https://youtu.be/PQG_gYFePD4 • Video on Diary Entry https://youtu.be/byKiv9BgLKo | <p>a Personal Diary and decorate it.</p> <ul style="list-style-type: none"> • Interdisciplinary linkage: Children will be asked to maintain a Diary and make entries in it in Hindi as well as English. They would be encouraged to write in their regional language also. • Practical: Children will be asked to give messages to each other in writing and using the correct format. • Skill Assessment Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills | <ul style="list-style-type: none"> • Discussion and Writing of exercises related to the grammar topics. • Worksheets based on pronouns/tenses | <p>sentences starting with their own names and then asked to remove the names and repeat the same sentences. Then the topic will be introduced.</p> <p>Tenses: Children will be asked to tell about their daily routine and then tell about only a day before that day. Then the topic will be introduced after stating how the two descriptions used different types of verbs.</p> <p>Diary Entry: Children will be asked to show any old diary and state how they would feel if it could become their best friend. Then the topic will be introduced.</p> <p>Message Writing: Through asking various questions based on their previous knowledge.</p> <ul style="list-style-type: none"> • The children will be able to use Pronouns and verbs, correctly | <ul style="list-style-type: none"> • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • The students identify and use Pronouns in their speech and writing. • The students write using appropriate punctuation marks. • The students write a Diary entry/Message in the correct format. • The students identify kinds of pronouns and tenses. • The students differentiate between past, present and future tenses. • The students inter convert the tenses and use the correct tenses in speaking and writing. • The students write Diary entry and Messages in English from verbal, visual clues, with appropriate punctuation marks |

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| | | | | | in speech and writing <ul style="list-style-type: none"> The children will know the correct format of writing a Diary entry/Message Writing The children will learn grammar in a context and integrated manner | and linkers in correct format. |
| May 18 Days | Topics : 1. Verbs 2. Subject Verb Agreement 3.Paragraph writing 4.Reading Comprehension | <ul style="list-style-type: none"> Explanation by teacher Computer Aided Teaching (using Extramarks) Video on verbs : https://youtu.be/z96-ZkIpQZQ Video on Subject verb agreement: https://youtu.be/6L2XVxI1SmQ | <ul style="list-style-type: none"> Project/Art Integration: Children will be asked to click pictures of their family members and their own while doing and identifying different actions (Verbs) Experiential learning: (Group activity) Children will be divided in groups and asked to say sentences with incorrect Subject verb agreement. The other group will be asked to rectify. Skill Assessment Speaking skills Writing skills Problem solving | <ul style="list-style-type: none"> Class Test /Quiz based on verbs/ Subject verb Agreement/ Reading Comprehension Discussion and Writing of exercises related to the grammar topics. Worksheets based on verbs/ Subject verb Agreement/ Reading Comprehension | <ul style="list-style-type: none"> Lesson will be introduced with ice breaking activities: Verbs: A few children will be asked to do certain actions written on slips and the rest of the class shall be asked to identify what they were doing. Therefore the lesson will be introduced. Subject Verb Agreement: The topic will be introduced by asking questions based on children's previous knowledge. The children will be provided opportunities in pairs/groups/ individually and encouraged to participate in | The following skills of the students are enhanced : <ul style="list-style-type: none"> Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills The students identify and use verbs correctly in their speech and writing. <ul style="list-style-type: none"> The students write using appropriate punctuation marks. The students write paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers <ul style="list-style-type: none"> The students identify |

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| | | | <p>Creative writing Critical thinking Life skills</p> | | <p>activities which involve English</p> <ul style="list-style-type: none"> • language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • to learn grammar in a context and integrated manner (such as use of nouns, adjectives; articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc. | <p>various verbs and are able to write the correct verb according to the subject.</p> <ul style="list-style-type: none"> • The students differentiate between past, present and future tenses as per the verb used. • The students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • The students act according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. |
| <p>July 23 Days</p> <p>3 Days</p> | <p>Topics :</p> <p>1. My dad’s a secret agent (Poem)</p> | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Model Recitation by the teacher • Explanation by the teacher • Recitation by the students • Computer Aided | <ul style="list-style-type: none"> • Project – Children will be asked to draw a picture that describes their fathers the best and write a few lines about them. • Experiential learning: Video on India’s | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: The teacher narrates a story of Sherlock Holmes but doesn’t reveal the mystery and asks the students to guess what must | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Critical thinking • Students recite and share the poem with peers and family |

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| | | <p>Teaching (using Extramarks)</p> | <p>first woman detective will be shown https://youtu.be/wlymk6Z8XAg</p> <p>• Interdisciplinary linkage (Social Studies/ History) Video on Sherlock Holmes will be shown https://youtu.be/PDxrho9_RkQ</p> <p>• Art Integration /Practical Considering that children are unfamiliar with Cooking/ Culinary art, they will be asked to pick a dish of their choice (which does not involve cooking on flame) and they will be asked to guess and write down the ingredients and process of making it. Then with the help of their mothers/guardians make that dish and see if it tastes like the original one.</p> | <ul style="list-style-type: none"> • Quiz based on the poem • Oral test to assess the understanding of the lesson. | <p>have happened.</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • recite the poem with correct intonation and enunciation. • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading a poem • take dictation of short texts • enrich vocabulary • understand the use of synonyms, such as ‘detective/spy’ from clues in context. | <p>members.</p> <ul style="list-style-type: none"> • The students infer the meaning of unfamiliar words by reading them in context • The students write dictation of words • Students to recite poem with appropriate expressions and intonation. • Students relate to the fun and creativity involved in making paper objects. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • The students answer coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. |

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| | | | <ul style="list-style-type: none"> • Skill Assessment- Reading skills Speaking skills Writing skills Critical thinking skills | | | |
| 3 Days | 2. All about the arts. (Story/Play) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion | <ul style="list-style-type: none"> • Project/Art Integration: Children will be asked to make puppets/face masks of the characters/ objects of the play and use in their role play • Experiential Learning/ Inter disciplinary linkage: Role Play / Dramatisation of the story • Practical: Children will be asked to share their pictures performing any form of art that they feel they are good at. • Skill Assessment Writing skills Reading skills Speaking skills Creative writing Will be assessed by asking the students to write their own | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will be asked what their favourite art form is and whether they think that the art forms are inter related. Lesson will be introduced. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Creative writing • Critical thinking <ul style="list-style-type: none"> • Students are sensitized towards different forms of art. • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. • The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. |

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| | | | <p>dialogues in any of the given scene of the play.</p> <p>Critical thinking:</p> | | <ul style="list-style-type: none"> • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/ cultural context | <ul style="list-style-type: none"> • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference |
| 3 Days | 3.Kabir (Story) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion • Video on story of Kabir <p>https://youtu.be/ROXbFzFxyjQ</p> | <ul style="list-style-type: none"> • Project: Children will be asked to learn any 5 Dohas of Kabir • Inter disciplinary linkage (Hindi) – Children will be asked to write 5 Dohas in Hindi and asked to translate in English. • Experiential Learning / Art Integration- Children will be asked to learn the song of “Dohas” (Movie song) https://youtu.be/IVNgOAS2M00 • Practical- Children | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will hear a Doha (by Kabir) and will be asked to name the writer. The lesson will then be introduced. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Life skills • Students learn about Kabir. • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. • The students answer coherently in |

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| | | | <p>will be given some real life situations and asked what Kabir would have said regarding it.</p> <ul style="list-style-type: none"> • Skill Assessment- Reading skills Speaking skills Writing skills Life skills | | <p>dictionary, for spelling, meaning and to find out synonyms and antonyms</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.</p> <ul style="list-style-type: none"> • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • The students connect ideas that they have inferred, through reading and interaction, with their personal experience |
| 14 Days | 4. Adverbs 5.Reported Speech | <ul style="list-style-type: none"> • Explanation by teacher • <u>Computer Aided</u> | <ul style="list-style-type: none"> • Project - Children will be asked to make charts of Adverbs | <ul style="list-style-type: none"> • Class Test /Quiz based on Adverbs/ Reported Speech | <ul style="list-style-type: none"> • Lesson will be introduced with ice breaking activities: Adverbs: Lesson will | <p>1. The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Speaking skills |

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| | | <p>Teaching (using Extramarks)</p> <ul style="list-style-type: none"> • Classroom discussion • Video on adverbs : https://youtu.be/yFPS8yTS_Gw • Video on Reported Speech https://youtu.be/rcxyt sa8CbI | <p>and Reported Speech and decorate it.</p> <ul style="list-style-type: none"> • Experiential Learning – (Peer teaching) Students will be paired and asked to explain the concepts to each other and ask questions. (Adverbs/Reported Speech) • Art Integration/Inter disciplinary linkage (General Science)- Children will be asked to make comic strips of different organs of the body having a conversation and they will be asked to write them as Direct and Indirect speech. • Practical: (creativity) Students make a presentation before the class using different online and/or offline media. Creativity can be thus assessed. • Skill Assessment- | <ul style="list-style-type: none"> • Discussion and Writing of exercises related to the grammar topics. • Worksheets based on Adverbs/ Reported Speech • Exercises based on Adverbs/ Reported Speech. | <p>be introduced by asking questions based on their previous knowledge.</p> <p>Reported Speech: Two children will be asked to hold a simple conversation and a third child will be asked to report it to the class. The children will be made to focus the difference in both the direct and indirect speech and thus the lesson will be introduced.</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/groups/ individually and encouraged to participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • to learn grammar in a context and integrated manner (such as use | <ul style="list-style-type: none"> • Writing skills • Creativity • Critical thinking • Life skills <ul style="list-style-type: none"> • The students identify and use adverbs correctly in their speech and writing. • The students write using appropriate punctuation marks. • The students write paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • The students identify the two types of speech 6. The students differentiate between direct and indirect speech. • The students are able to convert direct speech to indirect speech. • The students use meaningful grammatically correct sentences to describe and narrate incidents; and for |

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| | | | Speaking skills Writing skills Creativity Critical thinking Life skills | | of nouns, adjectives; articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc. | framing questions. • The students act according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’etc. |
| August 20 Days 5days | Topics : 1.Mystery of the missing wallet (Story) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion | <ul style="list-style-type: none"> • Project/ Art Integration : Children will be asked to draw a scene from the story and write dialogues. • Experiential Learning: Children will be asked to search for a lost thing at home on their own. • Inter disciplinary linkage (Maths)/ • Practical: Children will be asked to make one jigsaw puzzle of their own. • Skill Assessment Reading skills | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will be asked if they liked mysteries and how many mysteries they had solved if at all. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • The students infer the meaning of unfamiliar words by reading them in context. • Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. • The students answer coherently in written or oral form to questions |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills | | <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain , dumb charades etc. | <p>in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</p> <ul style="list-style-type: none"> • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • The students connect ideas that they have inferred, through reading and interaction, with their personal experience |
| 5 days | 2.Swings(Poem) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Model Recitation by the teacher • Explanation by the | <ul style="list-style-type: none"> • Project/Art Integration : Children will be asked to imagine the scene the poet is describing and to draw and | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: The children will be asked what they enjoy doing the most in a | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | teacher <ul style="list-style-type: none"> Recitation by the students | colour it. <ul style="list-style-type: none"> Experiential Learning: Children will be asked to identify the rhyming words in the poem and write them. Skill Assessments: Reading skills Speaking skills Writing skills Critical thinking | <ul style="list-style-type: none"> Class Test based on the poem Quiz based on story Oral test to assess the understanding of the lesson. | park. The lesson will then be introduced. <ul style="list-style-type: none"> The children will be provided opportunities in pairs/groups/individually and encouraged to– recite the poem with correct intonation and enunciation. infer the meaning of unfamiliar words from the context while reading a variety of texts. refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms discuss and present orally, and then write answers to text-based questions to enable the children to enjoy reading a poem take dictation of short texts enrich vocabulary understand the use of rhyming words | <ul style="list-style-type: none"> Critical thinking Students recite and share the poem with peers and family members. The students infer the meaning of unfamiliar words by reading them in context The students write dictation of words Students to recite poem with appropriate expressions and intonation. Students relate to the fun and creativity involved in making paper objects. The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. The students use the dictionary for reference The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. Students use rhyming |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | words to compose their own poems. |
| 12 days | 3.Conjunctions 4.Interjections 6. Notice Writing | <ul style="list-style-type: none"> Explanation by the teacher Computer Aided Teaching (using Extramarks) Classroom discussion Video related to conjunctions https://youtu.be/gFUSmdvei90 Video related to interjections https://youtu.be/wO_UT_TgOYg Video related to Notice writing https://youtu.be/kvXVL2FE5Us | <ul style="list-style-type: none"> Project/ Art Integration - Children will be asked to make conjunction and interjection train and paste in their notebooks as per the following video https://youtu.be/sWo030TDBSQ Experiential Learning – Students will be paired and asked to explain the concepts to each other and ask questions. (Conjunctions/Interjections/notice writing) Skill Assessment- Writing skills Creative writing Critical thinking Life skills | <ul style="list-style-type: none"> Class Test /Quiz based on conjunctions/ interjections/ notice writing Discussion and Writing of exercises related to the grammar topics. Worksheets based on conjunctions/ interjections/ notice writing | <ul style="list-style-type: none"> Lesson will be introduced with ice breaking activities: Conjunctions : A few children will be asked to speak a few related and contrasting sentences. The others will be asked to join them into one. Interjections: The topic will be introduced with the help of a quiz. https://youtu.be/XRAPHNi8WO4 Notice Writing: The lesson will be introduced by asking questions based on the previous knowledge. The children will be provided opportunities in pairs/groups/ individually and encouraged to– participate in activities which involve English language use, such as role play, enactment, dialogue | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Writing skills Creative writing Critical thinking Life skills <p>The students identify and use conjunctions and interjections correctly in their speech and writing.</p> <ul style="list-style-type: none"> The students write using appropriate punctuation marks. The students write paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers The students identify various verbs and are able to write the correct verb according to the subject. The students use meaningful grammatically correct sentences to describe and narrate incidents; and for |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>and dramatisation of stories read and heard</p> <ul style="list-style-type: none"> • to learn grammar in a context and integrated manner (such as use of nouns, adjectives; articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc. | <p>framing questions.</p> <ul style="list-style-type: none"> •The students act according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. •Students write notice in correct format. |
| <p>Septemb er 27 Days 4 Days</p> | <p>Topics : 1. The sword in the stone (Story)</p> | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion | <ul style="list-style-type: none"> • Project Children will be asked to draw and cut out cardboard swords and paint them. • Experiential Learning – A video on King Arthur’s legend would be shown. https://youtu.be/RBsY88Lir-A • Inter disciplinary linkage (Social Studies) – | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will be asked about the ways one can become a king. The lesson will then be introduced. • The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> • infer the meaning of unfamiliar words from the context | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Students learn about King Arthur. • The students infer the meaning of unfamiliar words by reading them in context. • Students take |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>Children will be asked to find out more about the history of the kings of Britain.</p> <ul style="list-style-type: none"> • Practical- A crossword puzzle showing King Arthur's qualities. • Art Integration- Children will be asked to act out the story as a play but without dialogues. • Skill Assessment- Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills | | <p>while reading a variety of texts.</p> <ul style="list-style-type: none"> • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>dictation for different purposes, such as lists, paragraphs, dialogues etc.</p> <ul style="list-style-type: none"> • The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • The students connect ideas that they have inferred, through reading and interaction, with their |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | personal experience |
| 4 Days | 2 .Yes, No, yes (Story) | <ul style="list-style-type: none"> PDF of the lesson from the book Weavers Loud Reading by students Explanation by the teacher Computer Aided Teaching (using PPT) Classroom discussion | <ul style="list-style-type: none"> Project Children will be asked to write on a placard, a stunt that they are very scared of. Experiential Learning – A video on behind the scenes stuntman training will be shown. https://youtu.be/7B4L1QIpp7U Inter disciplinary linkage (Science) – Children will be asked to find out more about 'buoyancy'. https://youtu.be/khc2wUBsFU4 Practical- Children will be asked to demonstrate buoyancy. Art Integration- Children will be asked to use photoshop and | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on story Quiz based on story Oral test to assess the understanding of the lesson. | <ul style="list-style-type: none"> Lesson will be introduced with an ice breaking activity: A video about stuntmen showing how stunts are done in the movies, will be shown https://youtu.be/O L83p4GxAvw The children will be provided opportunities in pairs/groups/ individually and encouraged to– <ul style="list-style-type: none"> infer the meaning of unfamiliar words from the context while reading a variety of texts. refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms discuss and present orally, and then write answers to text-based questions to enable the children to enjoy reading | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Critical thinking Life skills Students learn about how stunts are performed in movies. The students infer the meaning of unfamiliar words by reading them in context. Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. The students read text |

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| | | | <p>morph their faces in place of famous actors doing difficult stunts.</p> <ul style="list-style-type: none"> • Skill Assessment- Reading skills Speaking skills Writing skills Problem solving Critical thinking Life skills | | <ul style="list-style-type: none"> • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>with comprehension, locate details and sequence of events.</p> <ul style="list-style-type: none"> • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. • The students use the dictionary for reference • Students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • The students connect ideas that they have inferred, through reading and interaction, with their personal experience |
| 18 Days | 3.Editing the passage 5. Prepositions 4.Paragraph writing 5.Reading Comprehension 6.Revision for Unit tests | <ul style="list-style-type: none"> • Explanation by the teacher • Computer Aided Teaching (using Extramarks) • Classroom discussion • Video related to prepositions https://youtu.be/1 | <ul style="list-style-type: none"> • Project/ Art Integration - Children will be asked to make a bracelet using beads made of paper mache. They will have to colour the beads and write prepositions on them. • Experiential Learning – | <ul style="list-style-type: none"> • Class Test /Quiz based on Prepositions/ Editing the passage. • Discussion and Writing of exercises related to Prepositions/ Editing the passage. • Worksheets based on | <ul style="list-style-type: none"> • Lesson will be introduced with ice breaking activities: Prepositions : Lesson will be introduced by asking questions based on their knowledge of position of things. • The children will be provided opportunities in pairs/groups/ individually and | <p>1. The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Speaking skills • Writing skills • Creative Writing • Critical thinking <ul style="list-style-type: none"> • The students identify and use prepositions correctly in their speech and writing. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | Ex0sBf18i4 | <p>Students will be paired and asked to explain the concepts to each other and ask questions. (Prepositions)</p> <ul style="list-style-type: none"> • Skill Assessment- Speaking skills • Writing skills • Creative Writing • Critical thinking <p>will be assessed by the Prepositions game: https://youtu.be/f2MkzbUpt-c https://youtu.be/TRjeyEM7SG0</p> | <p>Prepositions</p> <ul style="list-style-type: none"> • Exercises based on Prepositions/ Editing the passage. • Revision and Unit Test | <p>encouraged to– participate in activities which involve English</p> <ul style="list-style-type: none"> • language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • to learn grammar in a context and integrated manner (such as use of nouns, adjectives; articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc. | <ul style="list-style-type: none"> • The students write using appropriate punctuation marks. • The students write paragraphs in English from verbal, visual clues, with appropriate punctuation marks and prepositions. • The students use meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • The students act according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. |
| October - 21 Days 4 Days | Topics : 1. The rock and the bubble (Poem) | <ul style="list-style-type: none"> • PDF of the lesson from the book Weavers • Model Recitation by the teacher • Explanation by the teacher • Recitation by the students | <ul style="list-style-type: none"> • Project/ Art Integration: : Writing the dialogues in speech bubbles and drawing of characters. • Experiential Learning: Children will be | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: The teacher will tell about and show a video on the Japanese artist Hakusai who painted 36 views of Mount Fuji | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Critical thinking • Students recite and share the poem with |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> ComputerAided Teaching (PPT) | <p>shown video on 'The Great Wave' by Hakusai.</p> <p>https://youtu.be/d1ufFlXIWjA</p> <ul style="list-style-type: none"> Interdisciplinary linkage (Social Studies): Students will be asked to find out more about Mount Fuji and Hakusai and share in class. Practical: Children will be asked to present a puppet show using the characters they made in the Project. Skill Assessments: Reading skills Speaking skills Writing skills Critical thinking | <ul style="list-style-type: none"> Quiz based on the poem Oral test to assess the understanding of the lesson. | <p>https://youtu.be/8z9zRbwh43I</p> <ul style="list-style-type: none"> The children will be provided opportunities in pairs/groups/individually and encouraged to– <ul style="list-style-type: none"> recite the poem with correct intonation and enunciation. infer the meaning of unfamiliar words from the context while reading a variety of texts. <ul style="list-style-type: none"> refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms discuss and present orally, and then write answers to text-based questions <ul style="list-style-type: none"> to enable the children to enjoy reading a poem take dictation of short texts enrich vocabulary | <p>peers and family members.</p> <ul style="list-style-type: none"> The students infer the meaning of unfamiliar words by reading them in context The students write dictation of words Students to recite poem with appropriate expressions and intonation. Students relate to the fun and creativity involved in making paper objects. <ul style="list-style-type: none"> The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. The students use the dictionary for reference The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. |
| 4 Days | 2.A tall tale- MCB (Story) | <ul style="list-style-type: none"> PDF of the lesson from the book | <ul style="list-style-type: none"> Project : Children will be | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of | <ul style="list-style-type: none"> Lesson will be introduced with an ice | The following skills of the students are |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|---|---|---|--|---|
| | | <p>Weavers</p> <ul style="list-style-type: none"> • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using PPT) • Classroom discussion | <p>asked to click pictures of waste segregation at their homes.</p> <ul style="list-style-type: none"> • Experiential Learning: Children will be shown a video of Paul Bunyan https://youtu.be/_I_g6WZyvHrA • Inter disciplinary linkage (Social Studies and General Science) Children will be given some statements related to weather and asked to find out if they are facts or unbelievable and exaggerated things. • Practical: Children will be asked to read about more tall tales like <i>Tall tale: A compilation of short stories by Joshua Stephen Allen</i> <i>American Tall tales by Mary Osbourne</i> | <p>Question answers.</p> <ul style="list-style-type: none"> • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story • Quiz based on story • Oral test to assess the understanding of the lesson. | <p>breaking activity: Children will be told the meaning of ‘tall tale’ and then they will be given some statements, they would be asked to tell if they are ‘tall tales’.</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/groups/ individually and encouraged to– • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • discuss and present orally, and then write answers to text-based questions • to enable the children to enjoy reading <ul style="list-style-type: none"> • take dictation of short texts • enrich vocabulary through crossword puzzles, word chain etc. | <p>enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills <ul style="list-style-type: none"> •The students infer the meaning of unfamiliar words by reading them in context. •Students take dictation for different purposes, such as lists, paragraphs, dialogues etc. •The students answer coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • The students read text with comprehension, locate details and sequence of events. • The students connect ideas that they have inferred, through reading and interaction, with their personal experiences. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|---|--|
| | | | <ul style="list-style-type: none"> • Art Integration : Children will be asked to make a PPT to tell a story with exaggeration. • Skill Assessment- Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills. | | | <ul style="list-style-type: none"> • The students use the dictionary for reference • Students use meaningful , grammatically correct sentences to describe and narrate incidents; and for framing questions <ul style="list-style-type: none"> • The students connect ideas that they have inferred, through reading and interaction, with their personal experience |
| 13 Days | Revision <ul style="list-style-type: none"> • Reported Speech • Tenses • Adjectives • Adverbs • Articles • Verbs • Subject Verb Agreement | <ul style="list-style-type: none"> • Explanation by the teacher • Computer Aided Teaching (using /Extramarks / PPT) • Classroom discussion | <ul style="list-style-type: none"> • Written practice of all the topics | <ul style="list-style-type: none"> • Oral discussion • Written worksheets • Quizzes • Revision Tests | <ul style="list-style-type: none"> • Students will use strategies for revising and editing their work. • Students will collaborate with peers to revise their work. | <p>The students</p> <ul style="list-style-type: none"> • manage time more effectively when revising and in the exam itself • learn, or brush up on, revision and exam skills • feel equipped to approach exams with less anxiety and stress |
| November 11 Days | Revision : <ol style="list-style-type: none"> 1.Paragraph writing 2.Reading 3.Comprehension | <ul style="list-style-type: none"> • Explanation by the teacher • Computer Aided Teaching (using Extramarks /PPT) • Classroom | <ul style="list-style-type: none"> • Written practice of all the topics | <ul style="list-style-type: none"> • Oral discussion • Written worksheets • Quizzes • Revision Tests | <ul style="list-style-type: none"> • Students will use strategies for revising and editing their work. • Students will collaborate with peers | <p>The students</p> <ul style="list-style-type: none"> • manage time more effectively when revising and in the exam itself |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|------------------------------|---------------|--|--|--------------------------|---|
| | | discussion | | | to revise their work. | <ul style="list-style-type: none"> • learn, or brush up on, revision and exam skills • feel equipped to approach exams with less anxiety and stress |
| Decembe r 13 Days | Final Examination | • | • | • | • | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : पाँच

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| फरवरी ६दिन | भाषा ,वर्णमाला और मात्राएँ | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/Xtypskztqp0 https://youtu.be/3NDEA2F1UO4 | <p>आनुभविक ज्ञानार्जन गतिविधि- -</p> <ul style="list-style-type: none"> बिना बोले अपनी बात कहने के लिए कहा जाएगा । <p>सभी व्यंजनों से बनने वाले शब्दों के कटआउट्स दिखा कर पहचानने के लिए कहा जाएगा ।</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> - व्यंजनों से बनने वाले शब्दों का सचित्र वर्णन करने के लिए कहा जाएगा । <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - व्यंजनों का सस्वर सामूहिक अभ्यास करवाया जाएगा । | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान बहुवैकल्पिक प्रश्न | <p>आइस -ब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण डम्शराज <p>भूमिका - किसी भी भाषा को सीखने के लिए अक्षरों का ज्ञान अति आवश्यक है</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> भाषा का अर्थ जानेंगे भाषा के विभिन्न रूपों में अंतर जानेंगे स्वर ,व्यंजन जानेंगे मात्राओं का ज्ञान विश्व में बोली जाने वाली विभिन्न भाषाओं के नाम जानेंगे जीवन में भाषा का महत्व समझने में सक्षम होंगे पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का |

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| | | | <ul style="list-style-type: none"> लेखन कौशल-व्यंजनों की सहायता से रेलगाड़ी बनाने के कार्य दिया जाएगा । | | | <p>विकास होगा</p> <ul style="list-style-type: none"> नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार चित्रकला कला का सुधार |
| मार्च २६ दिन | भारत प्यारा देश हमारा | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर फेविकोल कैंची कागज https://youtu.be/wZLLQOtOhtJo | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> विभिन्न -विभिन्न स्वतंत्रता सेनानियों के जीवन पर आधारित घटनाओं का नाटकीय रूपांतरण करने के लिए कहा जाएगा भारत -वर्ष पर अनुच्छेद लिखना कला समेकित ज्ञानार्जन - राष्ट्रीय प्रतीकों पर आधारित कागज से कटिंग कर कोलाज का निर्माण | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान शब्द लड़ी पंक्तियाँ पूरी करना बहुवैकल्पिक प्रश्न | <p>आइस -ब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> भारत का रहने वाला हूँ गाना दिखाया जाएगा https://youtu.be/rgKfailD7cw किसी स्वतंत्रता सेनानी के बारे में बताने के लिए कहेगी / विद्यार्थी अपने अनुभव साझा करेंगे कहेगा । भूमिका -जन्म भूमि के महत्व पर | <ul style="list-style-type: none"> कविता के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>करना</p> <ul style="list-style-type: none"> • कौशल मूल्यांकन - देश प्रेम की भावना से पूर्ण कविता याद करके सुनाना • वाचन कौशल - कविता का सामूहिक वाचन • लेखन कौशल • बच्चों को आजादी के किस्से लिखने के लिए कहना • बहुविषयक सहलग्नता भारत की भूगोलिक विविधताओं के बारे में सामाजिक विज्ञान के अध्यापक से बातचीत की जाएगी | | <p>बातचीत करना</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • kivqw ky pōiq }ic aĔpNn hogl] कला संबंधी • वाचन कला का सुधार • लेखन कौशल का विकास • चित्रकला कला का सुधार • अभिनय कला का सुधार नैतिक मूल्य • दूसरों की मदद कर सुख का • देश ky pōiq pōym aĔpNn hogw] • देश के लिए समर्पित शहीदों के बलिदान से विद्यार्थी अवगत होंगे और उन के जीवन से प्रेरणा लेंगे • विद्यार्थी अपने देश की महानता से अवगत होंगे और देश की उपलब्धियों के बारे में जानेगें उन के जीवन से प्रेरणा लेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | सही रास्ता | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर https://youtu.be/CXh6j7vpp2M https://youtu.be/HhrJAvzTeEY | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन - किसी दिव्यांग व्यक्ति के साथ हुए अपने अनुभव को साझा करने के लिए कहा जाएगा गतिविधि- आँखों पर कपड़ा बांध कर कुछ कार्य करने के लिए दिए जाएंगे ताकि वे दिव्यांग व्यक्तियों के जीवन में आने वाली कठिनाइयों का अनुभव कर सकें कला समेकित ज्ञानार्जन https://youtu.be/PNp hpmh0fqk किसी दिव्यांग व्यक्ति के जीवन पर आधारित घटनाओं का सचित्र वर्णन करने के लिए कहा जाएगा | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान किसने किससे कहा बहुवैकल्पिक प्रश्न | <p>आइस -ब्रेकिंग गतिविधि - अध्यापक /अध्यापिका विद्यार्थियों से किसी दिव्यांग व्यक्ति से उनकी मुलाकात के बारे में अनुभवों को पूछेगी /गा विद्यार्थी अपने अनुभव साझा करेंगे </p> <p>भूमिका विद्यार्थियों में संवेदनशीलता और सहानुभूति की भावना उत्पन्न करना</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का सुधार लेखन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> दूसरों की मदद कर |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • नाटक गतिविधि- पाठ पर आधारित नाटक का आयोजन करना • कौशल मूल्यांकन वाचन कौशल - निस्वार्थ भाव से किसी की सहायता का अनुभव साँझा करना लेखन कौशल दिव्यांग किन्तु समर्थ और सफल व्यक्तियों के किस्से लिखना बहुविषयक सहलग्नता • स्कूल डॉक्टर के साथ धीमी गति से सीखने वाले बच्चों की मानसिक और शारीरिक स्थिति को समझने का प्रयास किया जाएगा | | | <p>सुख का अनुभव करना सीखेंगे</p> <ul style="list-style-type: none"> • शारीरिक और मानसिक बच्चों के प्रति प्रेम ,सहानुभूति और संवेदनशीलता उत्पन्न होगी • हर व्यक्ति के प्रति सम्मान की भावना उत्पन्न होगी • अपंग किन्तु समर्थ लोगों से प्रेरणा ले कर आसाधारण जीवन जीने के लिए प्रेरित होंगे |

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| | सत्यवादी राजा हरिश्चंद्र | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर पेन्सिल कलर कागज ÜXwmp t` cwk fátr https://youtu.be/eERZfHEhvoE | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> हरिश्चंद्र जैसे अन्य राजाओं के जीवन पर जानकारी प्राप्त करेंगे <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> हरिश्चंद्र के जीवन पर आधारित किसी एक दृश्य को चित्र के माध्यम से प्रस्तुत करना <p>कौशल मूल्यांकन - वाचन कौशल -</p> <ul style="list-style-type: none"> कहानी में प्रस्तुत मूल्यों पर विस्तृत चर्चा करने के साथ ही उन्हें उन मूल्यों पर चलने के लिए प्रेरित करना <p>लेखन कौशल</p> <p>किसी एक जीवन मूल्य पर आधारित एक कहानी लिखना</p> <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> इतिहास के अध्यापक | <ul style="list-style-type: none"> mOiKk prl@w iliKq prl@w Kuly A<q vwly pöÜn SÑd lVI qwilkw pUrl krnw shl ivkØp cunnw | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- दानवीर कर्ण की कहानी सुनाई जाएगी https://youtu.be/CmFW2MxQWFI विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का सुधार चित्र कला का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> दूसरों की मदद कर सुख का अनुभव करना सीखेंगे कर्तव्यनिष्ठाता जैसे गुणों का विकास हुआ |

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| | | | से संसार के महान शासकों के बारे में चर्चा | | | <ul style="list-style-type: none"> सत्यवादिता और धर्मपालन जैसे गुणों का विकास अडिगता और धैर्य जैसे गुणों का विकास |
| | <p>रचनात्मक लेखन औपचारिक पत्र (बीमारी के कारण प्रार्थना =पत्र) होली , मेरा प्रिय खेल</p> | <ul style="list-style-type: none"> d÷ÜX-%oÜX swDno< kw pōXog (PPT, Video) E#átöw mw#s~ ÜXwmp t`t cwk fátr https://youtu.be/EH AupKXF https://youtu.be/Gc O IhrFic0 | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि- अपनी अपनी प्रश्न बात - यदि आप बीमार हो गए तो स्कूल को सूचना देने हेतु की करेंगे कला समेकित ज्ञानार्जन रंगोली बनाना कौशल मूल्यांकन - वाचन कौशल - | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- यदि आप स्कूल में खेलने के समय में वृद्धि करना चाहते हैं तो आप क्या करेंगे, चर्चा विषय की घोषणा विषय विस्तार चर्चा | <p>iv†X ky A<q my< ivd`XwQl inMn ib<duAo< ko smJny Xo^X ho<gy-</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • https://youtu.be/gG-dxj_Skz8 • https://youtu.be/Tkh5CZJ4j3E | <p>आप होली कैसे मनाते हैं</p> <ul style="list-style-type: none"> • लेखन कौशल <p>होली और मेरा प्रिय खेल पर अनुच्छेद लिखना</p> <ul style="list-style-type: none"> • बहुविषयक सहलग्नता <p>खेल अध्यापक के साथ खेलों के महत्व पर चर्चा</p>  | | <ul style="list-style-type: none"> • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे</p> <ul style="list-style-type: none"> • पत्र व अनुच्छेद लिखने की शैली में सुधार • विचारों को सुव्यवस्थित करने में सुधार • पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> • पत्र को कलात्मक ढंग से प्रस्तुत करना सीखेंगे <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • औपचारिक पत्र लिखते हुए बड़ों के प्रति सम्मान की भावना विकसित करेंगे • अनुच्छेद में अपने सामाजिक व्यवहारों और कर्तव्यों को विकसित करेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | संज्ञा | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/mFwScd_jcro https://youtu.be/VdesRtx2JmU https://youtu.be/jh1sRcVkf0I https://youtu.be/MbFs8EOOrVMc | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> कक्षा की वस्तुओं के नाम और भेद बताना <p>कला समेकित ज्ञानार्जन</p> <p>संज्ञा पर कविता रचना, संज्ञा रे, संज्ञा रे, तेरे बिना हम कैसे रचे, आजा रे, आजा रे शब्दों के सहारे आजा,</p> <ul style="list-style-type: none"> https://youtu.be/0AdLZJeWZY0 | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- पहेलियाँ पूछी जाएगी विषय की घोषणा विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी संगीत कला का विकास होगा |
| | शब्द भंडार (पर्यायवाची शब्द ,विलोम शब्द) | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <p>एक ही अर्थ प्रकट करने वाले शब्दों को पूछा जाएगा</p> <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन <p>कौशल मूल्यांकन -</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न शब्द लड़ी बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- चित्र दिखा कर एक ही वस्तु के अलग-अलग नाम पूछे जाएंगे विषय की घोषणा | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> डस्टर https://youtu.be/b2JLZMA49zE https://youtu.be/yHCbBNi69eI https://youtu.be/4vP96uPNO_Y | वाचन कौशल - शब्द अंताक्षरी वाचन <ul style="list-style-type: none"> लेखन कौशल पर्यायवाची शब्दों का चार्ट बनाना | | <ul style="list-style-type: none"> विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे |
| | लिंग और वचन ,मुहावरे | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/whO-GONEI6M https://youtu.be/SNwDBAi3yi8 https://youtu.be/DPK9pd03WxQ | आनुभविक ज्ञानार्जन गतिविधि- अपनी-अपनी बात <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन मुहावरों का सचित्र वर्णन कौशल मूल्यांकन - वाचन कौशल - मुहावरों का वाचन <ul style="list-style-type: none"> लेखन कौशल लिंग और वचन ,मुहावरे का | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न शब्द लड़ी बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- पूर्व ज्ञान परीक्षण अपने परिवार के बारे में बोलना विषय की घोषणा विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे लिंग ,वचन और |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | प्रयोग करते हुए कहानी का निर्माण | | | मुहावरों का अर्थ और प्रयोग जानेंगे कला संबंधी • वाचन कला का सुधार • लेखन कौशल का विकास होगा • चित्र कला का विकास होगा |
| अप्रैल २० दिन | गुलीवर की यात्रा | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर https://youtu.be/8VOWcpVKwvY | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि- विद्यार्थियों को अपनी किसी यात्रा के बारे में अनुभव साझा करने के लिए कहना (चर्चा) कला समेकित ज्ञानार्जन- विद्यार्थियों को अपनी किसी यादगार यात्रा का सचित्र वर्णन करने के लिए कहा जाएगा कौशल मूल्यांकन | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान किसने किससे कहा शब्द लड़ी बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- समुंद्री यात्रा का वर्णन करने वाली एक कहानी सुनना https://youtu.be/p8AXhCZfF3w विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे कला संबंधी |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | - वाचन कौशल - <ul style="list-style-type: none"> अपने जीवन के किसी साहसिक क्षण का कक्षा में वचन करना लेखन कौशल गुलीवर की अन्य यात्राओं के बारे में लिखना | | | <ul style="list-style-type: none"> वाचन कला का सुधार लेखन कौशल का विकास होगा चित्र कला का विकास नैतिक मूल्य दूसरों की मदद कर सुख का अनुभव करना सीखेंगे अडिगता और धैर्य जैसे गुणों का विकास |
| | पुनः नया निर्माण करो (कविता) | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर कागज | आनुभविक ज्ञानार्जन गतिविधि विद्यार्थियों को अपने द्वारा बनाई गई किसी चीज के बारे में बताने के लिए कहा जाएगा <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन - प्रकृति की सुंदर वस्तुओं द्वारा हस्त - पुस्तिका का निर्माण | <ul style="list-style-type: none"> mOiKk prl@w iliKq prl@w Kuly A<q vwly pōÜn SÑd lVI qwilkw pUrl krnw shl ivkØp cunnw | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- किसी वस्तु को नए ढंग से प्रयोग करना विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न | कविता के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ |


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| | | <ul style="list-style-type: none"> कैंची कलर पेन्सिल हस्त-पुस्तिका https://youtu.be/RB9mkQM1Wag https://youtu.be/m57njr5sOjs | <p>करना</p> <ul style="list-style-type: none"> अपने आप को चित्रकारी मान कर चित्र की रचना । कागज से कुछ नया बनाने का प्रयास करना <p>कौशल मूल्यांकन - वाचन कौशल - अपने द्वारा बनाई गई कृति के बारे में कक्षा में वाचन</p> <ul style="list-style-type: none"> लेखन कौशल धरती मन को धन्यवाद करते हुए अनुच्छेद लिखना | | <ul style="list-style-type: none"> पुनरावृत्ति | <p>समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे</p> <ul style="list-style-type: none"> कविता का सार अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार लेखन कौशल का विकास होगा । चित्र कला का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> प्रकृति से समर्पण का भाव सीखेंगे दूसरों की मदद कर सुख का अनुभव करना सीखेंगे सहनशीलता और धैर्य जैसे गुणों का विकास |
| | उपहार | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> माता -पिता या शिक्षक के साथ पास के किसी बैंक का भ्रमण करना और | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान किसने किससे कहा शब्द लड़ी | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- क्या आपने कभी किसी की सहायता की है? विषय की घोषणा | <p>पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का |

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| | | <ul style="list-style-type: none"> वीडियो श्याम पट्ट डस्टर https://youtu.be/FhA4sMs0H70 | <p>उनकी कार्यप्रणाली के बारे में जानना और कक्षा में चर्चा करना</p> <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> कुछ वस्तुएं केवल देती हैं ,लेती कुछ नहीं ,चित्र बना कर स्पष्ट कीजिए कि उनसे हमें क्या - क्या मिलता है <p>कौशल मूल्यांकन -</p> <ul style="list-style-type: none"> वाचन कौशल क्या अपने कभी किसी जरूरतमंद की मदद की है? अनुभव वाचन लेखन कौशल <ul style="list-style-type: none"> परोपकार के भाव प्रकट करने वाली आठ पंक्तियों की स्वरचित कविता लिखिए | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विकास</p> <ul style="list-style-type: none"> वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार लेखन कौशल का विकास होगा चित्र कला का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> दूसरों की मदद कर सुख का अनुभव करना सीखेंगे सहनशीलता और धैर्य जैसे गुणों का विकास होगा |
| | सर्वनाम और क्रिया | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> अपनी दिनचर्या | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- अपने मित्र के बारे | पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/MbFs8EOrVMc https://youtu.be/RdqXOIUUIwY https://youtu.b | <p>कौशल मूल्यांकन -</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> अपनी मां की दिनचर्या सुनाएं <p>लेखन कौशल</p> <ul style="list-style-type: none"> अपनी दिनचर्या लिख कर क्रिया शब्द छाँटिए | <ul style="list-style-type: none"> रिक्त स्थान शब्द लड़ी बहुवैकल्पिक प्रश्न | <p>में जानकारी दीजिए</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार लेखन कौशल का विकास होगा |
| | अनेक शब्दों के लिए एक शब्द | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/4vP96uPNO_Y | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> प्रतिदिन अपनी सेवा प्रदान करने वाले लोगों को संक्षिप्त में क्या कहते हैं ? <p>कला समेकित ज्ञानार्जन -</p> <p>ऐसे व्यक्तियों के नाम का एक चार्ट बनाएँगे जिन की सेवाओं के बिना जीवन कठिन है</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न शब्द लड़ी बहुवैकल्पिक प्रश्न | <p>आइस -ब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> प्रतिदिन अपनी सेवा प्रदान करने वाले लोग कौन-कौन हैं? विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न | <p>पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | कौशल मूल्यांकन - लेखन कौशल <ul style="list-style-type: none"> शब्द अंताक्षरी बनाना | | पूछना <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पुनरावृत्ति | भंडार में वृद्धि करने में सक्षम हुए कला संबंधी <ul style="list-style-type: none"> वाचन कला का सुधार लेखन कौशल का विकास होगा कम शब्दों में बात करने की कला विकसित करेंगे प्रभावशाली शब्दों में बात करने की कला विकसित करेंगे |
| | व्यर्थ है समर्थ | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर पुराने समाचार पत्र पुरानी चूड़ियां पुरानी प्लास्टिक बोतल फेविकोल | आनुभविक ज्ञानार्जन गतिविधि- अपनी -अपनी बात कला समेकित ज्ञानार्जन - व्यर्थ सामान से सर्जनात्मकता का प्रयोग करते हुए वस्तुएं बनाना कौशल मूल्यांकन - <ul style="list-style-type: none"> वाचन कौशल बस एक मिनट वाचन क्रियाकलाप लेखन कौशल रॉक गार्डन पर | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान किसने किससे कहा शब्द लड़ी बहुवैकल्पिक प्रश्न | आइस -ब्रेकिंग गतिविधि- विद्यार्थियों को पाठशाला का भ्रमण करवाया जाएगा और पाठशाला में उपस्थित रीसाइक्लिंग इकाई दिखाई जाएगी <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न | pwT ky A<q my< ivd'XwQI~ inMn ibNduAo< ko smJny my< s@m हुए - विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> कैंची कलर सजावट का सामान https://youtu.be/fqcA7Cck6tw https://youtu.be/sJrzLNd7eVo https://youtu.be/xlJ2iQbvFKw https://youtu.be/HEuS4UTerPc | <p>जानकारी प्राप्त कर दस पंक्तियाँ लिखना</p> <ul style="list-style-type: none"> बहुविषयक सहलगनता आर्ट अध्यापक की सहायता से कक्षा में विद्यार्थियों से पुराने व्यर्थ सामान से उपयोगी वस्तुएं बनवाना | | <ul style="list-style-type: none"> पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कला का सुधार सर्जनात्मक कला का सुधार नैतिक मूल्य धरती से निस्वार्थ भावना से काम करना सीखेंगे प्रकृति के प्रति प्रेम , संवेदनशीलता उत्पन्न होगी व्यर्थ कही जाने वाली वस्तुओं का भी महत्व जानेगें  |
| | दीये का अभिमान (कविता) | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग | आनुभविक ज्ञानार्जन गतिविधि- अपनी - अपनी बात कला समेकित ज्ञानार्जन - | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान | आइस -ब्रेकिंग गतिविधि- <ul style="list-style-type: none"> विद्यार्थियों से प्रकृति में प्रतिदिन | पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर चार्ट पेपर सूखे फूल फेविकोल https://youtu.be/3eGyIGaMzLQ https://www.youtube.com/watch?v=Oe_8NS4rshw https://youtu.be/SrzRQA4xMrE | <p>विभिन्न प्रकार के सूखे फूल इकट्ठे कर दिये का एक सुंदर बड़ा आकार बनाएं सजा कर दिया बनाएं</p> <p>कौशल मूल्यांकन -</p> <ul style="list-style-type: none"> लेखन कौशल रोशनी देने वाली वस्तुओं के नाम लिखिए वाचन कौशल दीपक के इस्तेमाल पर एक मिनट तक बोलना <p>बहुविषयक सहलग्नता आर्ट अध्यापक की सहायता से कक्षा में विद्यार्थियों से सुंदर दिये बनवाना</p>  | <ul style="list-style-type: none"> किसने किससे कहा शब्द लड़ी पंक्तियाँ पूरी करना बहुवैकल्पिक प्रश्न | <p>होने वाले बदलावों के बारे में बात की जाएगी</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी वाचन कला का सुधार सर्जनात्मक कला का सुधार लेखन कला का विकास नैतिक मूल्य प्रकृति निस्वार्थ भावना से काम करना सीखेंगे प्रकृति से घमंड न करना सीखना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | शब्द भंडार (पर्यायवाची शब्द ,विलोम शब्द) | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर कलर चार्ट पेपर https://youtu.be/yHCbBNi69eI https://youtu.be/b2JLZMA49zE | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <p>अपनी - अपनी बात</p> <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> पर्यायवाची शब्दों की सुंदर चित्रों से लड़ी का निर्माण <p>कौशल मूल्यांकन -</p> <p>लेखन कौशल</p> <ul style="list-style-type: none"> पर्यायवाची शब्दों से शब्द लड़ी का निर्माण <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> आर्ट अध्यापक की सहायता से कक्षा में विद्यार्थियों से सुंदर चित्र बनवाना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>किस -किस बच्चे का उपनाम है?</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम <p>कला संबंधी</p> <ul style="list-style-type: none"> प्रभावशाली शब्दों में बात करने की कला विकसित करेंगे लेखन कला का विकास सर्जनात्मक कला का |

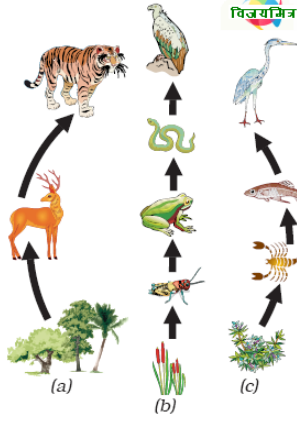
| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | सुधार |
| जून २३ दिन | आज का काम आज | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर https://youtu.be/45kGYugPaWc https://youtu.be/n1nE557pE6k | <p>आनुभविक ज्ञानार्जन गतिविधि- प्रतियोगिता में भाग लेने से पहले की तैयारी</p> <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> कहानी लिखने और सुनाने की कला <p>कौशल मूल्यांकन - लेखन कौशल</p> <ul style="list-style-type: none"> कहानी लिखने की कला <ul style="list-style-type: none"> वाचन कौशल अपनी लिखी कहानी सुनाना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> खेल अध्यापक से साथ विद्यार्थियों की खेलों में समय के महत्व पर चर्चा करवाई जाएगी | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिन्ह लगाना संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि- चींटी और टिड्डा - समय के महत्व पर एक कहानी सुनाई जाएगी</p> <ul style="list-style-type: none"> https://youtu.be/N7EE50uurNc <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति shl ivkØp cunnw | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार सर्जनात्मक कला का सुधार लेखन कला का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समय पर कार्य करने का महत्व स्वयं पर जरूरत से अधिक भरोसा न करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <ul style="list-style-type: none"> • दूसरों की प्रतिभा का आदर करना • हमें अपनी गलतियों से सीख कर आगे बढ़ना चाहिए |
| | डिजनीलैंड | <ul style="list-style-type: none"> • पाठ्य पुस्तक • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन) • वीडियो • श्याम पट्ट • डस्टर • https://youtu.be/wkEb730CNU • https://youtu.be/GR5tTTEB0CE | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> • एम्यूजमेंट पार्क के बारे में सभी अपनी - अपनी बात कहेंगे <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> • कंप्यूटर की सहायता से डिजनीलैंड के विभिन्न - विभिन्न पात्रों का कोलाज बनाना <p>नाटक</p> <ul style="list-style-type: none"> • अपने प्रिय पात्र का अभिनय करना, डम्ब शराज <p>कौशल मूल्यांकन - वाचन कौशल</p> <ul style="list-style-type: none"> • अपने प्रिय पात्र के संवाद बोलना • लेखन कौशल | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में विराम चिन्ह लगाना • संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> • यदि आपको घूमने जाना हो तो आप कहाँ जाना पसंद करेंगे <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> • पठन कौशल का विकास • लेखन कौशल का विकास • वचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> • वाचन कला का सुधार • सर्जनात्मक कला का सुधार • अभिनय कला में सुधार • कंप्यूटर संबंधी दक्षता |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • एम्यूजमेंट पार्क की अपनी यात्रा का लिखित वर्णन करना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • कंप्यूटर अध्यापक की सहायता से डिजनीलैंड के विभिन्न -विभिन्न पात्रों का कोलाज बनाना सीखना | | | <p>हासिल करेंगे</p> <ul style="list-style-type: none"> • लेखन कौशल का विकास होगा • रचनात्मक कौशल का विकास • कल्पनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • मेहनत और इच्छा शक्ति का महत्व समझेंगे • कार्टून पात्रों के जीवन से दूसरों को खुश |
| | शिखरों पर बढ़ती सायना | <ul style="list-style-type: none"> • पाठ्य पुस्तक • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन) • वीडियो • श्याम पट्ट • इस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> • अपने पसंदीदा खिलाड़ी के बारे में बोलेंगे <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • कौशल मूल्यांकन -sBI bÇcy Ek-Ek खिलाड़ी kw kt Awat qYXwr kr asky bwry my< AiBnX d`vwrw bqW E>gy] <p>वाचन कौशल</p> | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में विराम चिन्ह लगाना • संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>जीवन में खेलों के महत्व पर चर्चा करते हुए बच्चों से उन के प्रिय खेल के बारे में पूछा जाएगा</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> • पठन कौशल का विकास होगा • लेखन कौशल का विकास होगा • वचन कौशल का विकास होगा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • https://youtu.be/p7nQKOltFSU • https://youtu.be/K4MhjQqQCi0 | <ul style="list-style-type: none"> • उन के प्रिय खेल के बारे में व्यक्तव्य देंगे वाचन कौशल • लेखन कौशल • आप बड़े हो कर अपने देश का नाम कैसे रोशन करेंगे पर लिखेंगे <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • खेल अध्यापक से साथ विद्यार्थियों की खेलों में अनुशासन के महत्व पर चर्चा करवाई जाएगी | | <ul style="list-style-type: none"> • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे। • पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे। • कला संबंधी • वाचन कला का सुधार • अभिनय कला का सुधार नैतिक मूल्य • मेहनत और इच्छा शक्ति का महत्व समझेंगे • जीवन में अनुशासन के महत्व को जानेंगे • जीवन में सेहत के महत्व को जानेंगे • एक अच्छा खिलाड़ी बनने के लिए वांछित गुणों के बारे में जानेंगे • देश के लिए पदक जीतने की भावना से प्रेरित होंगे |
| | चतुर चित्रकार (कविता) | <ul style="list-style-type: none"> • पाठ्य पुस्तक | आनुभविक ज्ञानार्जन | <ul style="list-style-type: none"> • मौखिक परीक्षा | आइस -ब्रेकिंग | पाठ के अंत में विद्यार्थी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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|) | | <ul style="list-style-type: none"> दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर https://youtu.be/q9sFdjrUxPQ https://youtu.be/Nf_UUEN1b1E | <p>गतिविधि -</p> <ul style="list-style-type: none"> अपने जीवन की कोई ऐसी घटना के बारे में बताएं जब आप बहुत डर गए थे <p>कला समेकित ज्ञानार्जन कौशल मूल्यांकन - लेखन कौशल</p> <p>जानवर से आपको प्रेरणा मिलती हो ,उसका चित्र बनाएं और लिखे आप को किस कारण उसने प्रभावित किया</p> <ul style="list-style-type: none"> वाचन कौशल विभिन्न -विभिन्न जानवरों की आवाज निकलने को कहा जाएगा बहुविषयक सहलग्नता कला अध्यापक की सहायता से अलग -अलग जानवरों के चित्र बनवाये जाएंगे | <ul style="list-style-type: none"> लिखित परीक्षा खुले अंत वाले प्रश्न रिक्त स्थान किसने किससे कहा शब्द लड़ी दिए हुए वाक्यों में विराम चिन्ह लगाना <ul style="list-style-type: none"> संज्ञा ,सर्वनाम शब्द छांटना पंक्तियाँ पूरी करना बहुवैकल्पिक | <p>गतिविधि-</p> <p>कमरे में अकेले बैठे हैं और अचानक वहां कोई डरावना जंगली जानवर आ जाए , आप क्या करेंगे</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास होगा लेखन कौशल का विकास होगा वचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे कला संबंधी वाचन कला का सुधार अभिनय कला का सुधार लेखन कौशल का विकास होगा नैतिक मूल्य दूसरों की मदद कर सुख का अनुभव करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> साइंस अध्यापक की सहायता से बच्चों को भोजन चक्र के बारे में बताया जाएगा | | | <ul style="list-style-type: none"> जानवरों की आहार श्रृंखला में भूमिका समझ पाएंगे जानवरों के प्रति अधिक संवेदनशील बनेंगे कठिन समय में धैर्य और समझदारी का महत्व जानेंगे  <p>प्रकृति में आहारश्रृंखला (a) वन में (b) घास के मैदानों में (c) तालाब</p> |
| अगस्त | <p>रचनात्मक लेखन अनौपचारिक पत्र</p> <p>मित्र को जन्मदिन की शुभकामनाएं मित्र को परीक्षा में</p> | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> परिवार और मित्रों को पत्र लिखेंगे <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> चित्रकला का प्रयोग | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा रिक्त स्थान वाक्यों में विराम चिन्ह लगाना संज्ञा ,सर्वनाम शब्द | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>डाकिया डाक लाया खुशी का पैगाम कहीं कहीं दर्दनाक लाया</p> | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------------|--|--|--|---|---|
| | प्रथम आने पर मुबारकबाद | <ul style="list-style-type: none"> श्याम पट्ट डस्टर https://youtu.be/VLqxt0PSZi0 | <p>करते हुए स्नेहिल पत्र लिखेंगे</p> <p>कौशल मूल्यांकन - लेखन कौशल</p> <ul style="list-style-type: none"> पत्र लिखना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> कला अध्यापक की सहायता से सुंदर पत्र लिखना | छांटना | <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबन्धी कलात्मक लेखन कौशल का विकास होगा नैतिक मूल्य अनौपचारिक पत्र लिखते हुए बड़ों के प्रति सम्मान और छोटों के प्रति प्यार प्रदर्शित करन सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| अगस्त २० दिन | भारत कोकिला सरोजिनी नायडू | <ul style="list-style-type: none"> पाठ्य पुस्तक दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो श्याम पट्ट डस्टर https://youtu.be/c5n-IAUVGJA https://youtu.be/JYs dEb6GQew https://youtu.be/Ou Uja5twGnk | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <p>अपनी -अपनी बात - स्वतंत्रता सैनानियों के बारे में बातचीत</p> <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन विभिन्न -विभिन्न स्वतंत्रता सैनानियों से संबंधित प्रसिद्ध घटनाओं का नाटकीय प्रस्तुतीकरण नमक आंदोलन का सचित्र वर्णन कौशल मूल्यांकन -लेखन कौशल किसी एक महिला स्वतंत्रता सैनानी के जीवन के बारे में लिखना वाचन कौशल सरोजिनी नायडू की किसी कविता का | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिन्ह लगाना संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि -</p> <ul style="list-style-type: none"> स्वतंत्रता सैनानियों के उपनामों पर चर्चा की जाएगी सुरीले पक्षियों की बोलियों पर चर्चा की जाएगी स्वर कोकिला लता मंगेशकर के बारे में बात की जाएगी और जीवन में अच्छे वक्ता होने के प्रभाव पर चर्चा होगी विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास होगा। लेखन कौशल का विकास होगा। वाचन कौशल का विकास होगा। नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे। पाठ का सार अपने शब्दों में सुनाने में सक्षम होंगे। <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का सुधार लेखन कौशल का विकास होगा। चित्र कला का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> देश प्रेम की भावना विकसित करेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>वाचन</p> <ul style="list-style-type: none"> • बहुविषयक सहलग्नता • सामाजिक विज्ञान के अध्यापक की सहायता से स्वतंत्रता संग्राम के संघर्ष के बारे में जानकारी दी जाएगी | | | <ul style="list-style-type: none"> • देश के प्रति अपने कर्तव्यों को बेहतर समझ पाएंगे • स्वतंत्रता सैनानियों के प्रति आदर की भावना विकसित करेंगे |
| | <p>विशेषण</p> <p>रचनात्मक लेखन अनुच्छेद लेखन स्वतंत्रता दिवस और वर्षा</p> | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन) • वीडियो • एकस्ट्रा मार्क्स • श्याम पट्ट • डस्टर • https://youtu.be/AvaKlFgvDPQ • • व्याकरण • दृश्य श्रवण साधनों | <p>आनुभविक ज्ञानार्जन गतिविधि - बच्चे अपने मित्रों के गुणों के बारे में चर्चा करेंगे</p> <ul style="list-style-type: none"> • कला समेकित ज्ञानार्जन - अभिनय द्वारा अपने किसी प्रिय के खास गुण को बताना • कौशल मूल्यांकन - लेखन कौशल अपने मित्र पर अनुच्छेद लिखना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना • मौखिक परीक्षा • लिखित परीक्षा | <p>आइस -ब्रेकिंग गतिविधि - अपने मित्रों की कौन -कौन सी बातें आपको पसंद या नापसंद है</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति <p>आइस -ब्रेकिंग गतिविधि -</p> | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> • पठन कौशल का विकास होगा • लेखन कौशल का विकास होगा • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे • |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | का मौसम | <p>का प्रयोग</p> <ul style="list-style-type: none"> पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर <p>https://youtu.be/Tkh5CZJ4j3E</p> | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि - अनुच्छेद पर प्रश्न बना कर लिखना कला समेकित ज्ञानार्जन - कौशल मूल्यांकन - लेखन कौशल अनुच्छेद लिखना | <ul style="list-style-type: none"> शब्द लड़ी बहुवैकल्पिक प्रश्न विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना | <p>स्वतंत्रता सेनानियों के चित्रों को दिखा कर उन का नाम पूछना</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का सुधार लेखन कौशल का विकास होगा <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> प्रत्येक व्यक्ति में कोई न कोई गुण होता है <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <ul style="list-style-type: none"> • अनुच्छेद के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी • अनुच्छेद को कलात्मक ढंग से प्रस्तुत करना सीखेंगे नैतिक मूल्य • देश प्रेम की भावना विकसित करेंगे • अनुच्छेद में अपने सामाजिक व्यवहारों और कर्तव्यों को विकसित करेंगे |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | लिंग ,वचन और मुहावरे | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन) वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/ZmgBOMZIGPQ https://youtu.be/UbBaTDZ8w https://youtu.be/nWrPtvYx6lg | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि - लिंग ,वचन और मुहावरो का प्रयोग कर कहानी का निर्माण कला समेकित ज्ञानार्जन - मुहावरो का प्रयोग कर गाना बनाना मुहावरो को चित्रों की सहायता से प्रस्तुत करना कौशल मूल्यांकन - लेखन कौशल <ul style="list-style-type: none"> विभिन्न प्राणियों के विपरीत लिंग लिखना वाचन कौशल मुहावरो का वाक्य में वाचन | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि -</p> <ul style="list-style-type: none"> मुहावरो पर आधारित कहानी सुनाना (मुहावरे और मुंशी जी की सनक <p>विषय की घोषणा</p> <ul style="list-style-type: none"> विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए विचारों को सुव्यवस्थित करने में सुधार मुहावरो के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> लेख को कलात्मक ढंग से प्रस्तुत करना सीखेंगे |



| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| सितंबर | शब्द भंडार (पर्यायवाची शब्द ,विलोम शब्द) | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/REHGe6wMntQ https://youtu.be/6zbdx5WqzNc | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> पर्यायवाची और विलोम शब्दों का प्रयोग कर रोचक किस्सा घड़ना <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> चित्रों के साथ विलोम शब्दों को दर्शाना कौशल मूल्यांकन - लेखन कौशल पर्यायवाची शब्दों का चार्ट बनाना <p>वाचन कौशल</p> <ul style="list-style-type: none"> शब्द और उसके विलोम शब्द का वाक्य में वाचन | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना शब्द और उसके विलोम शब्द का वाक्य में प्रयोग | <p>आइस -ब्रेकिंग गतिविधि -</p> <ul style="list-style-type: none"> कहानी - (अमीर बिल्ली और गरीब कुत्ता) <p>विषय की घोषणा</p> <ul style="list-style-type: none"> विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे –</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे पर्यायवाची शब्दों के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी लेख को कलात्मक ढंग से प्रस्तुत करना सीखेंगे |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | विराम चिन्ह | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर https://youtu.be/PejBjvmgF0A https://youtu.be/wKuUGx10488 | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> अपनी - अपनी बात <p>कला समेकित ज्ञानार्जन - कौशल मूल्यांकन -</p> <ul style="list-style-type: none"> विराम चिन्ह के चिन्हों के चित्र बनाना <p>लेखन कौशल</p> <ul style="list-style-type: none"> विराम चिन्हों का प्रयोग हुये अनुच्छेद लिखना <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> आर्ट अध्यापक की सहायता से कक्षा में विद्यार्थियों से सुंदर चित्र बनवाना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिन्ह लगाना | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे लेखन कला का विकास सर्जनात्मक कला का सुधार |
| | काल | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> अपनी - अपनी बात <p>कौशल मूल्यांकन -</p> <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में | <ul style="list-style-type: none"> आइस -ब्रेकिंग गतिविधि- मेरे जीवन का उद्देश्य विषय की घोषणा विषय विस्तार | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर • https://youtu.be/OtX66KZJN9w | <ul style="list-style-type: none"> • केवल भविष्य कल का प्रयोग कर एक गद्यांश लिखना <p>वाचन कौशल</p> <ul style="list-style-type: none"> • केवल भूतकाल काल का प्रयोग कर कहानी वाचन | <p>विराम चिन्ह लगाना</p> <ul style="list-style-type: none"> • काल पर आधारित प्रश्न | <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न <ul style="list-style-type: none"> • पुनरावृत्ति | <ul style="list-style-type: none"> • लेखन कौशल का विकास • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> • अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे • लेखन कला का विकास • सर्जनात्मक कला का सुधार |
| सितंबर २७ दिन | फूल और कांटे | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर • pwT`Xpiuáqkw | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> • अपनी -अपनी बात के तहत बच्चे अपनी पसंद के फूल के बारे में बताएंगे <p>कला समेकित ज्ञानार्जन कौशल मूल्यांकन -</p> <ul style="list-style-type: none"> • विभिन्न-विभिन्न कागज और तजा फूलों | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में विराम चिन्ह लगाना • विश्लेषण , संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>फूलों पर आधारित कहानी सुनाइ जाएगी</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> • पठन कौशल का विकास होगा • लेखन कौशल का विकास होगा • वचन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • ताजा फूल • धागा • रंगीन कागज • कैंची • रिवन • https://youtu.be/hAtgnW2ARzc • https://youtu.be/U48I9XBwAQ8 • https://youtu.be/DfO65MGQTsU | <p>से सुंदर गुलदस्ता बनाया जाएगा</p> <ul style="list-style-type: none"> • नृत्य अध्यापक की सहायता से कविता को नृत्य द्वारा प्रस्तुत किया जाएगा • वाद - विवाद का आयोजन किया जाएगा "कांटे बेकार हैं" <p>वाचन कौशल</p> <ul style="list-style-type: none"> • पौधों को काँटों के फायदे विषय पर विचार प्रकट करने के लिए कहा जाएगा <p>लेखन कौशल</p> <ul style="list-style-type: none"> • " कांटे फूलों के रक्षक " विषय पर पांच पंक्तियाँ लिखने के लिए कहा जाएगा <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> • साइंस अध्यापक की सहायता से फूल और कांटे के जैविक महत्व बच्चों को समझाया जाएगा • कला अध्यापक की | | <p>पूछना</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>होगा </p> <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे • कविता का सार अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> • वाचन कला का सुधार • सर्जनात्मक कला का सुधार • नृत्य कला का विकास होगा • कंप्यूटर संबंधी दक्षता हासिल करेंगे • लेखन कौशल का विकास होगा • रचनात्मक कौशल का विकास • कल्पनात्मक कौशल का विकास • सुंदर गुलदस्ता बनाना सीखेंगे • भरतनाट्यम नृत्य की |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>सहायता से विभिन्न - विभिन्न कागज और ताजा फूलों से सुंदर गुलदस्ता बनाया जाएगा कला अध्यापक की सहायता से विभिन्न -विभिन्न कागज और ताजा फूलों से सुंदर गुलदस्ता बनाया जाएगा</p> <ul style="list-style-type: none"> • नृत्य अध्यापक की सहायता से कविता को नृत्य द्वारा प्रस्तुत किया जाएगा | | | <p>मुद्राएं सीख पाएंगे</p> <p>नैतिक मूल्य</p> <p>दूसरों की मदद कर सुख का अनुभव करना सीखेंगे</p> <ul style="list-style-type: none"> • फूलों से दूसरों के जीवन में सुगंध भरना सीखेंगे • फूलों से शीलता ,प्रेम और संवेदनशीलता सीखेंगे • काँटों से अपनों की सुरक्षा करना सीखेंगे  |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| अक्टूबर २१ दिन | गरम जामुन | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर pwT`Xpiuáqkw ÜXwmp`t https://youtu.be/rVjWfcJYpYs https://youtu.be/EUAgd6K-fgk | <p>आनुभविक ज्ञानार्जन गतिविधि-</p> <ul style="list-style-type: none"> बच्चे अपनी-अपनी शरारतों के बारे में बताएंगे <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> जामुन के पेड़ का चित्र बनवाया <p>कौशल मूल्यांकन - वाचन कौशल</p> <ul style="list-style-type: none"> जामुन के फायदों का कक्षा में वाचन <p>लेखन कौशल</p> <p>"घमंड से बुद्धि का</p> | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिन्ह लगाना विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि-</p> <p>क्या आपने कभी कोई शरारत की है?</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>अंत में बच्चे निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास होगा लेखन कौशल का विकास होगा वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | |  <p>नाश होता है" विषय पर अनुच्छेद लिखना बहुविषयक सहलग्नता • साइंस अध्यापक से जामुन के पौधे बारे में जानकारी प्त करना</p> | | | <ul style="list-style-type: none"> • कहानी का सार अपने शब्दों में सुनाने में सक्षम होंगे। कला संबंधी • वाचन कला का सुधार • सर्जनात्मक कला का सुधार • कंप्यूटर संबंधी दक्षता हासिल करेंगे • लेखन कौशल का विकास होगा। • रचनात्मक कौशल का विकास • कल्पनात्मक कौशल का विकास नैतिक मूल्य • विद्वता पर घमंड न करना • अहंकार से बुद्धि का नाश होता है ,सीखेंगे • सही समय पर सही बात कहने की योग्यता विकसित करेंगे • दूसरों को अपने से कम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | न समझना |
| | संत वाणी | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर <p>https://youtu.be/UZEDkIGJpI0</p> <p>https://youtu.be/IVNgOAS2M00</p> <p>https://youtu.be/SDk2HX36eco</p> <p>https://youtu.be/IOdohVLXBRw</p> | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> दोहों के सरलार्थ और भावार्थ बताएं <p>कला समेकित ज्ञानार्जन</p> <p>संगीत के साथ दोहों का गायन</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल</p> <ul style="list-style-type: none"> दोहों का संगीयमय वाचन <p>लेखन कौशल</p> <p>kbI r ky doho< kw cwt~ bnwnw</p> <p>बहुविषयक सहलग्नता</p> <ul style="list-style-type: none"> संगीत अध्यापक की सहायता से दोहों का संगीयमय वाचन | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिन्ह लगाना विश्लेषण , संज्ञा ,सर्वनाम शब्द छांटना | <p>आइस -ब्रेकिंग गतिविधि -</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>अंत में बच्चे निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास होगा लेखन कौशल का विकास होगा वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे दोहों के अर्थ अपने शब्दों में सुनाने में सक्षम होंगे <p>कला संबंधी</p> <ul style="list-style-type: none"> वाचन कला का सुधार सर्जनात्मक कला का सुधार लेखन कौशल का विकास होगा रचनात्मक कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <p>विकास</p> <ul style="list-style-type: none"> • कल्पनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • गुरु के प्रति सम्मान विकसित करेंगे • समय का महत्व समझेंगे • मृदु भाषा का महत्व समझेंगे • धैर्य का महत्व समझेंगे • विद्वता पर घमंड न करना • अहंकार से बुद्धि का नाश होता है ,सीखेंगे • दूसरों को अपने से कम न समझना |
| | अपठित गद्यांश | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर <p>https://youtu.be/VQH6C</p> | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> • अपठित गद्यांश को पढ़ कर / सुन कर उसका सारांश समझ कर प्रश्नों का उत्तर बताना <p>कला समेकित ज्ञानार्जन</p> | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • बहुवैकल्पिक प्रश्न • दिए हुए वाक्यों में विराम चिन्ह लगाना • विश्लेषण , संज्ञा ,सर्वनाम शब्द | <p>आइस -ब्रेकिंग गतिविधि - एक गद्यांश पढ़ कर सुनाया जाएगा और उस पर आधारित प्रश्न</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार | <p>अंत में बच्चे निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <p>विषय संबंधी</p> <ul style="list-style-type: none"> • पठन कौशल का विकास होगा • लेखन कौशल का विकास होगा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | A_MSyo | कौशल मूल्यांकन लेखन कौशल <ul style="list-style-type: none"> अपठित गद्यांश को पढ़ कर प्रश्नों का उत्तर लिखना बहुविषयक सहलग्नता कला अध्यापक की सहायता से किसी अपठित गद्यांश को पढ़ कर / सुन कर उसका चित्र बनाना | छांटना | <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे बोध कौशल का विकास होगा एक गद्यांश को पढ़ कर / सुन कर उसका सारांश समझना सीखेंगे कला संबंधी <ul style="list-style-type: none"> वाचन कला का सुधार सर्जनात्मक कला का सुधार लेखन कौशल का विकास होगा रचनात्मक कौशल का विकास कल्पनात्मक कौशल का विकास |
| नवंबर 11 | पुनरावृत्ति कार्य | | | | | |
| दिसंबर | वार्षिक परीक्षा | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: V
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|---|
| February (6 days) | <p><u>Chapter 1:</u></p> <p><u>Large Numbers</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Reading and writing 7 – and 8 – digit numbers • Reading and writing 9 – digit numbers • Understanding the face value and the place value • Indian and International systems of numeration • Different ways of expressing a number • Successor and predecessor • Comparing numbers • Forming numbers • Rounding numerals | <ul style="list-style-type: none"> • Course text book • Blackboard • Chalk • Duster • PPT • Computer aided modules with animations and presentations • Place value charts on the wall in both Indian and International system • Data from newspaper used to understand the relation between Indian and International place values <p>https://www.youtube.com/watch?v=DVjJ3haSx7Y (Full chapter explained)</p> <p>https://www.youtube.com/watch?v=DLJOEcmJBE (Reading and writing numbers up to crore)</p> <p>https://www.youtube.com/watch?v=Jd0Hzyc1S</p> | <p><u>Art integrated Project:</u> Draw an outline of map of India showing the population of any five states and write the population in descending order</p> <p><u>Experiential learning:</u> Write the date of birth of 10 friends/relatives in Hindu Arabic and Roman numerals</p> <p><u>Inter disciplinary linkage(With Social Studies)</u> Find the difference between the most populated state and least populated state of the country.</p> <p><u>Skill assessment</u></p> <p><u>Analytical and evaluation skills</u></p> <p>To be able to read, write and order whole</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the text book • Worksheets • Assignments • Mental Math activities • MCQ quizzes | <p><u>Ice breaking session</u></p> <p>Session will be started with discussing the importance of numbers in our daily life</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • The learners will be able to • Read and write 7 – and 8 – digit numbers • Read and write 9 – digit numbers • Understand the face value and the place value • Indian and International systems of numeration • Express a number in different ways | <p><u>The learners will be able to:</u></p> <ul style="list-style-type: none"> • Read and write 7 – and 8 – digit numbers • Read and write 9 – digit numbers • Understand the face value and the place value • Indian and International systems of numeration • Express a number in different ways • Successor and predecessor • Compare numbers • Form smallest and largest numbers using the given digits once • Round off numbers to nearest 10,100 & 1000 • Roman Numerals |

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|--------------------------|---|--|---|--|---|---|
| | <ul style="list-style-type: none"> Roman numerals | <p>Mk (Roman numerals) https://www.youtube.com/watch?v=k6G-MBQQ_co (Rounding off numbers)</p> | numbers up to 9 digit numbers | | <ul style="list-style-type: none"> Successor and predecessor Compare numbers Form smallest and largest numbers using the given digits once Round off numbers to nearest 10,100 & 1000 Roman Numerals | |
| March (26 days) | <p><u>Chapter 2:</u></p> <p><u>The four Fundamental Operations</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> Properties of addition Addition of large numbers Properties of subtraction Subtraction of large numbers Checking subtraction of large numbers Properties of multiplication Multiplying large numbers using the expanded form | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster PPT Computer aided modules with animations and presentations Real life situations to calculate and find answers orally Tables with numbers and performing various calculations on the same <p>https://www.youtube.com/watch?v=JpJOW8L-IsQ (Introduction to the chapter)</p> <p>https://www.youtube.com</p> | <p><u>Experiential learning:</u></p> <p>Calculate the amount of tuck bought in a month</p> <p><u>Inter disciplinary linkage:</u></p> <p>Gather information about the population of any 3 states of India. Find the sum by using the re – grouping property of addition and write the number name for the answer in Indian and International system</p> <p><u>Skill assessment:</u></p> <p><u>Evaluation and critical thinking</u></p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Oral tests Written tests Exercises from the text book Worksheets Assignments Repetition of multiplication tables in groups and gatherings Mental Math activities MCQ' s quizzes | <p><u>Ice breaking session</u></p> <p>Session will be started with testing the previous knowledge about the four fundamental operations</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> The learners will be able to Understand the properties of addition Add large numbers Understand properties of | <p><u>The learners will be able to:</u></p> <ul style="list-style-type: none"> Understand the properties of addition Add large numbers Understand properties of subtraction Subtract large numbers Check subtraction of large numbers Understand properties of multiplication Multiply with multiples of 10 Understand properties of division Divide and check large numbers Divide by |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|--|
| | <ul style="list-style-type: none"> • Multiplying with multiples of 10 • Properties of division • Division of large numbers • Division by exponents of 10 • Problem solving skills • Estimation in the number operations • Usage of BODMAS | m/watch?v=njfx1sDb45Y (Properties of addition) https://www.youtube.com/watch?v=1bkv9zU3ptg (Properties of subtraction) https://www.youtube.com/watch?v=Doqt7bb8Gno (Properties of multiplication) https://www.youtube.com/watch?v=dFZ6lqX_L4A (Multiplication is repeated addition) https://www.youtube.com/watch?v=PIF3ReS8F6k (Properties of division) https://www.youtube.com/watch?v=MOYHpVigG8M (Division is repeated subtraction) https://www.youtube.com/watch?v=HKjKhuVAVKs (Order of operations DMAS) https://www.youtube.com/watch?v=WMEHIwyeUY8 (Mixed operation to solve story sums) | <p>1) To be able to read, write , order and recognise the properties of the four fundamental operations.</p> <p>2) To be able to establish a relationship between the four fundamental operations to solve DMAS sums.</p> | | <p>subtraction</p> <ul style="list-style-type: none"> • Subtract large numbers • Check subtraction of large numbers • Understand properties of multiplication • Multiply with multiples of 10 • Understand properties of division • Divide and check large numbers • Divide by exponents of 10 • Problem solving skills • Estimation in the number operations • Usage of BODMAS | <p>exponents of 10</p> <ul style="list-style-type: none"> • Problem solving skills • Estimation in the number operations • Usage of BODMAS |
| April (22 days) | <p>Chapter 3:</p> <p><u>Factors and multiples</u></p> <p><i>Sub Topics</i></p> | <ul style="list-style-type: none"> • Course text book • Blackboard • Chalk • Duster • PPT • Computer aided modules with | <p><u>Experiential learning:</u></p> <p>Gather information about the ancient Greek mathematician Eratosthenes</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the text book | <p><u>Ice breaking session</u></p> <p>The session will be started with a quiz on dodging tables and skip counting</p> | <p><u>The learners will be able to:</u></p> <ul style="list-style-type: none"> • Find factors and multiples • Use divisibility rules of 2, 3, 4, 5, |

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|--------------------------|--|---|---|--|--|--|
| | <ul style="list-style-type: none"> • Methods to find factors • Properties of factors • Divisibility rules • Prime and composite numbers • Prime factorization • HCF • Multiples • LCM • Relation between HCF and LCM • Problems on HCF and LCM | <p>animations and presentations</p> <ul style="list-style-type: none"> • Real life situations to calculate • Highest and lowest common points • Using a grid to find HCF and LCM practically <p>https://www.youtube.com/watch?v=0IZyGB1qQmM (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=CqrYYiffPr0 (Divisibility rules)</p> <p>https://www.youtube.com/watch?v=41eVMYPCWTQ (Prime & composite numbers)</p> <p>https://www.youtube.com/watch?v=3LPy1--FJ9I (Co – prime & Twin prime numbers)</p> <p>https://www.youtube.com/watch?v=sotlktZRFDQ (Factor tree)</p> <p>https://www.youtube.com/watch?v=eCQZ45huSM8 (Prime factorization)</p> <p>https://www.youtube.com/watch?v=YoReJQkg8X8 (LCM by prime factorization method)</p> <p>https://www.youtube.com</p> | <p>Using the sieve of Eratosthenes</p> <ol style="list-style-type: none"> 1) Find all prime numbers between 1 - 100 2) Find 3 pairs of co – prime numbers 3) Find two pairs of twin – prime numbers <p>3) Circle the smallest composite number</p> <p>4) Circle the only prime number that is even as well as prime</p> <p>5) Write all prime numbers between 20 – 40</p> <p><u>Art integrated project:</u></p> <p>Find out all the factors of a given number and show them as petals of a flower. Also identify whether the number is prime or composite</p> <p><u>Skill assessment:</u></p> <p><u>Analytical and critical thinking</u></p> <p>To be able to apply the concepts of factors and multiples in daily life</p> | <ul style="list-style-type: none"> • Worksheets • Assignments • Mental Math activities • MCQ's quizzes • Unit test (pen and paper test) | <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Find factors and multiples • Use divisibility rules of 2, 3, 4, 5, 6, 8, 9, 10, 11, 12 • Define and identify prime and composite numbers • Define and identify co – prime and twin prime numbers • Prime factorization • HCF (prime factorization and long division method) • LCM (Common division) • Explain the relation between HCF and LCM • Solve problems on HCF and LCM | <p>6, 8, 9, 10, 11, 12</p> <ul style="list-style-type: none"> • Define and identify prime and composite numbers • Define and identify co – prime and twin prime numbers • Prime factorization • HCF (prime factorization and long division method) • LCM (Common division) • Explain the relation between HCF and LCM • Solve problems on HCF and LCM |

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|--------------------------|--|---|---|---|---|---|
| | | m/watch?v=OqnCOi4Al7E (LCM using common division method) https://www.youtube.com/watch?v=GpiCwG9d4Mk (HCF by prime factorization method) https://www.youtube.com/watch?v=qd9zBII_iE0 (HCF by continued division method) https://www.youtube.com/watch?v=A4Z7GahjFWc (Relationship between LCM & HCF of given numbers) https://www.youtube.com/watch?v=KgZ-GbtCLu0 (Solving story problems using LCM & HCF) | | | | |
| | Chapter 13: Data Handling <u>Sub Topics</u> <ul style="list-style-type: none"> Collection and handling data Tally charts Pictographs Bar graphs Pie chart/ Circle graph | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster PPT Computer aided modules with animations and presentations Use real life situations to represent data using tally chart, bar graph and pie chart/circle graph | <u>Experiential learning:</u> https://www.youtube.com/watch?v=KKm57wbQZc8 (Activity on data handling) <u>Art integrated project:</u> Collect information about the favourite sport of 30 students and represent it as a pictograph | <u>The L.O. will be assessed with :</u> <ul style="list-style-type: none"> Oral tests Written tests Exercises from the text book Worksheets Assignments Mental Math activities MCQ's quizzes | <u>Ice breaking session</u> The session will be started with a discussion on what all do we organize in our daily lives <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> | <u>The learners will be able to:</u> <ul style="list-style-type: none"> Represent data with the help of pictographs and bar graphs Interpret pie chart/circle graphs Explain tally marks |

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|--------------------------|---|---|--|---|---|--|
| | | https://www.youtube.com/watch?v=BmVOX5oL9Nw (Introduction to the chapter) https://www.youtube.com/watch?v=niXv72AVnuo (Tally marks) | <p><u>Skill Assessment:</u></p> <p><u>Management and organizational skills</u></p> <p>To be able to collect, interpret and organize data</p> | | <ul style="list-style-type: none"> • Represent data with the help of pictographs and bar graphs • Draw and interpret pie chart/circle graphs • Create tally marks | |
| May (18 days) | <p><u>Chapter 4:</u></p> <p><u>Fractions</u></p> <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> • Fraction is a part of a whole • Representation of fractions in given shapes • Find fraction for the given ratio • Types of fractions <ul style="list-style-type: none"> - Like - Unlike - Unit - Proper - Improper - Mixed - Equivalent • Comparing and ordering fractions • Addition and | <ul style="list-style-type: none"> • Computer aided modules with animations and presentations • Paper cutouts in various shapes • Origami sheets • Chocolate bars to be divided in fractions <p>https://www.youtube.com/watch?v=9hZkk73nJY (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=jRVBION-hIc (Types of fractions)</p> <p>https://www.youtube.com/watch?v=BiCUCqiWolo (Equivalent fractions)</p> <p>https://www.youtube.com/watch?v=-imFsImin1g (Convert improper fraction to mixed number)</p> <p>https://www.youtube.com/watch?v=shpf9krdXQ (Convert mixed number into improper</p> | <p><u>Experiential Learning:</u></p> <p>To find the fraction of boys and girls to the total students in each class of your school</p> <p>•</p> <p><u>Inter disciplinary linkage: (With all subjects)</u></p> <p>What fraction of marks did you obtain in various subjects in recent exam?</p> <p><u>Skill assessment:</u></p> <p><u>Critical thinking</u></p> <p>To be able to read, write, differentiate, identify different types of fractions and represent them as a part of a whole</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the text book • Worksheets • Assignments • Mental Math activities • MCQ's quizzes | <p><u>Ice breaking session:</u></p> <p>The session will be started with an origami activity to represent various fractions</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Define fraction • Represent fractions in given shapes • Find fraction for the given ratio • Define and identify types of fractions <ul style="list-style-type: none"> - Like - Unlike - Unit - Proper - Improper - Mixed - Equivalent • Compare and order fractions • Add and subtract unlike fractions • Understand properties of | <p><u>The learners were able to:</u></p> <ul style="list-style-type: none"> • Define fraction • Represent fractions in given shapes • Find fraction for the given ratio • Define and identify types of fractions <ul style="list-style-type: none"> - Like - Unlike - Unit - Proper - Improper - Mixed - Equivalent • Compare and order fractions • Add and subtract unlike fractions • Understand properties of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|--|
| | subtraction of unlike fractions <ul style="list-style-type: none"> • Properties of addition and subtraction of fractions • Convert mixed fraction into improper fraction • Convert improper fraction into mixed fraction • Addition and subtraction of mixed fractions • Multiplication of fractions • Division of fractions • Word problems based on four fundamental operations | fraction) https://www.youtube.com/watch?v=1thX9Qml0Ks (Addition of fractions) https://www.youtube.com/watch?v=RIhwhqULbAE (Addition of unlike fractions) https://www.youtube.com/watch?v=QjaF8xZLBjQ (Subtraction of fractions) https://www.youtube.com/watch?v=zPOSnD02DQc (Subtract unlike fractions) https://www.youtube.com/watch?v=LU3R2JE5c_U (Multiplying fractions) https://www.youtube.com/watch?v=nMZJKGyu-Kk (Dividing fractions) https://www.youtube.com/watch?v=aNQXhknS_wrI (Reducing fractions to lowest term) | | | <ul style="list-style-type: none"> - Improper - Mixed - Equivalent • Compare and order fractions • Add and subtract unlike fractions • Understand properties of addition and subtraction of fractions • Add and subtract mixed fractions • Convert mixed fraction into improper fraction • Convert improper fraction into mixed fraction • Multiply fractions • Divide fractions • Solve word problems based on four fundamental operations | addition and subtraction of fractions <ul style="list-style-type: none"> • Add and subtract mixed fractions • Convert mixed fraction into improper fraction • Convert improper fraction into mixed fraction • Multiply fractions • Divide fractions • Solve word problems based on four fundamental operations |
| June | | | | Unit II test (Pen & paper test) | | |
| July (23 days) | <u>Chapter 5:</u> <u>Decimals</u> <u>Sub Topics</u> <ul style="list-style-type: none"> • Reading and | <ul style="list-style-type: none"> • Course text book • Blackboard • Chalk • Duster • PPT • Computer aided | <u>Experiential learning:</u> Read the information printed on all the tuck items | <u>The L.O. will be assessed with :</u> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the text book | <u>Ice breaking session:</u> Session will be started with a group discussion about their height and weight | <u>The learners will be able to:</u> <ul style="list-style-type: none"> • Read and write decimals • Write the place values of decimals • Expand the |

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|--------------------------|--|---|---|--|---|--|
| | writing decimals <ul style="list-style-type: none"> • Converting decimals • Place values of decimals • Expanded form of decimals • Like and unlike decimals • Comparing decimals • Addition of decimals • Subtraction of decimals • Multiplication of decimals • Division of decimals | modules with animations and presentations <ul style="list-style-type: none"> • Graph paper • Chocolate bars to be divided in fractions and further into decimals • 10 X 10 square grids for representing different place values <p>https://www.youtube.com/watch?v=dDufGC2YwvU (Introduction of decimals)</p> <p>https://www.youtube.com/watch?v=2BFu6fb9sA (Place value of decimals)</p> <p>https://www.youtube.com/watch?v=RrVRtUGajdE (Convert decimals to fractions)</p> <p>https://www.youtube.com/watch?v=do_IbHId2Os (Convert fraction to decimal)</p> <p>https://www.youtube.com/watch?v=nmaUyeKpwSM (Adding decimals)</p> <p>https://www.youtube.com/watch?v=joF4sYmuC88 (Subtracting</p> | you have purchased in this week. See if you find decimals being used anywhere? <p><u>Skill assessment:</u></p> <p><u>Critical thinking and reasoning skills</u></p> <p>To be able to define, compare, classify decimals including building a deeper understanding of decimals</p> | <ul style="list-style-type: none"> • Worksheets • Assignments • Mental Math activities • MCQ's quizzes | <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> • Read and write decimals • Write the place values of decimals • Expand the decimals • Define and identify Like and unlike decimals • Convert decimals • Compare decimals • Add decimals • Subtract decimals • Multiply decimals • Divide decimals • Solve word problems based on four fundamental operations | decimals <ul style="list-style-type: none"> • Define and identify Like and unlike decimals • Convert decimals • Compare decimals • Add decimals • Subtract decimals • Multiply decimals • Divide decimals • Solve word problems based on four fundamental operations |

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|--------------------------|--|--|--|--|---|--|
| | | decimals) https://www.youtube.com/watch?v=3H9DYeR5Wmg (Multiplying decimals) https://www.youtube.com/watch?v=RdIbi6NX9pY (Dividing decimals) | | | | |
| | <p>Chapter 5:</p> <p>Geometry</p> <p><i>Sub Topic</i></p> <ul style="list-style-type: none"> Increase knowledge of the shapes around us Understand the properties and usage of various shapes <ul style="list-style-type: none"> Line Line segment Ray Angle Triangle Quadrilateral Regular polygons Circle (radius, diameter, chord, | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster PPT Computer aided modules with animations and presentations Different shapes around us in the form of doors, windows, boxes, birthday caps, balls, buildings etc Angles to be studied at edges of different shapes Make angles with fingers, arm folding paper Fold paper to form different shapes and understand the edges, vertices etc String to be molded in | <p><u>Experiential Learning:</u></p> <p>The art of Origami used to create 2D and 3 D shapes with paper Study the shadows of buildings for angles Check shapes of things used in life like chocolate bars, bangles etc</p> <p><u>Inter disciplinary linkage: (With Social Studies)</u></p> <p>Study pyramids which will help understand pyramids of Egypt</p> <p><u>Skill assessment:</u></p> <p><u>Analytical and critical thinking</u></p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Oral tests Written tests Exercises from the text book Worksheets Assignments Mental Math activities MCQ's quizzes Paper to be folded in the shape spoken by the teacher | <p><u>Ice breaking session:</u></p> <p>The session will be started with a tour of the school campus to observe different shapes.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> Have increased knowledge of the shapes around us Understand the properties and usage of various shapes <ul style="list-style-type: none"> Line Line segment Ray Angle Triangle Quadrilateral Regular polygons Circle (radius, diameter, chord, center, interior, exterior) Parallel lines Intersecting lines Perpendicular lines | <p><u>The learners will be able to:</u></p> <ul style="list-style-type: none"> Have increased knowledge of the shapes around us Understand the properties and usage of various shapes <ul style="list-style-type: none"> Line Line segment Ray Angle Triangle Quadrilateral Regular polygons Circle (radius, diameter, chord, center, interior, exterior) Parallel lines Intersecting lines Perpendicular lines |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|---|--|
| | <p>center, interior, exterior)</p> <ul style="list-style-type: none"> - Parallel lines - Intersecting lines - Perpendicular lines - Open and closed curves • Sides, vertices and diagonals of polygons • Open and closed curves • Comparison by observation, tracing and measurement of line segments • Four main directions and clockwise turns to face the other • Turns to measure different angles (right, straight, complete) by right angle | <p>different shapes and studied</p> <ul style="list-style-type: none"> • Forming polygons with matchsticks • Observation of shapes around us and study them. eg. Globe (sphere), water bottle (cylinder), Birthday cap (cone), brick (cuboid), die (cube) etc. <p>https://www.youtube.com/watch?v=J-kLTQPNnPc (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=JUcSkGdq2p8 (Types of angles)</p> <p>https://www.youtube.com/watch?v=BdipJceH7 (Open and closed figures)</p> <p>https://www.youtube.com/watch?v=24Uv8Cl5hvI (2 D shapes)</p> <p>https://www.youtube.com/watch?v=611ZpLRnXUM (3 D shapes)</p> | <p>To be able to define, identify and use the knowledge about the different shapes gained in day to day life.</p> | | <ul style="list-style-type: none"> - Triangle - Quadrilateral - Regular polygons - Circle (radius, diameter, chord, center, interior, exterior) - Parallel lines - Intersecting lines - Perpendicular lines - Open and closed curves • Sides, vertices and diagonals of polygons • Open and closed curves • Compare by observation, tracing and measurement of line segments • Four main directions and clockwise turns to face the other • Turns to measure | <ul style="list-style-type: none"> - Open and closed curves • Sides, vertices and diagonals of polygons • Open and closed curves • Compare by observation, tracing and measurement of line segments • Four main directions and clockwise turns to face the other • Turns to measure different angles (right, straight, complete) by right angle turns • Acute, obtuse and reflex angles formed by hands of a clock • Perpendiculars around us • Types of triangles on the basis of angles and sides • Difference between a square and rectangle • Faces, vertices |

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|--------------------------|--|--|--|---|--|---|
| | turns <ul style="list-style-type: none"> • Acute, obtuse and reflex angles formed by hands of a clock • Perpendiculars around us • Types of triangles on the basis of angles and sides • Difference between a square and rectangle • Faces, vertices and edges of 3D shapes | | | | different angles (right, straight, complete) by right angle turns <ul style="list-style-type: none"> • Acute, obtuse and reflex angles formed by hands of a clock • Perpendiculars around us • Types of triangles on the basis of angles and sides • Difference between a square and rectangle • Faces, vertices and edges of 3D shapes | and edges of 3D shapes |
| August (20 days) | <p><u>Chapter 6:</u></p> <p><u>Percentage</u></p> <p><u>Sub Topic</u></p> <ul style="list-style-type: none"> • Converting a fraction into percent • Converting percent into fraction • Converting decimal into | <ul style="list-style-type: none"> • Course text book • Blackboard • Chalk • Duster • PPT • Computer aided modules with animations and presentations • Graph paper • Data of boys and girls in the school (class wise) | <p><u>Experiential Learning:</u></p> <p>Asking the students to calculate their own percentage in various subjects</p> <p><u>Inter disciplinary linkage: (With Social Studies)</u></p> <p>Field trip to count</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the text book • Worksheets • Assignments • Mental Math activities • By asking them to calculate own | <p><u>Ice breaking session:</u></p> <p>Session started by discussing the marks scored in Unit III tests.</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> • Understand the relation between fractions and percentage • 100% is one whole • Express fraction as percentage • Express decimal as a percentage • Express |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|---|---|---|
| | decimal number <ul style="list-style-type: none"> Finding percent of a number What per cent is one number of another | https://www.youtube.com/watch?v=JeVSmq1Nrpw (Introduction to the chapter) https://www.youtube.com/watch?v=8loMuMu6KHU (Relationship between fractions &percentage) https://www.youtube.com/watch?v=rR95Cbcjzus (Calculating percentages) https://www.youtube.com/watch?v=rR95Cbcjzus (Finding % of a number) https://www.youtube.com/watch?v=3EB75Dy4dFE (Converting percentage to decimal) https://www.mathsisfun.com/converting-percents-fractions.html (Convert % into fraction) https://www.youtube.com/watch?v=Uf-R11e2I4Q (What % is it?) | the number of trees in a particular area <ul style="list-style-type: none"> Oak trees Deodar trees Chinar trees Teak trees Total number of trees Find the percentage of each <u>Skill assessment:</u> <u>Evaluation and comparison skills</u> To be able to use the concept of percentage to calculate and compare between two or more percentages. | percentage in various subjects | <ul style="list-style-type: none"> Understand the relation between fractions and percentage 100% is one whole Express fraction as percentage Express decimal as a percentage Express percentage as a fraction Express decimal number as a percentage Express quantity as percentage Find percentage of the given quantity Problem solving through model method | percentage as a fraction <ul style="list-style-type: none"> Express decimal number as a percentage Express quantity as percentage Find percentage of the given quantity Solve problems through model method |
| | <u>Chapter 8:</u> <u>Perimeter, area and volume</u> <u>Sub Topics</u> <ul style="list-style-type: none"> Define | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster PPT https://www.slideshare.net/sflsnc/9-perimeter-area-volume-5566207 | <u>Experiential Learning:</u> The children will be divided into groups and guided to calculate the perimeter and area of | <u>The L.O. will be assessed with :</u> <ul style="list-style-type: none"> Oral tests Written tests Exercises from the Textbook | <u>Ice breaking session:</u> The session will be started with asking the children if they have heard these terms before. If yes, where? | <u>The learners will be able to:</u> <ul style="list-style-type: none"> Define perimeter, area and volume Calculate perimeter of a rectangle Calculate perimeter of square |

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|--------------------------|--|--|---|--|--|--|
| | perimeter, area and volume <ul style="list-style-type: none"> Perimeter of a rectangle Perimeter of square Perimeter of triangle Area of rectangle Area of square Area of triangle Area of figures not covered in whole squares Volume of cuboid Volume of cube | <ul style="list-style-type: none"> Computer aided modules with animations and presentations Examples from daily life <p>https://www.youtube.com/watch?v=AAyIbsazcgm (Define perimeter with examples)</p> <p>https://www.youtube.com/watch?v=xCdxURXMdFY (Define area with examples)</p> <p>https://www.youtube.com/watch?v=gNg77aqxiF8 (Understanding volume)</p> <p>https://www.youtube.com/watch?v=LZxXUb9iAZc (Define volume with a song)</p> | their text books. <u>Inter disciplinary linkage: (With Social Studies)</u> Gather information about the area of the union territories of India and arrange them in ascending order. <u>Skill assessment:</u> <u>Technical and analytical skills</u> The children will be able to read, write, solve and apply the concepts | <ul style="list-style-type: none"> Worksheets Assignments Mental Math activities MCQ's quizzes | <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> Define perimeter, area and volume Calculate perimeter of a rectangle Calculate perimeter of square Calculate perimeter of triangle Calculate area of rectangle Calculate area of square Calculate area of triangle Calculate area of figures not covered in whole squares Calculate volume of cuboid Calculate volume of cube | <ul style="list-style-type: none"> Calculate perimeter of triangle Calculate area of rectangle Calculate area of square Calculate area of triangle Calculate area of figures not covered in whole squares Calculate volume of cuboid Calculate volume of cube |
| September (27 days) | <p>Chapter 9:</p> <p><u>Measurement</u></p> <p><u>Sub Topics</u></p> | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster | <p><u>Experiential Learning:</u></p> <p>1) Visit to the school dining hall.</p> | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Oral tests | <p><u>Ice breaking session:</u></p> <p>The session will be started by showing them objects of</p> | <p><u>The learner will be able to:</u></p> <ul style="list-style-type: none"> Understand the difference between |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|--|
| | <ul style="list-style-type: none"> Metric measures Conversion of metric measures Different units and the decimal system Operations on metric measures Average Temperature | <ul style="list-style-type: none"> PPT Computer aided modules with animations and presentations Examples from daily life Weighing scale Ruler Thermometer <p>https://www.youtube.com/watch?v=ZNX-a-5jGeM (Introduction to the chapter)</p> <p>https://www.slideshare.net/sdonaton/tools-used-for-measurement (Tools used for measurement PPT)</p> <p>https://www.slideshare.net/Worserbay/measuring-length-23317518?next_slideshow=1 (Measuring length PPT)</p> <p>https://www.youtube.com/watch?v=cKbmVLv-FRo (Units of distance)</p> <p>https://www.youtube.com/watch?v=dNcJ4-JVN5M (Measuring distance)</p> <p>https://www.slideshare.net/MMoiraWhitehouse/measuring-length-9342297?next_slideshow=2 (Measuring</p> | <p>2) Measure the weight of the pulses, rice, vegetables, fruits, milk etc being used to prepare meals in the school kitchen.</p> <p>3) Record the readings in a tabular form</p> <p>4) Convert the bigger unit to smaller unit</p> <p><u>Inter disciplinary linkage: (With Social Studies)</u></p> <p>1) Note the minimum and maximum temperature of a particular city for a week from the newspaper.</p> <p>2) Calculate the average minimum and maximum temperature</p> <p><u>Skill assessment:</u></p> <p><u>Analytical and observational skills</u></p> <p>The children will be able to read, write, interpret and apply the knowledge gained while doing the daily chores</p> | <ul style="list-style-type: none"> Written tests Exercises from the Textbook Worksheets Assignments Mental Math activities MCQ's quizzes Unit III test (Pen and paper test) | <p>various lengths, widths, weights and a thermometer</p> <p><u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u></p> <ul style="list-style-type: none"> Find the relationship between different metric measures Convert higher units into lower units of metric measure and vice versa Express metric units in decimal form Add, subtract, multiply and divide metric measures Learn the concept of average Read the temperature using thermometer Convert ° F to ° C and vice versa | <p>heat and temperature</p> <ul style="list-style-type: none"> Identify the tools used to measure various objects Find the relationship between different metric measures Convert higher units into lower units of metric measure and vice versa Express metric units in decimal form Add, subtract, multiply and divide metric measures Calculate averages Read the temperature using thermometer Convert ° F to ° C and vice versa |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|--|--|
| | | distance PPT) https://www.youtube.com/watch?v=7VG945bbPbQ (Difference between heat & temperature) https://www.youtube.com/watch?v=W5teyd8srp8 (Understanding temperature) https://www.youtube.com/watch?v=sBXeRYW9ibw (Convert temperature from ° F to ° C) https://www.youtube.com/watch?v=hZiP3GF_tzM (Convert °C to °F) https://www.youtube.com/watch?v=H83CpUMIoxA (Trick to remember conversion of temperature from one unit to other) https://www.youtube.com/watch?v=DZYhvMCFE5Q (Concept of average) | | | | |
| October (21 days) | Chapter 10: Time Sub Topics <ul style="list-style-type: none"> • Converting days into hours and vice versa • Converting hours into | <ul style="list-style-type: none"> • Course text book • Blackboard • Chalk • Duster • PPT • Wall clock • Digital watch • Computer aided modules with animations and | <u>Experiential learning:</u> The children will be asked to visit a nearby bus stand/railway station/airport and notice the time of the arrival and departure of the busses/trains/airplanes on the | <u>The L.O. will be assessed with :</u> <ul style="list-style-type: none"> • Oral tests • Written tests • Exercises from the Textbook • Worksheets • Assignments • Mental Math activities | <u>Ice breaking session</u> The session will be started with asking them what time of the day is it. Is the time same at all places on earth? https://www.youtube.com/watch?v=7P3Ous2LjiQ (What is time?) | <u>The learner will be able to:</u> <ul style="list-style-type: none"> • Understand that the time is not same at all places • Difference between a.m. /p.m. • Convert bigger units of time into smaller units of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|--|--|
| | minutes and vice versa <ul style="list-style-type: none"> Converting minutes into seconds and vice versa Concept of 12 - hour clock and 24 - hour clock Converting the 12 – hour clock time into 24 – hour clock Converting the 24 – hour clock time into 12 – hour clock | presentations <ul style="list-style-type: none"> Examples from daily life https://www.youtube.com/watch?v=zjz_roia79Y https://numberock.com/lessons/units-of-time/ (Units of time) https://www.youtube.com/watch?v=gGo6t6Z0rCg (Conversions of units of time) https://www.youtube.com/watch?v=CzD_sd v2gIc (Reading time in different clock system 12 hour clock & 24 hour clock) https://www.youtube.com/watch?v=ZgasffwD6cA (Addition & subtraction of time) | boards placed at these places. Make note of the observations to be discussed in the class. <u>Inter disciplinary linkage :(With Social studies)</u> 1) Gather information about the time of any 2 countries each of the seven continents of the world. 2) Convert the time of the following activities of the day of those countries and convert the time into 12 – hour clock <u>Skill assessment</u> <u>Time management</u> 1) The children will be able to read, write, and interpret time. 2) The children will learn time management skills | <ul style="list-style-type: none"> MCQ's quizzes | <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> <ul style="list-style-type: none"> Differentiate between the different time zones of the world Identify the usage of a.m/ p.m. Read time in 12 – hours and 24 – hours format Convert bigger units of time into smaller units of time and vice versa Calculate sums based on addition and subtraction of time Read a calendar Calculate number of days | time and vice versa <ul style="list-style-type: none"> Read time in 12 – hours and 24 – hours format Calculate sums based on addition and subtraction of time Read a calendar Calculate number of days |
| | Chapter 11: <u>Money</u> | <ul style="list-style-type: none"> Course text book Blackboard Chalk Duster | <u>Experiential Learning:</u> Prepare a bill for the | <u>The L.O. will be assessed with :</u> <ul style="list-style-type: none"> Oral tests | <u>Ice breaking session</u> The session will be started discussion | <u>The learner will be able to:</u> <ul style="list-style-type: none"> Identify Indian and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|--|
| | <p><u>Sub Topics</u></p> <ul style="list-style-type: none"> Units of money Relationship between smaller units and bigger units of different currencies The unitary method Understanding the concept of profit and loss Understanding the terms <ul style="list-style-type: none"> Cost price Selling price Profit Loss | <ul style="list-style-type: none"> Currency notes and coins of India Computer aided modules with animations and presentations Discussion about the currencies of different countries <p>https://www.youtube.com/watch?v=j5lgIJZhMDc (Introduction to the chapter)</p> <p>https://www.youtube.com/watch?v=DNuxarHCnB8 (Relationship between rupees and paise)</p> <p>https://www.youtube.com/watch?v=aBG_I8WBdIk (Addition & subtraction of money)</p> <p>https://www.youtube.com/watch?v=ckfkI9PGpGU (Multiplication & division of money)</p> <p>https://www.youtube.com/watch?v=6BTBlqs8NUY (Unitary method)</p> <p>https://www.youtube.com/watch?v=tHF2bXCQ3y4 (Profit and loss)</p> | <p>tuck purchased in the last four weeks</p> <p><u>Art Integrated project:</u></p> <p>Draw a replica of any five notes/coins of the Indian currency</p> <p><u>Skill assessment</u></p> <p><u>Decision making, leadership and communication skills</u></p> <p>The children will be able to relate the knowledge gained in various walks of life and will be able to take decisions related to money matters</p> | <ul style="list-style-type: none"> Written tests Exercises from the Textbook Worksheets Assignments Mental Math activities MCQ's quizzes | <p>about the currency of India moving onto discussing currencies of different countries</p> <p><u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u></p> <ul style="list-style-type: none"> Identify Indian and foreign currency Identify units of money Show relationship between the smaller unit and bigger unit of various currencies Apply the unitary method to find unit prices of items Calculate <ul style="list-style-type: none"> Cost price Selling price Profit Loss | <p>foreign currency</p> <ul style="list-style-type: none"> Identify units of money Show relationship between the smaller unit and bigger unit of various currencies Apply the unitary method to find unit prices of items Calculate <ul style="list-style-type: none"> Cost price Selling price Profit Loss |
| November (11 days) | Revision | - | - | <p><u>The L.O. will be assessed with :</u></p> <ul style="list-style-type: none"> Oral tests Written tests | - | - |

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|---------------------------------|------------------------|----------------------|---|---|------------------------------|--------------------------|
| | | | | <ul style="list-style-type: none"> • Exercises from the Textbook • Worksheets • Assignments • Mental Math activities • MCQ's quizzes | | |
| December (13 days) | | | | Final examination (Pen & paper test) | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Science
Class: V
Session 2020-21

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|--------------------------|---|---|---|---|---|---|
| Feb 6 Days | Topic/Chapter: Plant Life: More about plants | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (Extra marks) • (PPT) • Chalkboard, chalk, duster' • Text book, • Smart board, • Video related to: • Germination, Reproduction, Dispersal, • Stages of Agriculture • Germination of seed • Kidney bean <p>https://www.youtube.com/watch?v=1RiKqFrJsVU</p> | <p>Inter disciplinary Linkages:(with Social Science)</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) • Art Integrated:- Diagram: Structure of Kidney Beans Stages of Germination <p>Activity:- To study the structure of Kidney Beans and identify the parts of kidney bean..</p> <p>Reading Skills will be assessed by the loud reading that the students will do so that they pronounce some terms which are new scientific termssuch as embryo”</p> | <ul style="list-style-type: none"> • Discussion (CW) and writing(HW) of Question and Answers • Written Work • Class Test • Quiz/MCQ’S • Oral Test • Written Test • Revision | <ul style="list-style-type: none"> • <u>Ice breaking activity:-</u> Children will be asked what they understand by the word “Agriculture” After some discussion, the lesson will be introduced • The children will be provided opportunities in pairs/ groups/ individually / and encouraged to- • Infer the meaning of unfamiliar words from the context while reading a Chapter for example <u>Reproduction</u>, <u>Reproduction through body parts:- (Stem, leaves, spores)</u>, <u>Embryo</u>, <u>Germination</u>, <u>Dispersal</u>, <u>Crops:-Kind of crops;</u> protection of crops and storage of seeds <u>Agriculture:-</u> Stages of agriculture | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Creative Thinking • Critical Thinking • Life Skills • Identifies different ways in which plants reproduce • Analyse the Structure of a seed • Demonstrate the condition required for seed germination • Explain the different methods of seed dispersal • Distinguish between different kinds of crops • Is able to list different kinds of stages in agriculture. • The learner is able to draw labeled diagram |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---------------------------------------|--|--|---|---|---|
| | | | | | Methodology: Explanation through PPTs and video. Discussion, Q.Ans | |
| March 26 Days | Topic/Chapter: Good Health | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) • Video related to: • Good food guide (GFG) https://www.youtube.com/watch?v=MuDiy0NxxsiA <ul style="list-style-type: none"> • What are germs? • https://www.youtube.com/watch?v=YBGsoimPXZg <ul style="list-style-type: none"> • Eat Healthy • https://www.youtube.com/watch?v=p_0sdXy6Yf4 <ul style="list-style-type: none"> • Communicable Disease | <ul style="list-style-type: none"> • Inter disciplinary Linkages (with Social Science) <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) • Different types of essential components of food. Nutrients and main nutrients. Diseases. balance diet exercise and rest diseases Children shall use their • Art Learning:- (UNIT-II) <p>Project: - Click the pictures of three meals of a day you eat and write what all nutrients are present in each food item you eat. Whatever you show in your plate, on a separate sheet or paper write the nutrients</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | <p>Ice breaking activity:</p> <p>Children will be asked what do they understand by the word “nutrients, types of nutrients what all they get from their daily food. How it keeps them healthy and disease free, types of diseases caused by deficiency of nutrients“and then after few answers the lesson will be introduced</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/ groups/ individually / and encouraged to- • Infer the meaning of unfamiliar words from the context • while reading a Chapter for example • <u>Essential</u> • <u>components of</u> | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Life Skills <p>The students will be able to</p> <ul style="list-style-type: none"> • .Classify various types of nutrients- • carbohydrates, fats, proteins, vitamins, minerals and roughage • Describe the importance of balance diet and exercise • List various types of diseases their causes and prevention |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|---|
| | | https://www.youtube.com/watch?v=LBkXQ_mBO3Q | <p>it contain.</p> <ul style="list-style-type: none"> • Activity:- Table (Non-Communicable diseases) Diseases, causes and preventive measures. • Kinesthetic learning ability. | | <p><u>food-Balanced diet</u></p> <ul style="list-style-type: none"> • <u>Diseases:Mode of transmission of diseases</u> <u>Prevention of communicable diseases</u> <u>Deficiency diseases</u> <p>Methodology: Explanation through PPTs and video. Discussion, Q.Ans</p> | - |
| | Topic/Chapter: States of Matter | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> • Solids, liquids and gas <p>https://www.youtube.com/watch?v=fhhFwdJqvfw</p> <ul style="list-style-type: none"> • States of Matter <p>https://www.youtube.com/watch?v=jmm1J2yl9tk</p> <ul style="list-style-type: none"> • Changes in states | <ul style="list-style-type: none"> • Inter disciplinary Linkages (with Social Science) • Experiential Learning:- (PPT AND VIDEOS) • Art Integrated:- <p>Give the arrangement of all the three states of matter</p> <p>- Solid , Liquid and Gas</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • .Written Test • Revision | <p>Ice breaking activity:-</p> <p>Children will be shown ice cubes and water in a two separate beakers and will be asked to differentiate the two forms of liquid.</p> <p>After a few answers, the lesson will be introduced</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/ groups/ individually / and encouraged and then after few answers they will be asked that what do they mean by "matter" After a | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Life Skills • Problem Solving • Brainstorming <p>The learner is able to</p> <p>Describe the properties of different States of matter.</p> <p>Explain that States of Matter are inconvertible</p> <p>Differentiate between soluble and insoluble substances</p> <p>Distinguish between physical and chemical</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|---|--|
| | | <p>of Matter</p> <p>https://www.youtube.com/watch?v=cjvGQmZFM24</p> <ul style="list-style-type: none"> • Solution <p>https://www.youtube.com/watch?v=e-2EoyDYamg</p> <ul style="list-style-type: none"> • Physical and Chemical Changes <p>https://www.youtube.com/watch?v=BgM3e8YZxuc</p> | | | <p>few answers, the lesson will be introduced types of matter</p> <p>-Infer the meaning of unfamiliar words from the context while reading a Chapter for example</p> <p><u>vaporization,</u> <u>freezing,</u> <u>condensation,</u> <u>solution, physical and chemical changes</u></p> <p>Explore changes in matter</p> <p>Methodology: Explanation through PPTs and video. Discussion, Q.And</p> | Distinguish between physical and chemical |
| April 22 Days | Topic/Chapter: Safety and First Aid | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) | <p>Inter disciplinary Linkages:</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS), visit to school hospital First Aid Accidents from fire Prevention • Art Integrated:- | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | <p>Ice breaking activity:</p> <p>Children will be asked what kind of immediate help will they give if one of their friend while playing get hurt then after few answers the lesson will be introduced</p> | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Life Skills • Learning by doing <p>The learner is able to</p> <ul style="list-style-type: none"> • Define first aid and discuss its |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------------|---|--|---|---|---|
| | | <p>Video related to:-</p> <ul style="list-style-type: none"> • Introduction of First Aid https://www.youtube.com/watch?v=hfHusPHSS0l • Bee Sting https://www.youtube.com/watch?v=eL0Eoclaz7Q | <p>Activity/Practical: The students shall be asked what are first aid and its importance. How to make sling in case of fracture. What to do in case of nose bleeding. in case of sprains in case of burn -in case of snake bite. Severe of any kind of injury, victim can be immediately taken to the doctor.</p> <p>Make a poster to spread awareness among all students of your school, how to deal with</p> <ul style="list-style-type: none"> • Snake bite • Sudden fainting • Poisoning • Fractures • Burns • Cuts and bruises • Flip Teaching | | <p>-First aid and its importance</p> <p>First Aid -Major of minor cuts -Techniques for putting out Fire For Nose Bleeds For Fracture For Burns - Animals Bites - For Snake Bites.</p> <p>Methodology: Explanation through PPTs and video. Discussion, Q.Ans</p> | <p>relevance necessary first aid is</p> <ul style="list-style-type: none"> • Identify the situation where first aid and steps followed for some emergency situations |
| May 18 Days | Topic/Chapter: | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) | <p>Inter disciplinary Linkages: with Social Science)</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work | <p>Ice breaking activity: Children will be asked which is the most important form of energy, from where do they get Vitamin D , then after few answers the lesson</p> | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Life Skills • Learning by doing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-------------------------|---|---|---|---|--|
| | Sun , Moon and Eclipses | <p>Video related to:-</p> <ul style="list-style-type: none"> • Phases of Moon https://www.youtube.com/watch?v=EHo7V4-tjpQ&feature=youtu.be • How to draw Lunar Eclipse https://www.youtube.com/watch?v=EHo7V4tjpQ&feature=youtu.be • How to draw Solar Eclipse https://www.youtube.com/watch?v=as9EtgPfiZk&feature=youtu.be • Artificial Satellites https://www.youtube.com/watch?v=aVQXkl1tzok&feature=youtu.be • ISS https://www.youtube.com/watch?v=oLrOnEmy_GA&feature=youtu.be • Sunita Williams https://www.youtube.com/watch?v=e3za6ITffWk&feature=youtu.be | <ul style="list-style-type: none"> • Art Learning:- <p>Activity:</p> <p>Diagram:</p> <p>Different phases of moon</p> <p>Solar eclipse</p> <p>Lunar Eclipse</p> | <ul style="list-style-type: none"> • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | <p>will be introduced</p> <p>-To learn more about Solar System that consist of the Sun, planets satellites and other heavenly bodies</p> <p>-Know more about man's first landing on the moon</p> <p>- Name the various phases of the moon and explain their formation.</p> <p>- What is eclipse when Earth and Moon casts its shadows on each other.</p> <p>- Artificial Satellites and purposes</p> <p>Methodology: Explanation through PPTs and video. Discussion, Q.Ans</p> | <ul style="list-style-type: none"> • Conceptual Learning • Problem Solving <p>The students is able to – understand</p> <p>-Some important facts about the Sun</p> <p>-Describe the surface of conditions present on the Moon</p> <p>-Recognize man's first landing on Moon</p> <p>-Assess the phases of Moon</p> <p>-understand the natural and artificial satellites</p> <p>-Name different Artificial Satellites</p> <p>-Understand the formation of eclipses</p> <p>- Space travels</p> |
| May | | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> • Experiential | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work | <p>Ice breaking activity:</p> <p>Children will be asked while looking surprisingly at the</p> | <p>The following Skills of the students are enhanced</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|---|---|--|
| | Topic/Chapter: Rocks and Minerals (Projects) | <p>duster Text book</p> <ul style="list-style-type: none"> Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> Rocks https://www.youtube.com/watch?v=OvjgSagxKlM Igneous, Metamorphic Sedimentary https://www.youtube.com/watch?v=17l2LrjZi9o Rock Cycle https://www.youtube.com/watch?v=jP1qbwSGmNs The Formation of coal https://www.youtube.com/watch?v=QEa36qNo86E Conservation Of Natural Resources https://www.youtube.com/watch?v=U7qPJT6V6uM | <p>Learning:- (PPT AND VIDEOS)</p> <p>Activity/ Project -Children shall be using their visual learning, collect various types of rocks from their surroundings and ability to identify different types of rocks.</p> | <ul style="list-style-type: none"> Class Test Quiz/MCQ'S Oral Test Written Test Revision | <p>blackboard and getting few different small stones to the class that can you children guess of what thing these materials are made up of and can you tell why these different stones are having different texture.</p> <ul style="list-style-type: none"> The children will be provided opportunities in pairs/ groups/ individually / and encouraged to- Infer the meaning of unfamiliar words from the context while reading a Chapter for example (rock type) Igneous, Sedimentary and Metamorphic rock <p>Learn about minerals.(METALLIC AND NON METALLIC) Rock Cycle Conservation of natural resources Methodology: Explanation through PPTs and video. Discussion, Q.Ans</p> | <ul style="list-style-type: none"> Critical Thinking Life Skills Learning by doing Conceptual Learning <p>The learner is able to understand Comparison between the igneous, sedimentary and metamorphic rocks Explain different types of rocks. Uses of Different Rocks . Minerals Difference between metallic and non-metallic minerals with example. - Conservation of Natural Resources</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|---|
| July 23 Days | Topic/Chapter: Soil | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> • Formation of soil https://www.youtube.com/watch?v=kybPmB1zBUw • Soil Erosion https://www.youtube.com/watch?v=HyPqKsv9mY • Soil Conservation https://www.youtube.com/watch?v=-RuNQiXHEA | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) <p>Activity1 :- To study the process of soil erosion.</p> <ul style="list-style-type: none"> • Mind Map :- Related to the importance of soil, properties and agents of weathering | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Life Skills • Learning by doing • Conceptual Learning <p>The students is able to understand importance of soil. formation of soil Understand soil profile soil erosion. Understand the factors responsible for soil erosion and its agents responsible in detail.</p> |
| | Topic/Chapter: The Skeletal and Muscular system | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> • Our Skeleton System https://www.youtube.com/ | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) • Art Integration:- <p>Diagram:- -Bones, backbone, ribcage, Skeletal muscle cell,</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test | <p>Ice breakingactivity:-</p> <ul style="list-style-type: none"> • Children will be asked how the house is constructed by the mason They givesvarious replies like- first the pillars are made with the help of beams and forms a rigid framework After a few answers, | <p>The following Skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Art Integrated • Life Skills • Learning by doing • Conceptual Learning • Art Integrated |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|---|---|--|
| | | watch?v=lUP-D4dKp14 <ul style="list-style-type: none"> Limbs https://www.youtube.com/watch?v=1ipJmETaFk8 <ul style="list-style-type: none"> Our muscular System https://www.youtube.com/watch?v=bpiJJuuzJqI | Smooth muscle cell, c Cardiac muscle cells. -Visit to the Biology lab to see the skeleton. Revision For Unit II | <ul style="list-style-type: none"> Written Test Revision | the lesson will be introduced <ul style="list-style-type: none"> The children will be provided opportunities in pairs/ groups/ individually / and encouraged to- 1. Infer the meaning of unfamiliar words from the context while reading a Chapter for example <u>Bone Marrow, ribcage, limbs, girdles.</u> <u>Ligaments, types of joints, muscles, types of muscles</u> | The students is able to Identify various parts of human skeletal and muscular system Describe the structure and functions of skeletal and muscular system Recognise various types of joints in our body Discuss the significance of joints in our body. |
| August 20 Days | Topic/Chapter: Natural Disasters | <ul style="list-style-type: none"> COMPUTER AIDED CLASS (using PPT) Chalkboard, chalk, duster Text book Smart board, (extra marks) Video related to:- <ul style="list-style-type: none"> Earthquake https://www.youtube.com/watch?v=TGRto1dho Natural disaster | Inter disciplinary Linkages:(with Social Science) <ul style="list-style-type: none"> Experiential Learning:- (PPT AND VIDEOS) How tsunami occur? <ul style="list-style-type: none"> Critical Thinking (FLIP TEACHING) Children were divided into groups and prepared the topics and performed in the classroom. | Discussion (CW) and writing(HW) of Question and Answers <ul style="list-style-type: none"> Written Work Class Test Quiz/MCQ'S Oral Test Written Test | | The following skills of the students are enhanced <ul style="list-style-type: none"> Critical Thinking Art Integrated Life Skills Conceptual Learning Discussion on developing hypothesis by : Brainstorming Lecture |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|--|
| | | compilation https://www.youtube.com/watch?v=HaEmlakO7f4 <ul style="list-style-type: none"> Volcanoes https://www.youtube.com/watch?v=dQ0Wgr2on_E <ul style="list-style-type: none"> Types of Volcanoes https://www.youtube.com/watch?v=fD0O5-1ITD0 <ul style="list-style-type: none"> Other natural Disasters https://www.youtube.com/watch?v=x0gekZfikVY <p>Lecture Discussion. Activities ;- Flip teaching</p> | | <ul style="list-style-type: none"> Revision | | <p>Discussion. Activities ;- Flip teaching The students is able to</p> <p>discuss natural disasters. expalin how earthquake occurs Identify different types of volcanoes List various natural disasters Become confident Develop leadership qualities</p> |
| | Topic/Chapter: Air and Water | <ul style="list-style-type: none"> COMPUTER AIDED CLASS (using PPT) Chalkboard, chalk, duster Text book Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> Layers of atmosphere https://www.youtube.com/watch?v=Y0AOG_fPkog&feature=youtu.be | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> Experiential Learning:- (PPT AND VIDEOS) Art Integrated:- <p>Diagram: Layers of atmosphere Composition of air</p> <p>Practical: Activities done in the class</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> Written Work Class Test Quiz/MCQ'S Oral Test Written Test | <p>Ice breaking activity:- Children will be asked what they understand by the word 'atmosphere" . Children will be asked to hold their breath for few seconds but all responded by saying that they are not able to hold forlonger time. After a few answers, the lesson will be introduced</p> <ul style="list-style-type: none"> The children will be provided opportunities in | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Critical Thinking Art Integrated Life Skills Learning by doing Conceptual Learning Discussion on developing hypothesis by Brainstorming The learner is able to Understand the layers |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|--|---|---|--|--|
| | | <ul style="list-style-type: none"> • Properties of Air https://www.youtube.com/watch?v=RyY4UcvTc1s&feature=youtu.be • Properties of Water https://www.youtube.com/watch?v=nN92-szt7vw&feature=youtu.be | <p>- air needed for burning - air occupy space - air has mass - air exerts pressure</p> <p>UNIT –III Children perform this activity at home that to show that air is needed for buring and upload in the flipgrid.</p> | <ul style="list-style-type: none"> • Revision | <p>pairs/ groups/ individually / and encouraged to</p> <p>1. Infer the meaning of unfamiliar words from the context while reading a Chapter for example Understand the various layers of atmospheres.</p> <p>Composition of air Identify and exhibit the properties of air and water.</p> <p>Distinguish between soluble and insoluble impurities.</p> <p>Recognize the way by which soluble and insoluble impurities can be removed.</p> <p>know about the various ways of purifying the water. (filtration, sedimentation, decantation, evaporation, distillation)</p> <p>Methodology: Explanation through PPTs and video. Discussion, Q.Ans</p> | <p>of atmosphere composition of air uses of air properties of air water properties of water. impurities of water. removing soluble impurities purify water at home. Difference between soluble and insoluble impurities.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|--|--|
| September 27 Days | Topic/Chapter: Changes in our environment | <ul style="list-style-type: none"> • COMPUTER AIDED CLASS (using PPT) • Chalkboard, chalk, duster Text book • Smart board, (extra marks) <p>Video related to:-</p> <ul style="list-style-type: none"> • The Environment https://www.youtube.com/watch?v=BX1EIlwtQvU • Pollution and its types https://www.youtube.com/watch?v=5FWvbui6ook • Greenhouse Effect https://www.youtube.com/watch?v=DYHAZaasdxI • Global Warming https://www.youtube.com/watch?v=Y3gqoDUtmt4 • Greenhouse Gases https://www.youtube.com/watch?v=Z_jHP6xBLe8 • Saving the Environment https://www.youtube.com/watch?v=vONBU7btYuo | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) • Art Integrated:- <p>Diagram:</p> <p>-Green House Effect -3Rs</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | <ul style="list-style-type: none"> • <u>Ice breaking activity</u> <p>Children will be asked what they understand by the term” Environment” After a few answers, the lesson will be introduced</p> <ul style="list-style-type: none"> • The children will be provided opportunities in pairs/ groups/ individually / and encouraged to <p>Infer the meaning of unfamiliar words from the context while reading a Chapter for example</p> <p>Pollution air pollution Water pollution Land pollution Noise pollution. Saving the environment Detailed study of Green House Effect. global warming Gases responsible for global warming(carbon dioxide, methane, water vapor</p> | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> • Critical Thinking • Art Integrated • Skills • Developing hypothesis by : Brainstorming <p>The students is be able to understand the effects concept of –pollution types of pollution greenhouse- global warming - saving the environment - wastes - waste management- Reduce, reuse recycle.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical' s/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|--|--|
| | | <ul style="list-style-type: none"> Biodegradable and non biodegradable wastes <p>https://www.youtube.com/watch?v=YeVLBkypPRU</p> <ul style="list-style-type: none"> Waste Management (3 Rs) <p>https://www.youtube.com/watch?v=SKvGgb3YcDQ</p> | | | and ozone) Biodegradable and Non- biodegradable waste Waste managements 3Rs, Reduce,Reuse Recycle\ Methodology: Explanation through PPTs and video. Discussion, Q.Ans | |
| | Topic/Chapter: Force , Energy and Simple machines | <ul style="list-style-type: none"> COMPUTER AIDED CLASS (using PPT) Chalkboard, chalk, duster Text book Smart board, (extra marks) <p>Video related to-</p> <p>Force, Energy and machines</p> <p>https://www.youtube.com/watch?v=PD7a1EWjsTc</p> <p>https://www.youtube.com/watch?v=WSY4HzWZllo</p> <p>Types of forces</p> <p>https://www.youtube.com/watch?v=dTgMb2HEN1E</p> <p>Advantages and disadvantages of Friction</p> <p>https://www.youtube.com/watch?v=Gxjoy4Sj58E</p> | <p>Inter disciplinary Linkages: (with Social Science)</p> <ul style="list-style-type: none"> Experiential Learning:- (PPT AND VIDEOS) Art Integrated:- <p>Draw types of levers</p> <p>Project:- Finals</p> <p>Model of lever</p> | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> Written Work Class Test Quiz/MCQ'S Oral Test Written Test Revision | <ul style="list-style-type: none"> Ice breaking activity <p>Children will be asked what they understand by the term"energy" After a few answers, the lesson will be introduced</p> <ul style="list-style-type: none"> The children will be provided opportunities in pairs/ groups/ individually / and encouraged to Infer the meaning of unfamiliar words from the context while reading a Chapter for example <p>Understand the Force, work and types of the force muscular force, mechanical force,</p> | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Critical Thinking Art Integrated Life Skills Developing hypothesis by : Brainstorming <p>The students is be able</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---|---|---|--|-------------------|
| | | Energy and types of Energy https://www.youtube.com/watch?v=NKJifzIOSoQ Simple machines and types https://www.youtube.com/watch?v=ByLXZCP4ixc Types of Levers https://www.youtube.com/watch?v=DXtr9-S3lxw | | | elastic force, gravitational force, frictional force Disadvantage of friction. Advantage of friction magnetic force Energy Light energy heat energy sound energy solar energy hydro energy wind energy Machines Simple machines. lever, Things in levers: load, effort and fulcrum. Types of levers First class lever Second class lever Third class lever Pulley types of pulleys Fixed pulley Movable pulley Inclined plane Screw, wedge wheel and axle. Methodology: Explanation through | |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|---|--|
| | | | | | PPTs and video. Discussion, Q.Ans | |
| October 24 Days | Topic/Chapter: Force , Energy and Simple machines | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by : Brainstorming</p> <p>Video : force and types of the force muscular force, mechanical force, elastic force, gravitational force, frictional force</p> <p>Light energy heat energy sound energy solar energy hydro energy wind energy types of pulleys Fixed pulley Movable pulley</p> | <p>Inter disciplinary Linkages:</p> <ul style="list-style-type: none"> • Experiential Learning:- (PPT AND VIDEOS) <p>Diagram: Lever and types of levers pulleys</p> <ul style="list-style-type: none"> • Art Integration: Flowchart <p>Practical/ Activities</p> <ul style="list-style-type: none"> • Project:- Model of lever | <p>Discussion (CW) and writing(HW) of Question and Answers</p> <ul style="list-style-type: none"> • Written Work • Class Test • Quiz/MCQ'S • Oral Test • Written Test • Revision | <p>-Understand the force and types of the force – muscular force, mechanical force, elastic force, gravitational force, frictional force Disadvantage of friction. Advantage of friction magnetic force Energy Light energy heat energy sound energy solar energy hydro energy wind energy Machines Simple machines. lever, Things in levers: load, effort and fulcrum. Types of levers First class lever Second class lever Third class lever Pulley types of pulleys Fixed pulley</p> | <p>The students will be able to Understand the force and advantages and disadvantages of force lever and its types with different examples. Pulleys and its types inclined planed screw Wedges Wheel and axle</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-------------------------------|--|---------------|---|---|---|---|
| | | | | | Movable pulley Inclined plane Screw, wedge wheel and axle Methodology: Explanation through PPTs and video. Discussion, Que/Ans | |
| November 11 days | Revision in the form of Quizzes, Discussions, doubt clearing, oral tests, class tests | | | | | <ul style="list-style-type: none"> • Devise strategies to revise and edit their work. • Collaborate with their peers to revise. • Learn to manage their during exams. • Brush up and reinforce what they have learnt. • Feel more confident and equipped to approach exams with less anxiety and stress. |
| December 13 days Finals | Revision in the form of Quizzes, Discussions, doubt clearing, oral tests, class tests | | | | | <ul style="list-style-type: none"> • Devise strategies to revise and edit their work. • Collaborate with their peers to revise. <p>Learn to manage their during exams</p> <ul style="list-style-type: none"> • Brush up and reinforce what they have learnt. <p>Feel more confident and</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|------------------------|----------------------|--|--|------------------------------|---|
| | | | | | | equipped to approach xams with less anxiety and stress. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: SOCIAL SCIENCE
Class : V
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| February 4 days | Ch-1 Continents and Oceans | <ul style="list-style-type: none"> • PowerPoint presentation • Use of globe. • Wall Map of the world • Smart class -Extra marks • Blackboard • Duster • Chalk https://www.youtube.com/watch?v=8OaGtPnRViA Yellowstone National Park Seven continents song Mariana Trench Bermuda triangle Five oceans song | <p><u>Project/Experiential learning:</u> Students will write about which place they visited during their winter vacation and will write about where is it located- town/city/village/district/state/country/continent. Students will also paste pictures of that place/country/continent.</p> <p><u>Practical:</u> (Map work): Mark 7 continents & 4 oceans on the world map.</p> <p><u>Art integrated/Inter disciplinary linkage:</u> Make model of globe&draw the major continents and oceans.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment • (Question/and | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <p><u>Ice breaking session:</u> Learners will be asked to name the place where they live city/town/village/district/state/country/continent. They will also tell about their friend/relative staying in any other part of the world. Learners will come out with names of various countries and continents. They will be shown few pictures of places like- Yellowstone National Park, Sahara Desert, Himalayas, Great Barrier Reef. They will identify few pictures and tell the class about it. There after the topic 'Continents and Oceans' will be announced.</p> <p><u>Examining previous knowledge</u> about different countries and</p> | <p>The students will understand that:</p> <ul style="list-style-type: none"> • Large landmasses on the Earth are called continents. • There are 7 continents and 4 oceans • Continents are divided into countries. • Asia is the largest continent and Australia is the smallest. • The Pacific Ocean is the largest and Arctic ocean is the smallest ocean. • Every continent and ocean have its unique feature. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Critical thinking • The learners refer to an atlas to check |

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| | | | answers) | | <p>water bodies.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained through which students will understand:</p> <ul style="list-style-type: none"> • What are continents and oceans? • What are some special features of the seven continents? • How are the oceans different from each other? • What are special features about every continent and ocean? | different continents and oceans. |
| March 26 days | Ch-2 Latitudes and Longitudes | <ul style="list-style-type: none"> • PowerPoint presentation • Use of globe. • Wall Map of the world • Atlas • Smart class-Extra marks • Blackboard | <u>Activity/Experiential learning:</u> Students will locate and mark on the map of India-City where they live and city where his/her best friend /relative lives. | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <u>Ice breakingsession/previous knowledge testing:</u> Based on the previous chapter, learners will be asked if they can find the exact location of the place where they live, on the map. And | The students will be able to Understand that: <ul style="list-style-type: none"> • Lines of latitude(or parallels) are imaginary lines that run parallel to the equator. |

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| | | <ul style="list-style-type: none"> • Duster • Chalk <p>GMT</p> <p>Latitudes and longitudes</p> | <p><u>Art integrated:</u> Draw a world map on the chart paper. Take thread of two colors and make the important parallels of latitude with one colored thread and the 24 time zones with the other colored thread.</p> <p><u>Skills Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) • <u>Map work:</u> With the help of an atlas find out the degrees of longitude & latitude of places- New Delhi, Columbia, Budapest, New York, Brazil, Maharashtra. <p><u>Practical:</u></p> <ul style="list-style-type: none"> • List out all the countries on the globe through which the equator passes. • On a blank outline of map, mark the important lines of | | <p>they will be asked to tell the exact location of their city/town to their friend who lives in other state or country. Learners will find it difficult to find the exact location of their place on the map. Then the topic 'Latitudes and Longitudes' will be announced.</p> <p><u>Examining previous knowledge</u> about different continents and oceans</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Lecture -discussion</u> With help of PPT, videos and lecture-discussion method the chapter will be explained, through which students will understand:</p> <ul style="list-style-type: none"> • How do we find places on Earth? • What are the latitudes and longitudes? • How do they help | <ul style="list-style-type: none"> • Important lines of latitude are Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle, and Equator. • Lines of longitude (or meridians) are imaginary lines that run from pole to pole. • Places lying on a meridian have the same time. • The lines of longitude and latitude intersect to form a grid. The grid helps us to locate places. • Students can locate places on the map with the help of latitudes & longitudes. • Students can easily mark important parallels of latitude and meridians of longitude. • Students understand every country has its one time zone called Standard time for the whole country. |

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| | | | latitude & also mark Prime Meridian | | us to locate places on Earth? | <ul style="list-style-type: none"> Students understand that there are 24 time zones. Students understand importance of International Date Line <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Critical thinking The learners refer to an atlas to check important latitudes and longitudes |
| | Ch-3 Movements of the Earth | <ul style="list-style-type: none"> PowerPoint presentation Use of globe. Torch Smart class-Extra marks Blackboard Duster Chalk <p>Day and night</p> <p>Rotation and Revolution</p> <p>Leap year</p> | <p><u>Inter disciplinary linkage/Project:</u> Would human and animal existence be possible even if the Earth did not rotate or revolve?</p> <p><u>Art integrated:</u> With the help of torch create a model (using the globe which was made in Chapter 1) to show the formation of day and night.</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> Make a Chart showing the | <ul style="list-style-type: none"> Written assignments Oral discussion on question answers MCQs (daily) Written Test Oral test | <p><u>Ice breaking session:</u> Ask following questions from the students: How is the weather today? How was the weather last week? How was the weather a month ago? Is the weather same all the time in all parts of the country? Why do we have day and night? Students will be able to answer few questions</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> The Earth has two kinds of motion- rotation and revolution. Rotation causes day and night. Revolution and tilt of the Earth's axis causes formation of one year and seasons. Twice in a year we have equal days and equal nights. |

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| | | Seasons https://www.youtube.com/watch?v=WLRA87TKXLM <u>Reason for seasons</u> | formation of seasons. <ul style="list-style-type: none"> Worksheet- Write 'agree' or 'disagree' for the statements given. <u>Skill Assessment:</u> <ul style="list-style-type: none"> Loud reading Written assignment (Question/answers) | | and will find difficulty in answering few questions. Then the topic 'Movements of the Earth' will be announced. <u>Examining previous knowledge</u> about day and night and the 4 seasons Brain storming <u>General discussions/Interactive dialogues:</u> Connecting real life situations <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method, the chapter will be explained, through which students will understand: <ul style="list-style-type: none"> What are the effects of rotation and revolution? What causes day and night? What causes the seasons? What is leap year? What cause the four seasons in a year? | <ul style="list-style-type: none"> 21st June is the longest day of the year. 22ND December is the longest night of theyear. Aleap year has 366 days instead of 365 days. An extra day is added to the month of February. The following skills of the students are enhanced: <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Critical thinking |

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| | Ch-13 Our Heritage. | <ul style="list-style-type: none"> • E. Book • PPT on (Our Heritage) • Video on • different types of Monuments • Wall map of India showing historical monuments • Blackboard • Duster • Chalk <p style="text-align: center;"><u>Links</u></p> <p>https://www.youtube.com/watch?v=vdbMaCelOjQ(Meenakshi Temple)</p> <p>https://www.youtube.com/watch?v=wJxFH0Taz6o(SanchiStupa)</p> <p>https://www.youtube.com/watch?v=E23s8MmSjuQ(Ajanta and Ellora caves)</p> | <p><u>Experiential learning/ Inter disciplinary linkage (English):</u> People tend to scribble on walls of our historical monuments and deface public property. Do you think this is correct? Why? What can you do to preserve it?</p> <p><u>Art Integrated/Practical</u> Students will make a monument of their dreams. Will also write the reason why do they want it. They can make use of clay, pharmakon, newspaper, wood etc.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p><u>Ice breaking session:</u> Students will speak a few lines about their ancestral house/temple where their family wishes to go at least once in a year. Why do parents still long to go to these old places? Why do we love listening to old stories from our parents and grandparents? Why do we give so much importance to our past? Announcement of the topic 'Our Heritage' will be done thereafter.</p> <p><u>Examining previous knowledge:</u> Name few historical monuments of India that they have visited or read about in books.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Brain storming</u></p> <p><u>Lecture -discussion</u> Students will</p> | <p>The students will understand that:</p> <ul style="list-style-type: none"> • Our heritage links us to our roots, our past. • Forts, palaces, tombs, temples, pictures, and sculptures are a part of our heritage. • Examples of heritage buildings include the Taj Mahal, Fatehpur Sikri, Red Fort, Purana Quila, Humayun's Tomb and Shivneri Fort • Examples of temples include the Diawara temple, Sun temple, Meenakshi temple and Sanchi temple. • Students understand that we need to give respect for Heritage of our country • Students understand that it is our responsibility to protect and preserve our |

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| | | | | | <p>understand the concept of.</p> <ul style="list-style-type: none"> • What does our past mean to each of us? • History of our country • Famous buildings, temples, and paintings of our country. <p>Rich history and past of our country.</p> | <p>national heritage.</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-14 History of India: Aryans to Mughals | <ul style="list-style-type: none"> • E. Book • PPT on (History of India: Aryans to Mughals) • Story telling • Blackboard • Duster • Chalk • Links <p>https://www.youtube.com/watch?v=Xvj4CXQLDxk (Aryans and Dravidians)</p> <p>https://www.youtube.com/watch?v=6XojmEmy7kw (Kalinga war)</p> <p>https://www.youtube.com/watch?v=dTewboZ0NB4(Akbar the Great)</p> | <p>Inter disciplinary (English)/ Experiential learning: Discuss about what it would be like to live in a civilization where there was no written script. How would you learn? How would you send messages to friends who live far away? How would you know the latest news? How would you know the name of a locality?</p> <p>Activity/Art integrated: Each ruler in India contributed something to the development of his/her kingdom. Choose any one ruler and dress up like</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p>Ice breaking session: Students will be shown video on early life of human beings when they lived in caves and their gradual development towards making permanent houses and living a settled life. How gradually humans advanced towards a better living. Students will be then asked questions like what was the source of food/ clothes/shelter in early life? What were the discoveries made by early men to improve their living and their administrative system? Did they live a settled life or wandered from</p> | <p>The students will understand that:</p> <ul style="list-style-type: none"> • History is not just about rulers and what they did, but also about common people and their lives. • When the Indus Valley civilization died, new tribes made their presence felt in various parts of India. • The Gupta dynasty was called the 'Golden Age' of Indian history. • Mughal Empire had some great rulers like Akbar, Shah Jahan, and Aurangzeb. <p>The following skills</p> |

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| | | | <p>him/her and speak about all the steps taken by him/her for the development of the kingdom and people.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>place to place and why? Who looked after the common people and what was he called? After which the topic 'History of India- Aryans to Mughals' will be announced.</p> <p><u>Examining previous knowledge</u> about different continents and oceans</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Brain storming</u></p> <p><u>Lecture -discussion</u> Through this chapter students will understand:</p> <ul style="list-style-type: none"> • How did the idea of kings and kingdoms begin? • Which were some great kingdoms and empires in India that shaped the history of India? | <p>of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| April 22 days | Ch-4 The Temperature Zones | <ul style="list-style-type: none"> • PowerPoint presentation • Smart class-Extra marks • Wall map of the world | <p><u>Experiential learning/Inter disciplinary linkage:</u>What do you think would happen if there was only one</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test | <p><u>Ice breaking session (curiosity-based questions):</u> What month is it? How is the weather like in this month in India?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> • The difference between weather and climate. • The climate of a |

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| | | <ul style="list-style-type: none"> • Blackboard • Duster • Chalk • Wall map • Globe <p>Heat zones</p> <p>Altitude</p> <p>Land breeze & sea breeze</p> <p>Climatic zones</p> | <p>type of climate, the whole year through, all around the world.</p> <p>Practical: Observe the weather conditions of your area & keep a record of two weeks.</p> <p>Art integrated/Project: Map work: Mark and color the three important Heat zones on the world map.</p> <p>Activity: In a blank outline map of the world: Mark 5 countries that fall in different climatic zones. Mark 3 cities in India that have different kinds of climate.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | <ul style="list-style-type: none"> • Oral test | <p>Why does it snow in Himalayas and not in the south of India? Has anyone been to Australia in the month of April? What is the weather like in Australia in the month of April? Why there is so much of difference in weather between two countries? Thereafter the topic 'The Temperature Zones' will be announced.</p> <p>Examining previous knowledge, the four seasons and distribution of Sun's heat on the earth's surface.</p> <p>General discussions/Interactive dialogues: Connecting real life situations Brain storming Lecture -discussion With the help of PPT, videos and lecture discussion method students will understand:</p> <ul style="list-style-type: none"> • What are the factors influencing | <p>place is determined mainly by its latitude.</p> <ul style="list-style-type: none"> • Other factors that affect climate are altitude, distance from the sea, humidity, and wind. • Torrid zone has hot climate, temperate zone has moderate climate and frigid zone has very cold climate. • Students can find places that lie in different climatic zones • Students can find out different climatic zones that India belongs to. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |

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| | | | | | <p>the climate of a region?</p> <ul style="list-style-type: none"> • What are the effects of latitudes in determining the climate of a region? • What are the different climatic zones? | |
| | Ch-5 The Equatorial Forests | <ul style="list-style-type: none"> • PowerPoint presentation • Use of globe. • Wall map of the world • Atlas • Smart class- Extra marks • Blackboard • Duster • Chalk <p>Layers of rainforest</p> <p>Tropical forests</p> <p>How to save the rainforests</p> | <p><u>Experiential learning/ Inter disciplinary linkage (English):</u> Write how we can preserve the rain forests and tribal life in equatorial rainforests?</p> <p><u>Project:</u> Collect pictures of wildlife of Equatorial Rainforests & make a collage.</p> <p><u>Art integrated:</u> Students will be divided in six groups. Each group will dress up as the following tribes and explain the kind of life they live in rainforests. - Pygmies, Semangs, Yanomamo, Huli, Bantus and Dayaks.</p> <p><u>Skill Assessment:</u></p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p><u>Ice breaking session:</u> Previous knowledge testing- Name the three main heat zones of the Earth. Which zone lies between 0° and 23 ½ °N and South of equator? What is the temperature like in places near the equator and why? Which parts of the continents lie in Torrid zone and what type of vegetation is found here? Thereafter the topic 'The Equatorial Forests' will be announced.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> • Equatorial rainforests are found near the equator in the continents of South America, Africa, Australia, and South east Asia. • The climate here is usually hot and humid, with rainfall every afternoon. • The vegetation in rainforests grows in distinct layers. • The rainforests are home to the largest varieties of plants and animals. • People in the rainforests are hunter gatherers or farmers who |

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| | | | <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>situations</p> <p>Brain storming</p> <p><u>Lecture -discussion</u></p> <p>With the help of PPT and videos the chapter will be explained in which students will learn:</p> <ul style="list-style-type: none"> • What are the characteristics of the land near the Why are forests near the equator called evergreen forests? • How are the lives of people living in these areas? | <p>practice shifting agriculture and plantation farming.</p> <p><u>The following skills of the students are enhanced:</u></p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| May 18 days | Ch-15 Coming of the British | <ul style="list-style-type: none"> • Storytelling method • Power Point presentation • Blackboard • Duster • Chalk • Videos <p>https://www.youtube.com/watch?v=GnAKUnWdUVA (Vasco da Gama in India)</p> <p>https://www.youtube.com/watch?v=8HEI9E70SxU (Battle of Plessey)</p> <p>https://www.youtube.com</p> | <p>Practical: Children will be taught song JahanDualdaal pa sonakichiddiya....</p> <p>Inter disciplinary linkage (English):<i>Flip grid-</i> Students will speak on any one of the topics given- The Battle of Plassey The Quit India Movement The Swadeshi Movement</p> <p>Skill Assessment:</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p>Ice breaking session(curiosity-based questions):</p> <p>A video will be shown based on European traders who followed Magellan and started sailing around the world to find new lands. Based on the video students will be asked- Why European traders wanted to find new lands? Why did they sail and landed in India? Why did people travel from one place to another?</p> | <p>The students will understand and know that:</p> <ul style="list-style-type: none"> • Vasco da Gama discovered a new sea route to India. • After the Portuguese traders, Dutch, the English and French traders also arrived India. • The British East India Company was set up in 1600, and became the most powerful defeating the |

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| | | <p>m/watch?v=75BXnU5XMdY (<u>Revolt of 1857</u>)</p> <p>https://www.youtube.com/watch?v=GQn7SC4aW4 (<u>Swadeshi Movement</u>)</p> | <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>After which the topic 'Coming of the British' will be announced.</p> <p><u>Examining previous knowledge:</u>The rulers that ruled our country- The Guptas, The Mughals etc.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life examples</p> <p>Brain storming</p> <p><u>Lecture -discussion</u> With help of PPT, videos and lecture-discussion method, students will understand:</p> <ul style="list-style-type: none"> • Who were the first Europeans to come to India? • What was the result of European traders settling in India? • How did the British begin to rule over India? • When was the first war of Independence fought? | <p>Portuguese, Dutch and the French traders.</p> <ul style="list-style-type: none"> • The Battle of Plassey led to the establishment of the British rule in India. • The East India Company exploited poor farmers, craftsmen, and traders. • The Indian National Congress was formed in 1885 for the purpose of more involvement of Indians in the government of India. • The Swadeshi and boycott movements were joined by many people. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |

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| | Ch-6 The Temperate Grasslands | <ul style="list-style-type: none"> • PowerPoint presentation • Use of globe. • Wall Map of the world • Atlas • Smart class -Extra marks • Blackboard • Duster • Chalk <p>Types of Grasslands</p> <p>Buran in Astana</p> <p>Chinook</p> | <p>Activity: Dress up yourself as a Gaucho of South America & discuss your life as a cowboy.</p> <p>Practical/Map work: Mark the temperate grasslands of different continents, on the world map.</p> <p>Experiential learning/ Inter disciplinary linkage/ Project: Make a power point presentation on the advantages and disadvantages of mechanized farming. How does it help the farmers? What are its advantages and disadvantages as compared to the kind of farming done in India?</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <p>Ice breaking session/Previous knowledge testing: State True or False: The rainforest areas get direct rays of the Sun. In the torrid zone the length of days and nights is equal. The torrid zone surrounds the Arctic circle and Antarctic Circle. A characteristic of a rainforest is daily rain. Then few questions will be asked: Where (in which zone) are most of the deserts of the world located? On the world map, what lies between a forest and a desert? Thereafter the topic 'The Temperate Grasslands' will be announced.</p> <p>General discussions/Interactive dialogues: Connecting real life situations Brain storming Lecture -discussion With the help of PPT, videos and lecture, discussion method</p> | <p>After completion of the chapter, students will understand that:</p> <ul style="list-style-type: none"> • A large part of the Earth's land area is covered by grasslands • Grasslands have the richest soil on Earth. • There are many types of grasslands with different names in different continents. • Temperate grasslands are found between 23 1/2° and 55° north and south of the equator. • The grasslands of the northern hemisphere are different from the temperate grasslands of the Southern hemisphere. • A major occupation in the grasslands is farming. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills |

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| | | | | | <p>students will understand:</p> <ul style="list-style-type: none"> Where the Grasslands of the world are located? What is the Climate, natural vegetation, and wildlife of this region? What is the life of the people like in this region? | <ul style="list-style-type: none"> Speaking skills Writing skills Problem solving Critical thinking |
| July 23 days | Ch-8 The Frigid Zone | <ul style="list-style-type: none"> PowerPoint presentation Use of globe. Wall map of the world Atlas Smart class -Extra marks Blackboard Duster Chalk <p>Frigid zone</p> <p>Inuits</p> <p>Plant and animal life</p> | <p><u>Project/ Art Integrated:</u> Divide the class in groups. Each group will find information on the given topics about life in the frigid zone. They will display information in the form of chart/ collage or model.</p> <p>a) House b) Transportation c) Way of life of the people D) Animal life</p> <p><u>Inter disciplinary linkage:</u> Animals and plants have various kinds of adaptations to deal with the harsh climate of the frigid zone.</p> | <ul style="list-style-type: none"> Written assignments Oral discussion on question answers Written Test Oral test Map test | <p><u>Ice breaking session (curiosity-based questions):</u> When do you enjoy watching fireworks in the sky? Is there any such festival celebrated in India. Is there any such festival celebrated in any other country when the sky is all lit up with fireworks? Do you know of any such place where they have such display of fireworks in the sky every night naturally? Thereafter the topic 'The Frigid Zone' will be announced.</p> <p><u>General discussions/Interactiv</u></p> | <p>Students will Understand:</p> <ul style="list-style-type: none"> The frigid zones are very cold because they receive slanting rays of the Sun. They have almost continuous days during summer and continuous nights during winter. No plants grow on the ice cap. No trees grow anywhere in the frigid zone. The animals are well adapted to live in the harsh climate. The people living in the frigid zone are traditionally |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>What adaptations should human beings have to be able to live there?</p> <p>Skill assessment:</p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>e dialogues: Connecting real life situations</p> <p>Brain storming Lecture -discussion With the help of PPT, videos and lecture discussion method, students will be made to understand that-</p> <ul style="list-style-type: none"> • What are the frigid zones? • What is the climate, natural vegetation, wildlife in this region like? • How are the lives of people living in this region? | <p>hunters.</p> <ul style="list-style-type: none"> • The traditional winter house for the Inuit is a house made of blocks of ice called igloo. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-7 The Hot Deserts | <ul style="list-style-type: none"> • PowerPoint presentation • Use of globe. • Wall Map of the world • Atlas • Smart class -Extra marks • Blackboard • Duster • Chalk <p>Hot deserts of the world</p> <p>Plant and animal life</p> <p>Oasis</p> | <p>Inter disciplinary linkage (English):Picture reading: Look at the picture of Baobab tree and collect information about it.</p> <p>Project/ Experiential learning: Research work:List the deserts of the world and Find about the kind of problems that one might face living in a desert & why hot deserts are less inhabited than</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <p>Ice breaking session: Thereafter the topic 'The Hot Desert' will be announced.</p> <p>General discussions/Interactive dialogues: Connecting real life situations</p> <p>Brain storming</p> <p>Lecture -discussion With the help of PPT, videos and lecture discussion</p> | <p>The students will understand that:</p> <ul style="list-style-type: none"> • A desert is a place that receives little or no rain. • Most deserts are located around the Tropics of Cancer and Capricorn. • Some deserts are formed because they lie in a rain shadow. • An oasis is a green area in the desert that has a pool of water fed by an underground |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>other places.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Reading of the chapter • Written assignment (Question/answers) • <u>Map work:</u> Mark the deserts of the world on the map. | | <p>method, students will be made to understand that-</p> <ul style="list-style-type: none"> • Where the hot deserts are found? • Learn about the climate, landforms, vegetation, and animal life in the desert. • Understand what the life of the people is like in the hot deserts. | <p>water.</p> <ul style="list-style-type: none"> • Deserts show extremes of temperatures. • Plants and animals found in deserts have adapted to dry conditions. • Many people who live in the deserts are nomads. • Saudi Arabia is in Arabian Peninsula and is very rich due to its petroleum reserves. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-16 Gandhi and the Freedom Movement | <ul style="list-style-type: none"> • E. Book • Storytelling method • PowerPoint presentation • Blackboard • Duster • Chalk • <u>Links</u> <p>https://www.youtube.com/watch?v=4pENM42-QB8</p> | <p>Project: Map work: Mark five places on the map where the national movement was held.</p> <p>Activity: Role play on Mangal Pandey based on the movie</p> <p>Art integrated: Each student will</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <p>Ice breaking session: Show students, the three monkeys with their eyes, ears and mouth closed. What do these monkeys portray? Whom do you think these monkeys remind you of? Who is called as 'father of the nation' also known as 'bappu'?</p> | <p>The students will understand that:</p> <ul style="list-style-type: none"> • Mahatma Gandhi fought for the rights of non-whites in South Africa and returned to India in 1915. • Gandhi ji launched the Satyagraha Movement to protest the Rowlett |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>(Introduction of Gandhi ji) https://www.youtube.com/watch?v=ho65-zDl72U(Jallianwala Bagh massacre)</p> <p>https://www.youtube.com/watch?v=89EGMXuFuno(DandiMarch)</p> <p>https://www.youtube.com/watch?v=zF6-zkEBTpg(India breaks free)</p> <p>https://www.youtube.com/watch?v=nnmjip0MqXw (Assassination of Gandhi ji)</p> | <p>make at least 5-10 flags of India and keep them safe for 15 the August celebrations in school.</p> <p><u>Inter disciplinary linkage (English):</u> Imagine yourself as the Prime Minister of a newly independent country. Mention five new laws that you will make for your country.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Reading of the chapter • Written assignment (Question/answers) | | <p>Then they will be shown a short clipping of the movie ‘Gandhi’ and will be asked to identify the freedom fighter in the movie. Thereafter the topic ‘Gandhi and the Freedom Movement’ will be announced. General discussions/Interactive dialogues: Connecting real life situations</p> <p>Story telling Brain storming Lecture -discussion With the help of PPT, videos and lecture discussion method and with storytelling method students will understand:</p> <ul style="list-style-type: none"> • How did Mahatma Gandhi influence the freedom movement? • What were the final phases of our freedom movement? • What specific events led to the Independence? | <p>Act.</p> <ul style="list-style-type: none"> • The British General Dyer ordered the shooting of hundreds of Indians at Jallianwala Bagh in Amritsar. • Gandhiji launched the Non-cooperation Movement in 1920. • The Simon Commission was boycotted because it did not have any Indian members. • In 1930, Gandhiji led the Dandi March to challenge the British tax on salt production. • India became independent on 15th August 1947. However, India was divided into India and Pakistan. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <ul style="list-style-type: none"> Critical thinking |
| August 20 days | Ch-9 Our Environment | <ul style="list-style-type: none"> PowerPoint presentation Smart class -Extra marks Blackboard Duster Chalk <p>Major domains of the Earth</p> <p>Ecosystem</p> | <p><u>Experiential learning/ Activity:</u> <i>Flip grid-</i> Students will be given one topic each about which they will gather information, learn and make a video explaining the topic with the help of props. Topics will be- Lithosphere, Hydrosphere, Atmosphere, Biosphere.</p> <p><u>Project:</u> Draw a chart to show how the different spheres overlap to make the biosphere. Write a few lines to describe it.</p> <p><u>Inter disciplinary (English)/ Art integrated:</u> Students will make posters and write on the topic 'The Earth Day'. Students will</p> | <ul style="list-style-type: none"> Written assignments Oral discussion on question answers MCQs (daily) Written Test Oral test Map test | <p><u>Ice breaking session:</u> What is important for us all to stay alive? Possible answers would be land, air and water. Where do we get air from? What percent of water is present on the Earth? Is it all fit for drinking and for our daily use? Apart from human beings who all share the planet Earth with us. Are they important for us? How?</p> <p>What is that one word we use for place where all living and nonliving things live? After which the topic 'Our Environment' will be announced.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> All living and nonliving things on the Earth make up its environment. The hydrosphere, lithosphere, atmosphere, and biosphere are the four spheres in the environment. All the oceans and other bodies of water on Earth make up the hydrosphere. The atmosphere is the layer of oxygen and other gases that surrounds earth. The lithosphere consists of the rocks and soil on |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>conduct an awareness rally showing why our planet Earth is so special.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>situations</p> <p><u>Brain storming</u></p> <p><u>Lecture -discussion</u></p> <p>With the help of PPT, videos and lecture discussion method the chapter will be explained in which students will understand:</p> <ul style="list-style-type: none"> • What does the term environment mean? • What are the various elements of the environment? • What is an eco-system? | <p>the surface of the earth.</p> <ul style="list-style-type: none"> • The biosphere is the part of the environment where living things can survive. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-18 Governing Ourselves | <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart class - Extra marks • Blackboard • Duster • Chalk <p>Government and the constitution</p> <p>Lok Sabha and Rajya Sabha</p> | <p><u>Experiential learning/ Inter disciplinary linkage:</u></p> <p>Imagine that you have been given the responsibility of formulating a Constitutions for your school. What are the laws that you will add? How would you break up the governing system? Create a power point presentation in groups explaining this and share the presentation</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test • Map test | <p><u>Ice breaking session:</u></p> <p>A questionnaire will be given to every student in the class, with the following questions:</p> <ul style="list-style-type: none"> • Who is your class teacher? • Who is your Head teacher? • Who is your sports Head? • Who is your Activity head? • Who is the Principal of your school? • What impact would | <p>The students will understand that:</p> <ul style="list-style-type: none"> • The constitution came into effect on 26 January 1950. • The Indian government has three wings- Legislature, Executive and • The parliament is the law-making body of India. It has two houses- the Rajya Sabha and the Lok |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>Fundamental rights and duties</p> | <p>in the class.</p> <p>Project: Posters on fundamental Rights and Duties will be Drawn.</p> <p>Art integrated: List down five political parties of India and find out their election symbols. Using chart paper/ cardboard/ thermal make their symbols and paste them next to the party. Display it in the class.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>the school have, if there were no such positions for shouldering the responsibilities and taking necessary decisions?</p> <p>There after the topic ‘Governing Ourselves’ will be announced.</p> <p>General discussions/Interactive dialogues: Connecting real life situations</p> <p>Story telling</p> <p>Brain storming</p> <p>Lecture -discussion With the help of PPT, videos and lecture-discussion method, the chapter will be explained in which students will understand:</p> <ul style="list-style-type: none"> • How is our country governed? • Who makes the laws? • What are the various wings of the government? • What are some | <p>Sabha.</p> <ul style="list-style-type: none"> • The president is the head of the country. • The prime minister and the council of ministers run the government. • All citizens have Fundamental Rights and Fundamental Duties. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | rights that we enjoy as Indians? <ul style="list-style-type: none"> What are our fundamental duties and fundamental rights? | |
| September 27 days | Ch-10 Pollution and its Effects | <ul style="list-style-type: none"> PowerPoint presentation You tube Smart class - Extra marks Blackboard Duster Chalk <p>Kinds of pollution</p> <p>What causes pollution?</p> | <p><u>Experiential learning/ Activity:</u> Students will conduct 'Swachh Bharat Abhiyaan' in school. They will lead a cleanliness drive on one Sunday along with other classes.</p> <p><u>Inter disciplinary linkage (English)/ Art integrated:</u> Students will make posters on different kinds of pollution. They will conduct nukkad drama making school and neighborhood aware of problems leading to pollution and how we can avoid it. They will also make posters with slogans like 'Mera Bharat, Swachh Bharat'</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> Loud reading Written assignment | <ul style="list-style-type: none"> Written assignments Oral discussion on question answers MCQs (daily) Written Test Oral test Map test | <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Brain storming Lecture -discussion</u></p> <p>With the help of PPT, videos, lecture-method students will understand that:</p> <ul style="list-style-type: none"> How do various spheres of the Earth get polluted? What are the effects of pollution? What are the four main types of pollution? How does water, air and soil get polluted? | <p>Students will understand that:</p> <ul style="list-style-type: none"> The contamination of the environment- land, water, air – by waste, smoke, chemicals, and other harmful substances is called pollution. The four main types of pollution are air pollution, water pollution, noise pollution and soil pollution. Air pollution is caused by emission of smoke from factories and the burning of substances called fuels etc. Pollution of rivers make water unfit for drinking. Soil gets polluted when we use too many pesticides and fertilizers. Noise pollution is |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | (Question/answers) | | | <p>caused by any sound that is beyond our comfort level.</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-17 Fighting for Freedom | <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Blackboard • Duster • Chalk <p>Jawaharlal Nehru</p> <p>Bal Gangadhar Tilak</p> <p>Bhagat Singh</p> <p>Sarojini Naidu</p> | <p><u>Inter disciplinary linkage (English)/ Experiential learning/ Activity:</u> Many of our freedom fighters are known for their stirring speeches. Select a portion of a speech that you like the best and speak it in front of the class. Also dress up like that leader.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p><u>Ice breaking session:</u> Students will be shown a short clipping of the movie ‘The Legend of Bhagat Singh’ There after the topic ‘Fighting for Freedom’ will be announced.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Story telling</u></p> <p><u>Brain storming</u></p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method, chapter will be explained through</p> | <p>The students will understand:</p> <ul style="list-style-type: none"> • Pandit Nehru was the first prime minister of India. • Khan Abdul Ghaffar Khan started the KhudaiKhidmadgar Movement. • Subhas Chandra Bose formed the Azad Hind Fauj and fought for the British during the Second World War. • Sarojini Naidu is known as the Nightingale. She was the second president of the Indian National congress. • B.R Ambedkar |

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| | | | | | <p>which students will understand:</p> <ul style="list-style-type: none"> Who are some people who helped us gain independence? What made them fight for the country? What movement was started by Badshah Khan? Why is B.R Ambedkar considered a champion of Dalits and the under privileged? | <p>was the chief architect of the Constitution of India.</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Critical thinking |
| October 21 days | Ch-19 The United Nations | <ul style="list-style-type: none"> PowerPoint presentation You tube Smart class - Extra marks Blackboard Duster Chalk <p>How the UN works?</p> <p>The UN symbol and colors</p> <p>Bodies of the UN</p> <p>India's role in the UN</p> | <p>Activity:</p> <ul style="list-style-type: none"> Find out the location /headquarters of the following organizations FAO, WHO, ILOIMF, UNICEF Make a list of The member countries of the UN. Then locate the countries on a map of the world <p>Skill Assessment:</p> <ul style="list-style-type: none"> Loud reading Written assignment | <ul style="list-style-type: none"> Written assignments Oral discussion on question answers MCQs (daily) Written Test Oral test Map test | <p>Ice breaking session:</p> <p>A scenario will be created in the class in which they will demonstrate a situation of a quarrel amongst elderly members of two families. Who will act as a mediator to resolve the issues between two families? What would be the steps taken to solve their issues and unite them again? After which the topic 'The United Nation' will be announced</p> <p>General discussions/Interactiv</p> | <p>The students will understand:</p> <ul style="list-style-type: none"> The UN was formally established on 24 October 1945 to preserve world peace. The work of the UN is carried on by its bodies- the General Assembly, the Security council, the Economic and Social council, the International Court of Justice, and the Secretariat. <p>The following skills</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | (Question/answers) | | <p><u>e dialogues:</u> Connecting real life situations</p> <p><u>Story telling</u></p> <p><u>Brain storming</u> <u>Lecture -discussion</u></p> <p>With the help of PPT, videos and lecture discussion method students will understand that:</p> <ul style="list-style-type: none"> • Why was the United Nations formed? • What is the function of the United Nations? • What are some of the bodies of the United Nations? | <p>of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| | Ch-11 Conservation of Environment | <ul style="list-style-type: none"> • PowerPoint presentation • You tube • Smart class - Extra marks • Blackboard • Duster • Chalk <p>Conserving our environment</p> <p>The three R's</p> | <p><u>Art integrated/ Project:</u> Students will make paper bags of old newspaper and sheets. Students will collect plastic cups, plates and make beautiful decorative items of it.</p> <p><u>Activity:</u> Ask your friends to collect things around the house which are not being use.</p> | <ul style="list-style-type: none"> • Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test | <p><u>Ice breaking session:</u> A video on effects caused by pollution, on the Earth will be shown.</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> <p><u>Brain storming</u> <u>Lecture –discussion</u> With the help of PPT,</p> | <p>Students will understand:</p> <ul style="list-style-type: none"> • Both living and non-living things make up the environment. • Major types of pollution are air, water, soil, and noise pollution. • Conservation is protection of the environment and preventing it from damage. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | Save our planet Earth | <p>Organize a sale. Give away such things to people who need them.</p> <p><u>Experiential learning:</u> Our animal and plant resources need to be conserved. A lot of it is due to human activities, such as clearing of forests, pollution, and careless disposal of waste. Speak on the topic 'Save the Planet'</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud reading • Written assignment (Question/answers) | | <p>videos and lecture discussion method students will understand that:</p> <ul style="list-style-type: none"> • What is conservation • What is an important step in conservation? • What are 3 R's • What are smart ways to dispose waste? | <ul style="list-style-type: none"> • There are four ways of conserving are: • adopting environmentally friendly lifestyles, controlling pollution, correctly disposing waste, and practicing the 3 R's <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking |
| November 11 days | REVISION FOR FINAL EXAMINATION | | | | | |
| December 13 days | FINAL EXAMINATION | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: IV & V
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| FEBRUARY NO OF DAYS :06 | ANTHROPOMETRIC MEASUREMENTS | <ul style="list-style-type: none"> • Stadiometer • Weighing machine | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Reflection • Students feedback Teacher's feedback | Height Weight | <ul style="list-style-type: none"> • Data collection of height & Weight • Measurement of weight is most reliable criteria of assessment of health and nutritional status of children. |
| MARCH NO OF DAYS:26 | Physical Exercises Calisthenics Jogging, Running Simple stretching | <ul style="list-style-type: none"> • Open space • Charts • Whistles • Lime powder for marking | Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements. | <ul style="list-style-type: none"> • Assessment • Testing • Weekly Targets | Demonstration method Learning by doing various drills Introducing Videos | <ul style="list-style-type: none"> • Knowledge about Good for health and Fitness. • Base for sports performances • Importance of warmup, rest and sleep. • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration and discipline in life. |
| APRIL | Warm-Up Exercises | <ul style="list-style-type: none"> • Stop watches • open space | Inter disciplinary linkage: | <ul style="list-style-type: none"> • Assessment | Demonstration method, | <ul style="list-style-type: none"> • Develop positive attitude and life |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| NO OF DAYS: 23 | General warm-up exercises - Toe-to-head - Head-to-toe Speed Sprinting, Running in Variation | measuring tape | (with EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements. | <ul style="list-style-type: none"> • Testing • Weekly Targets | Learning by doing various drills Introducing Videos Games & Sports <ul style="list-style-type: none"> • Soccer • Cricket | skills to promote mental health, self-control, teamwork, concentration and discipline in life. <ul style="list-style-type: none"> • Displays different ways to manage stress and aggression. |
| MAY NO OF DAYS:26 | Food and Nutrition What are the harmful effects of junk food? Power Vertical jump Standing broad jump Running long Jump | <ul style="list-style-type: none"> • Pictures of wholesome food and junk food / Charts • Posters. • Magazines. <ul style="list-style-type: none"> • Stop watches • open space • measuring tape. | Inter disciplinary linkage: (with EVS, English and Hindi) Knowledge about Wholesome food and junk food: Differences and importance Art integration linkage: (With dance) rhythmic body movements. | <ul style="list-style-type: none"> • Oral Assessment, • MCQ'S, quiz, • Crossword puzzle, • Tests, Assignment (CW & HW) • Assessment, • Testing • Weekly Targets | Demonstration Observation of practices of healthy eating habits. Demonstration method Learning by doing various drills Introducing Videos Games & Sports <ul style="list-style-type: none"> • Table Tennis • Basketball | <ul style="list-style-type: none"> • Knowledge about Wholesome food and junk food: Differences • Explain the need of nutrition food as pertinent to health. • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| JUNE | TERM-1 EXAMINATION | VACATIONS | | | | |
| JULY NO OF DAYS:23 | MALNUTRITION | <ul style="list-style-type: none"> • Pictures | Inter disciplinary linkage: | <ul style="list-style-type: none"> • Oral Assessment, • MCQ'S, quiz, | Discussion | <ul style="list-style-type: none"> • Malnutrition and causes of malnutrition |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|--|--|--|--|---|
| | <p>What is malnutrition and its causes?</p> <p>What are the effects of malnutrition?</p> <p>COUPLING MOTOR ABILITY</p> <p>Flexibility and balance</p> | <ul style="list-style-type: none"> Study materials Mats or Soft surface with carpet/dari on it. | <p>(with EVS, English and Hindi), Malnutrition and causes of malnutrition.</p> <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> | <ul style="list-style-type: none"> Crossword puzzle, Tests, Assignment (CW & HW) Assessment, Testing Weekly Targets | <p>Forward roll Backward roll Forward roll and Leg split Backward roll and leg split Cartwheel</p> <p>Games & Sports</p> <ul style="list-style-type: none"> Gymnastics | <ul style="list-style-type: none"> Deficiency problems, obesity. Explain the need of nutrition food as pertinent to health. Developing flexibility and balance Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| AUGUST NO OF DAYS:24 | COORDINATION | <ul style="list-style-type: none"> Mats or Soft surface with carpet/Dari on it Open space/Indoor | <p>Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements.</p> <p>Art integration linkage: (With dance) rhythmic body movements.</p> | <ul style="list-style-type: none"> Assessment, Testing Weekly Targets | <p>Rolling with partners (double/triple) Free play (informal games & sports)</p> | <ul style="list-style-type: none"> Developing Coordination Abilities. Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| SEPTEMBER NO OF DAYS:16 | RHYTHM AND REFLEXES Reaction time | <ul style="list-style-type: none"> Whistle Clapper | Inter disciplinary linkage: | <ul style="list-style-type: none"> Assessment Testing | Positions of 'On your marks' and 'Go' | <ul style="list-style-type: none"> Developing Rhythm and Reflexes Develop positive attitude and life |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|---|--|---|
| | Responding to Command Responding to rhythm | | (with EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements. | <ul style="list-style-type: none"> Weekly Targets | Positions of Attention, Stand-at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot (Kadamtal) Games & Sports <ul style="list-style-type: none"> Tennis Badminton | skills to promote mental health, self-control, teamwork, concentration, and discipline in life |
| OCTOBER NO OF DAYS:27 | FOOD HYGIENE AND STORAGE Which are the food items that get spoilt soon and which don't? | <ul style="list-style-type: none"> Pictures Food items in Mid-day meals Programmes | Inter disciplinary linkage: (with EVS, English and Hindi), Basics of food storage and hygiene | <ul style="list-style-type: none"> Oral Assessment MCQ'S, quiz Crossword puzzle Tests, Assignment (CW & HW) | Demonstration Discussion Games & Sports <ul style="list-style-type: none"> Hockey | <ul style="list-style-type: none"> Explain the need of nutrition food as pertinent to health. Basics of food storage and hygiene. Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life. |
| NOVEMBER NO OF DAYS: 19 | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Music

Classes: I - V

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|---|---|--|---|---|
| Feb 8 Days | Topic: Introduction of Music | Off method | <ul style="list-style-type: none"> Aaroh, Aavroh, Kamal, Tivra, Man der Saptak, Madhaya Saptak, Tar Saptak Introduction of different types of music and Music instruments (7 Natural notes) | Practice of the same, Writing, Oral | <ul style="list-style-type: none"> Learners will be involved in daily practice Discussion on different types of artist/Musicians | Knowledge of basic music |
| March 8 Days | Topic: Song (Tu Na Jane aaspaas hai khuda) Sub topic: Rhythm | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Practice of song Correction in Pronunciation | Practice of the Song | <ul style="list-style-type: none"> Learners will be explained the proper rhythm Learners will be involved in Practice | Children will be able to sing & appreciate music |
| April 8 Days | Topic: Song Sub- topic: National anthem | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Practice of National Anthem Correction in Pronunciation Correct Rhythm | <ul style="list-style-type: none"> Practice of National Anthem | <ul style="list-style-type: none"> Learners will be involved in daily practice Introduction of the Author of National Anthem Performed in morning assembly | <ul style="list-style-type: none"> Practically they will learn to use music instruments Feeling of patriotism |
| May 8 Days | Topic: Song (Tu Hi Ram) Sub- topic: Rhythm | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Practice of song Correction in Pronunciation Correct Rhythm | <ul style="list-style-type: none"> Practice of the Song Assessment of the lyrics & Rhythm Singing along with metronum Tabla | <ul style="list-style-type: none"> Learners will be involved in daily practice Different notes & rhythm will be explained | Practically involvement in learning music & use of instrument accordingly |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|--|--|
| | | | | | Performed in Music Class. | |
| June 8 Days | Topic: School Song | <ul style="list-style-type: none"> Musical Instruments Assembly book | <ul style="list-style-type: none"> Practice of song Correction in Pronunciation Correct Rhythm | <ul style="list-style-type: none"> Practice of the Song Evaluating music & musical performance | <ul style="list-style-type: none"> Making them understand the relationship between music, the other arts and discipline outside of the art Performed in morning assembly | <ul style="list-style-type: none"> Students will learn new technique of using instruments Students will improve singing skills |
| July 8 Days | Topic: Introduction of teen Taal | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Group discussion Introduction of teen Taal (16 beats) | <ul style="list-style-type: none"> Practice of teen Taal on hand verbally and along with Tabla. Ek gun, doh gun Notes given | Learners will be involved in daily practice | Develop the Rhythm sense & synchronize with the composition |
| August 8 Days | Topic: National Song | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Practice of song Detailed explanation of Rhythm & Notes | Evaluation of musical performance | <ul style="list-style-type: none"> Learners will be explained the use of different notes & Rhythm | <ul style="list-style-type: none"> A feeling of patriotism Use of musical instruments according to different notes |
| Sep 8 Days | Topic: 10 That's | <ul style="list-style-type: none"> Smart board (audio/visual) Music instruments | <ul style="list-style-type: none"> Group Discussion Introduction of different that's in music | Practice of that's | Learners will be involved in daily practice | <ul style="list-style-type: none"> Composing and arranging music with specified guidelines It helps to recognize the Ragas |
| Oct 8 Days | Topic: Song Sub-Topic- Aye maalik tere bande hum | <ul style="list-style-type: none"> Musical Instruments | <ul style="list-style-type: none"> Practice of song using different musical instruments | Practice of Song | Performed in Music Class | Promote participation and Performance in singing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|------------------------|---|---|--|--|--|
| Nov 8 days | Topic: Alankaar | <ul style="list-style-type: none"> • Musical Instruments | <ul style="list-style-type: none"> • Group Discussion • Introduction of new taal's | Practical assignment with musical instrument | <ul style="list-style-type: none"> • The learners will be involved in daily practice • Different type of Alankaar introduced | Children will learn different types of alankaars |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No 630065; School Code: 43035

Annual Pedagogy Plan: ENGLISH

Class: VI

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|--|---|
| February 6 days | <p><u>Grammar/Composition</u> Letter Writing</p> <p>Application Writing</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/8RCwWSE01Ck • https://youtu.be/2BzA95rExU • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Cross cultural link: Project</u> (Know your partner state Make a chart on Kerala and Himachal Pradesh) • <u>Experiential Learning:</u> Discussion and Writing letters to parents and applications to class teacher, Head Teachers. • <u>Inter Disciplinary linkage</u> (with Social Science) History of communication • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Letter, Application • Quizzes/MCQs • Class Test | <p>Interactive session to build the connect and to get to know the child</p> <p>To do a quick revision of what the child has done in the previous class.</p> <p>To appreciate the child's effort of making charts and speaking about the holidays.</p> <p>Ice Breaking Activity: Children will be asked to share their experience of communicating with people at a distance, which mode they find the most convenient.</p> <p>Topic will be introduced.</p> <p>PPT on journey of a letter will be shown.</p> <p>Types and Format of writing letters and applications will be taught through examples.</p> | <p>Students know</p> <ul style="list-style-type: none"> • the history of communication. • various types of letters, the purpose, correct format and apply this knowledge to write informal letters to their parents, and applications in meaningful ways real life situations. • the role of letters in present day digitalized life. • value relationships, develop love and respect for family and friends. • know and respect the cultural diversity of the country. <p>The following skills of the students are enhanced :</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|---|---|--|
| | | | | | Children will write letters to their parents or grandparents using the format taught. | <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Inter personal communication skills |
| | <p><u>Literature</u> L-1 Who did Patrick's Homework? (Story)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>PDF ,Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning</u> : Entry /Exit Cards Activity • <u>Inter disciplinary (with sports)</u> Discussing different types of games –indoor and outdoor • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of difficult words, Word Meanings and Making Sentences • Dictation, Quizzes, MCQs, Class Test | <p>Ice breaking–Entry-Exit Card Activity</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning</p> | <ul style="list-style-type: none"> • Students are able to monitor and self correct their own comprehension of the text. <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Speaking skills • Reading skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The learners</p> <ul style="list-style-type: none"> • refer to dictionary to check meanings and spelling. • infer the meaning of unfamiliar words by reading them in context • spell the words |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|--|--|
| | | | | | | <p>correctly when dictation is given.</p> <ul style="list-style-type: none"> • answer the questions orally and in written. • read and interpret critically the text in different contexts. • identify the values (hard work and self help) highlighted in the story. |
| <p>March 26 days</p> | <p><u>Literature</u> Poem-1 A House , A Home (Poem)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> • <u>Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Art Integrated Project :</u> (Make a 3D model of a house.) • <u>Experiential learning:</u> • (through discussion and sharing of experiences) • <u>Inter disciplinary linkage:</u> • (with Social Science) Discussion on different types of houses • <u>Skill assessment (Reading, Listening,</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs, Class Test | <p>Brain Storming – Discussion on importance of family, difference between a house and a home to encourage Collaborative, Communication, Critical thinking.</p> <p>Introduction of the topic - PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The learners</p> <ul style="list-style-type: none"> • refer to dictionary to check meanings and spelling. • infer the meaning of unfamiliar words by reading them in context and acquire varied range of vocabulary. • spell the words correctly when dictation is given. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|--|--|
| | | | <u>Speaking, Writing skills)</u> | | MCQs | <ul style="list-style-type: none"> • recite poem with expressions and intonation. • identify the values (love and respect for family) highlighted in the story. • present their inference from the text. • appreciate poetic language • develop creativity and love for art and learn meaningful craft. |
| | <p><u>Literature</u></p> <p>L-2 How The Dog Found Himself a New Master (Story)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://www.youtube.com/watch?v=ios8RyMcSKc • <u>PDF ,Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> • PPT, video , project • <u>Inter disciplinary linkage</u>(with Social Science) • Discussion on domestic and wild animals • <u>Art integrated Project :</u> • Compose a short poem on any of the following topic: My Family or My Favourite | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming – The lesson would start with a discussion on how the dog became a tamed animal to enhance collaborative, communication skills and critical thinking.</p> <p>Introduction of the chapter. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The learners:</p> <ul style="list-style-type: none"> • refer to dictionary to check meanings and spelling. • refer to dictionary to find the meanings of difficult words. • infer the meaning |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------------------------|--|--|---|--|--|
| | | | <p>Sport and make colorful drawings to make it attractive.</p> <ul style="list-style-type: none"> • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills, short poem</u>) | | | <p>of unfamiliar words by reading them in context</p> <ul style="list-style-type: none"> • spell the words correctly when dictation is given. • frame meaning sentences orally and in written. • demonstrate planning skills, locate, access , select and integrate relevant data to answer questions orally and in written. • appreciate poetic language and write a few lines on their own. |
| | <p>P-2 The Kite (Poem)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> • <u>Text books</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> PPT, discussion (festivals) • <u>Inter disciplinary linkage:</u> (with Social Science) Discussion about kite flying festival • <u>Skill assessment</u> (<u>Reading,</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming –To hone students’ critical thinking the class would start with introductory questions like: Have you ever tried to fly a kite, on which Indian festival do people fly kites, uses of kites etc. They would also be told about the significance of the poem that they would be studying. Guided practice followed by Independent Practice –</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The learners</p> <ul style="list-style-type: none"> • refer to dictionary to check meanings and spelling. • infer the meaning of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|---|
| | | | <p><u>Listening, Speaking, Writing skills, Critical thinking)</u></p> | | <p>Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning</p> | <p>unfamiliar words by reading them in context</p> <ul style="list-style-type: none"> • spell the words correctly when dictation is given. • recite poem with expressions and intonation. • appreciate poetic language. • develop reference skills both printed and electronic mode. |
| | <p>Supplementary Reader</p> <p>L-1 The Tale of Two Birds (Story)</p> | <ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT • Text book (A Pact with Sun) • Chalk board, chalk, duster | <ul style="list-style-type: none"> • Experiential learning: PPT, video , discussion and sharing of experiences • Art linkage : Discussion about different forms of stories like fable, folktales • Inter disciplinary linkage (with Hindi): Idioms and proverbs on ‘good company’ in Hindi and English • Skill assessment (Reading, | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test | <p>Brain Storming – Discussion on importance of the company a person chooses to be with.</p> <p>Some idioms and proverbs on ‘good company’ in Hindi and English will be discussed.</p> <p>PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The learners</p> <ul style="list-style-type: none"> • refer to dictionary to check meanings and spelling. • infer the meaning of unfamiliar words by reading them in context • spell the words correctly when dictation is given. • develop reference |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|---|--|
| | | | <u>Listening, Speaking, Writing skills)</u> | | Questioning MCQ | skills both printed and electronic mode. <ul style="list-style-type: none"> realize the importance of keeping good company and apply this understanding in their lives. |
| | L-2 The Friendly Mongoose (Story) | <ul style="list-style-type: none"> Computer Aided Teaching (using Extramarks) PPT and videos https://youtu.be/HaJCcev-xwE https://www.youtube.com/watch?v=uBc6x0dYBe0 Text book (A Pact with Sun) Chalk board, chalk, duster | <ul style="list-style-type: none"> Experiential learning: (PPT, video, discussion and sharing of experiences) Inter disciplinary linkage : (with Hindi : students recall they have read the same story in Hindi too) Skill assessment (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quiz/ MCQs, Class Test | <p>Brain Storming- To hone the students' critical thinking and communication skills the class would start with a debate on an argument for and against keeping pets. They would also be told about the significance of the topic that they would be studying.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills and competencies of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Listening skills Speaking skills Writing skills Problem solving Creative writing Critical thinking and provide solutions to problems raised <p>The learners refer to dictionary to check meanings and spelling.</p> <ul style="list-style-type: none"> infer the meaning of unfamiliar words by reading them in context spell the words correctly when dictation is given.. identify the values of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|---|--|---|
| | | | | | | having faith and not being impulsive and apply these in real life. |
| | Grammar Nouns Pronouns | <ul style="list-style-type: none"> • Computer Aided Teaching • PPT and videos Nouns https://www.youtube.com/watch?v=BI1SyZ9I2n0 https://www.youtube.com/watch?v=Um4suK9PtJ4 Pronouns https://youtu.be/2VbXRddlCB8 • Grammar workbook • Chalk board, chalk, duster | <ul style="list-style-type: none"> • Experiential learning: (PPT, video, Antakshari) • Inter disciplinary linkage : (with Hindi : what is Noun called in Hindi and types of Nouns, what is Pronoun called in Hindi) | <ul style="list-style-type: none"> • Discussion and exercises in grammar workbook • Quizzes/ MCQs /Class Test based on Nouns | <p>Warm up Activities: Nouns (Antakshari of names, places , things, feelings etc)</p> <p>Pronouns (PK testing about Nouns and discuss sentences with only nouns)</p> <p>Topic will be introduced and explained with the help of PPTs and videos.</p> <p>Guided practice followed by Independent Practice .Exercises will be done in the workbook</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Write and speak grammatically correct sentences for a variety of situations using nouns and pronouns. |
| | Grammar/ Composition Diary Entry Short Story Writing Reading Comprehension/ | <ul style="list-style-type: none"> • Computer Aided Teaching • PPT and videos Diary Entry https://youtu.be/2VbXRddlCB8 Short Story https://www.youtube.com/watch?v=R1ahI0K22Hs • Grammar workbook | <ul style="list-style-type: none"> • Experiential learning: PPT, videos , discussion why are stories important, writing and sharing stories, diary entry | <ul style="list-style-type: none"> • Discussion and exercises in grammar workbook • Quizzes/ MCQs • Class Test based on Diary Entry, Story Writing | <p>Warm up : Diary Entry (discussion on importance of friends, maintaining diary</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom.</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • refer to dictionary to check meanings and spelling. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|--|---|--|
| | | <ul style="list-style-type: none"> • <u>Chalk board, chalk, duster</u> | | | Techniques to be used: Group Discussion Questioning Think Pair Share MCQ | <ul style="list-style-type: none"> • to use nouns in speech and writing. • use Pronouns in speech and writing. |
| April 22 days | Literature L-3Taro's Reward (Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://youtu.be/TSSS4vzcnOg • <u>Text book (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Cross-cultural link:</u> Discussion on basic values common to Asian countries like India and Japan • <u>Experiential Learning:</u> PPT, video, discussion, sharing experiences • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>) | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs ,Class Test • Unit tests -I | Brain Storming- The class would start with a discussion on what a child should do to fulfill the dreams and wishes of the parents? Discussion on family values and relationships Introduction of the chapter Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The students <ul style="list-style-type: none"> • can infer the meaning of unfamiliar words by reading them in context <ul style="list-style-type: none"> • write dictation of words. • demonstrate planning skills, locate, access, select and integrate relevant data to answer questions orally and in written. • identify the values like respect and care for parents, hard work and kindness. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-------------------------------|--|---|---|--|---|
| | P-3 The Quarrel (Poem) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT and video</u> youtu.be/7roH-CvpSj4 • <u>PDF Text books (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> PPT, video, Sharing personal experiences on quarrels or arguments in family or with friends • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u> | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs ,Class Test | <p>Ice breaking Activity- The students will be asked to share some personal experiences on quarrels or arguments amongst family or with friends, the reasons. Modal recitation by the teacher. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking <p>The students :</p> <ul style="list-style-type: none"> • infer the meaning of unfamiliar words by reading them in context • write dictation of words • recite poem with expressions and intonation • respect relationships. • understand that quarrels and arguments are a part of life and learn to resolve conflicts. • learn to be flexible and to adapt to different situations. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|--|--|
| (2 periods) | Supplementary Reader L-3 The Shepherd's Treasure (Story) | <ul style="list-style-type: none"> • Computer Aided Teaching • PPT and videos https://youtu.be/pVXE0hQ_RqQ • Text book(A Pact with the Sun) • Chalk board, chalk, duster | <ul style="list-style-type: none"> • Experiential Learning: PPT, Video • Inter disciplinary linkage : (with Hindi) discussion on similar stories in Hindi • Skill assessment (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs ,Class Test | Brain Storming- The class would start with a discussion on virtues of humility and wisdom the virtue of good judgment? Introduction of the topic. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The students <ul style="list-style-type: none"> • infer the meaning of unfamiliar words by reading them in context • write dictation of words. • answer the questions orally and in written. • read and interpret critically the text in different contexts. • realize the value of humility and honesty. |
| | Grammar/ Composition Article Writing Articles Present Tense Reading Comprehension | <ul style="list-style-type: none"> • Computer Aided Teaching • PPT and videos https://youtu.be/u1g7oNGw-Xs Present Tense https://youtu.be/UZMDp89VjEM Present Continuous | <ul style="list-style-type: none"> • Experiential Learning: PPT, Video, reading out articles from magazines and newspaper clippings • Articles Drill of articulating vowel and consonant sounds | <ul style="list-style-type: none"> • CW) Discussion and (HW) Exercises in Grammar workbook • Quizzes/ MCQs, Class Test , Revision | Warm up (Article Writing) : Students will be asked in which ways they can convey their thoughts and opinions to public, importance of magazines and newspapers. Icebreaking Activity(Articles): | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|--|--|
| | | <p>https://youtu.be/oBbJNjjSYBo Present Perfect</p> <p>https://youtu.be/5vJOJrVIgek Present Perfect Continuous</p> <p>https://youtu.be/A4LNCzd5JU4</p> <ul style="list-style-type: none"> • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Newspapers, magazines</u> | <ul style="list-style-type: none"> • <u>Inter disciplinary linkage :</u> with Social Science, Science (Writing Articles on various environmental and social issues) | | <p>The students will be asked to describe various things. These describing words are called Adjectives and Articles are special type of adjectives. Vowel and consonant sounds will be explained.</p> <p>Ice breaking Activity Present Tense : Narrative questions in Present tense will be asked and the topic will be introduced.</p> <p>Topics will be introduced by the teacher and explained through PPTs and video. Articles will be read out from magazines and newspapers. Practice will be done in writing.</p> | <ul style="list-style-type: none"> • Students think critically, analyse social issues • draft, revise and write Articles on given topics based on verbal, print and visual clues |
| May 18 days | Supplementary Reader L-4 The Old Clock Shop (Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Text book (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> PPT, project • <u>Art integrated Project Work:</u> Find a folktale from Kerala and illustrate it in the form of a comic strip • <u>Skill assessment</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story/poem/grammar topics covered | <p>Brain Storming- The class would start with a discussion on how honest and correct ways can win over any situation. They would also be told about the significance of the topic that they would be studying.</p> <p>Introduction of the topic- PPT and Digital</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking infer the meaning |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|----------------------|---|---|--|---|---|
| | | | (Reading, Listening, Speaking, Writing skills, Critical thinking) | | Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ | of unfamiliar words by reading them in context <ul style="list-style-type: none"> • write dictation of words • identify and make correct use of Adjectives and Verbs in their speech and writing. • understand the importance of non-violence and peace. • correlate art work to other disciplines. • understand value the cultural heritage of their country. |
| | Grammar Verbs | <ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT and videos Verbs https://youtu.be/uliQBnhLrZE Subject Verb Agreement https://youtu.be/LfJPA8GwTdk • Grammar workbook • Chalk board, | <ul style="list-style-type: none"> • Inter disciplinary linkage (with Hindi) What is Verb called in Hindi , its types • Experiential Learning PPT, videos | <ul style="list-style-type: none"> • Exercises in Grammar workbook (CW and HW) • Quizzes/ MCQs • Class Test | Ice breaking activity : Verbs : Dumb charade (Think of your favourite activity and enact) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|---|---|
| | | <u>chalk, duster</u> | | | used:Group Discussion Questioning Think Pair Share MCQ | |
| | Adjectives Integrated Grammar and Composition Class Tests Revision | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/PVyNi_DGJ5g https://youtu.be/EDV-KMBvMck • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Inter disciplinary linkage (with Hindi)</u> What are Adjectives called in Hindi, their types. • <u>Experiential Learning</u> PPT, videos • <u>Art integration (with music)</u> Listen to this song and write down any 10 adjectives that you hear in the song https://youtu.be/A3vCcXgbKrE <i>(What a Wonderful World by Louis Armstrong.)</i> | <ul style="list-style-type: none"> • CW) Discussion and (HW) exercises in Grammar workbook • Word Search ,Quizzes/ MCQs, Class Test based on grammar topics covered | Ice breaking activity : Adjectives (Define various things like bottle, pen, uniform etc in just one word) Introduction of the topic- PPT and Digital Content would be shared. Guided practice followed by Independent Practice – Exercises to be done in workbook. | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • define adjectives. • identify and make correct use of Adjectives and Verbs in their speech and writing. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|--|---|
| July 23 days | Literature L-4 An Indian-American Woman in Space, Kalpana Chawla(Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/W1LG-wDr4fM • <u>Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential learning :</u> PPT, video , project • <u>Interdisciplinary Link: (with Science)</u> Research on Adaptations • <u>Project work</u> (Integrated with Science and Art) Imagine you are going to space. List 10 points how you will adapt to the new environment. Also make a 1 minute video on the same. Also draw colourful pictures to depict your imagination. • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>) | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs, Class Test | <p>Brain Storming-Discussion on Adaptations. The students will be given a research based</p> <p>Project work on space and how astronauts adapt themselves to space, how an airplane is different from a spaceship. They would also be told about the different varieties English that exist around the world.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share, MCQs</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, etc. • become self-directed, learn information seeking strategies, use print and non-print sources, synthesize information. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---------------------------|---|---|--|--|---|
| | | | | | | <ul style="list-style-type: none"> • become aware of using media and technology. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. |
| | P- 4 Beauty (Poem) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT</u> • <u>Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> PPT • <u>Interdisciplinary Link:</u> • <u>(with Environmental Science)</u> Notice the nature around and the beautiful plants, flowers, creatures, sunshine, clouds etc • <u>Skill assessment (Reading,</u> | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming–The class would start with a discussion about what is beauty and where can you find it? They would also be told – about the poet -the significance of the topic that they would be studying.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • recite poems in proper intonation. • respond to a variety of questions on familiar and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|---|
| | | | <p><u>Listening, Speaking, Writing skills)</u></p> | | <p>discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>unfamiliar texts verbally and in writing.</p> <ul style="list-style-type: none"> • to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. |
| | <p>L-5 A Different Kind of School</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://www.youtube.com/watch?v=f-IVv8eceDk • <u>PDF Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> PPT, video • <u>Pretend Game</u> (Spend a day working with one hand only/ blindfold yourself and try to do your daily chores, then write your experience.) • <u>Skill assessment</u> (Reading, | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming –The class would start with a discussion on topics like- the social concern for the differently- abled people, being deaf is worse than being blind Words like empathy, sympathy, pity will be discussed.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like role play |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---------------|--|---|---|--|
| | | | <u>Listening, Speaking, Writing skills)</u> | | followed by Independent Practice – Questions/answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ | <ul style="list-style-type: none"> ● respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● Students can use grammatically correct sentences for a variety of situations like everyday communication. ● become sensitive towards differently abled people. ● become flexible and learn to adapt themselves to difficult situations. ● reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|--|
| | <p>P-5 Where do all the Teachers Go? (Poem)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos Poem</u> https://youtu.be/9_5N69zYCKs • <u>Text book(Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> PPT, video, Activity : Interview your teachers. • <u>Inter-disciplinary linkage (Social Science)</u> Video on Savitri Bai Phule ,the first female teacher of India to show the social struggles https://youtu.be/b-qvgB1hUAY • <u>Art Integration Activity:</u> Make a beautiful greeting card for your favourite teacher and write a message for her/him. • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test | <p>Brain Storming –The class would start with a discussion on the importance of a teacher in a children’s’ life.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like interviewing the teacher. • frame grammatically correct meaningful questions. • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • become sensitive towards differently abled people. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|--|---|--|
| | | | | | | |
| | <p>Supplementary Reader L-5 Tansen (Story)/ 2 days</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Text book(A Pact with The Sun)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> PPT, video, research activity on eminent classical singers of India. • <u>Inter-disciplinary linkage (Social Science, Music)</u> Discussion on 9 gems in the Emperor Akbar's court. Research on different genres of music, classical music and musicians of India. • <u>Skill assessment</u> (Reading, Listening, | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs ,Class Test , Revision | <p>Brain Storming –The class would start with a discussion about following ones passion. They would also be told – about few distinguished Indian musicians. -the significance of the topic that they would be studying</p> <p>Writing and Reading a. Agree/ disagree line up, YES/ NO questions will be asked to check their basic understanding of the story Directed Reading- Techniques to be used: Loud reading, Group Discussion Questioning</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like role play • can respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|--|--|
| | | | <u>Speaking, Writing skills)</u> | | MCQ | <p>sentences to describe/ narrate factual/ imaginary situations using the correct tenses.</p> <ul style="list-style-type: none"> • write grammatically correct sentences for a variety of situations using noun, pronoun, adjectives, verbs, tenses etc. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. |
| | L-6 The Monkey and the Crocodile (Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching by students</u> • <u>PPT and videos</u> (to be shared by students) • <u>Text books</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning : Flip teaching</u>, students will prepare digital content like PPTs and videos • <u>Inter disciplinary linkage(with IMT, Art):</u> The students learn to prepare digital content like PPTs and videos and beautify it using their artistic sense. • <u>Skill assessment</u> | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story/poem/noun/Types of sentences, Adjectives, Articles | <p>Brain Storming –The class would start with a discussion on how quick wit can solve most problems.</p> <p>Flip teaching would be done by the students.</p> <p>The students will be divided into groups and will be given different parts of the chapter to explain. They will be told in advance to prepare PPTs and Digital Content to explain the chapter.</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like role play • respond to a variety of questions on familiar and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|---|
| | | | (Reading, Listening, Speaking, Writing skills, leadership skills through Flip teaching) | | – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ | unfamiliar texts verbally and in writing. <ul style="list-style-type: none"> • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations. • use digital media and its applications. • become confident, independent through Flip teaching. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. • understand that quick wit can save one from difficult situation. |
| | Grammar/ Composition E-mail Adverbs Prepositions | <ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT and videos E-mail https://www.youtube.com/watch?v=hgMvrcgYeGY <p>Adverbs</p> | <ul style="list-style-type: none"> • Experiential Learning : PPTs , videos • Inter disciplinary linkage (with Hindi): Recalling what are adverbs and prepositions called | <ul style="list-style-type: none"> • CW) Discussion and (HW) exercises in the grammar workbook • Crossword, riddles • Quizzes/MCQs <p>Class Test</p> | <p>Ice Breaking Activity: E-mail (Discussion on modes of communication, quickest and the easiest ways etc)</p> <p>Adverbs (Teacher will write some sentences on board ending with adverbs,</p> | The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing |

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|--------------------------|---------------------------------------|---|---|---|---|--|
| | | <p>https://youtu.be/yFP S8yTS_Gw https://youtu.be/ePx NKUKWNDM</p> <p>Prepositions https://youtu.be/oV5 xwP5E9qU https://youtu.be/k9y h70Okfcs</p> <ul style="list-style-type: none"> • Grammar Workbook • Chalk board, chalk, duster | <p>in Hindi , their function.</p> <p>(with IMT): Writing and sending e-mails</p> <ul style="list-style-type: none"> • Practical activity: Write an e-mail to your friend sharing your experience of online learning and send a screen shot. | | <p>discussion on what is common in those sentences)</p> <p>Prepositions (Teacher will show an object and keep changing its position and ask the children where it is)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ</p> | <ul style="list-style-type: none"> • Critical thinking • Love for reading • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened. |
| | <p>P-6 The Wonderful Words</p> | <ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT and video https://youtu.be/yVr -tlrXRX0 • PDF, Text book (Honeysuckle) • Chalk board, chalk, duster | <ul style="list-style-type: none"> • Experiential Learning Flip teaching, making PPT • Inter disciplinary linkage : (with Hindi) Research on different dialects of Hindi and English language • Practical activity : Research work on | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming –The class would start with a discussion on having a world without language.</p> <p>Flip teaching would be to enhance students’ collaborative, communication skills Critical thinking and confidence. The students will be divided into groups and will be given different roles to explain the</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions |

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|--------------------------|-------------------------------|---|---|--|---|---|
| | | | <p>history of language, preparing PPTs , videos</p> <p>• <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)</p> | | <p>poem. They will be told in advance to prepare PPTs and Digital Content to explain the poem (like history of words and language , ancient languages, different dialects of English and Hindi language etc)</p> <p>Later the teacher will consolidate all the ideas and show the video to summarize the poem</p> <p>Questions/answers to be discussed in the classroom. Word game will be played (Give any two positive words starting with the initial letter of your name)</p> | <p>on familiar and unfamiliar texts verbally and in writing.</p> <ul style="list-style-type: none"> • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. • learn the importance of words and language. • deeply engaged and high-order thinking skills and ability of application to complex problems is developed. |
| | L- 7 Fair Play (Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/G3FOCFjWA-c | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> Role play, PPT, video • <u>Inter</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings | Ice breaking Activity – Reading the preamble of the Constitution of India and discussion about Justice, Liberty, Equality and Fraternity. | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Reading skills • Speaking skills |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---|---|--|---|---|
| | | <ul style="list-style-type: none"> • <u>PDF Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <p><u>disciplinary linkage :</u> (with Hindi) (discussion about Munshi Prem Chand and his famous works) with Social Science (study the Preamble of the Constitution)</p> <p>• <u>Project :</u> Write and learn the Preamble of the Constitution. Find the meanings of the words – Sovereign, Socialist, Secular and Democratic Republic</p> <p>• <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)</p> | <p>and Making Sentences</p> <ul style="list-style-type: none"> • Quizzes/MCQs, Class Test | <p>• Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Parts of the story would be done through Role play.</p> <p>Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ Video will be shown to make the class more lively.</p> | <ul style="list-style-type: none"> • Writing skills • Problem solving • Creative writing • Critical thinking • Love for independent reading • participate in activities in English like role play • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • understand the meaning of the words – Sovereign, Socialist, Secular and Democratic Republic • learn to be honest, fair, polite and sensitive towards their fellows. • deeply engaged and high-order thinking skills and ability of |

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|--------------------------|--|--|---|---|---|--|
| | | | | | | <p>application to complex problems is developed.</p> <ul style="list-style-type: none"> respect the constitution of their country and abide by it. value relationships. |
| | <p>Supplementary Reader L- 7 A Wonder called Sleep (Story)</p> | <ul style="list-style-type: none"> Computer Aided Teaching PPT and video https://youtu.be/pGDV5fdSv9o Text book(A Pact with the Sun) Chalk board, chalk, duster | <ul style="list-style-type: none"> Experiential Learning: Independent study, PPT ,video Interdisciplinary linkage with Science (discussion on importance and facts about sleep) Art integration Activity : (with music) Write one lullaby in English and Hindi each. Skill assessment (Reading, Listening, Speaking, Writing skills) Collaboration: (working in group, role play , group discussion) Confidence and Leadership skills: (through independent study, research work) | <ul style="list-style-type: none"> Writing Activity : Write one lullaby in English and Hindi each. Writing of Difficult words, Word Meanings and Making Sentences <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers Quizzes/MCQs, Class Test | <p>Brain Storming –The class would start with a discussion on the importance of sleeping and dreaming to enhance the collaborative , communication, critical thinking skills.</p> <p>Introduction of the topic- PPT and Digital Content would be shared.</p> <p>The students will read the chapter on their own and the next day questions/answers will be discussed in the classroom.</p> <p>Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. write grammatically correct sentences for a variety of situations. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|--|---|
| | | | | | | <ul style="list-style-type: none"> • develop interest in music, songs , lullabies etc. • deeply engaged and high-order thinking skills and ability of application to complex problems is developed. |
| September 27 days | Literature L-8 A Game of Chance (Story) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/Kln gFAIZ5EU • <u>PDF ,Text book (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning:</u> • PPT, video • <u>Interdisciplinary linkage</u> with Social Science (discussion on Indian festivals and fairs) • <u>Art integration</u> (with art and craft) • <u>Diorama</u> making a 3-D model of a fair scene • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs , Class Test • Revision | <p>Brain Storming –The class would start with a discussion on if the students have ever won a ‘lucky dip’, the futility of the Lucky Charms or the Bumper Lotteries.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------------------------|---|---|--|--|---|
| | | | | | | <p>for a variety of situations using noun, pronoun, adverb, prepositions etc.</p> <ul style="list-style-type: none"> skills necessary for a particular role and apply the knowledge of all the disciplines . |
| | <p>P-8 Vocation (Poem)</p> | <ul style="list-style-type: none"> Computer Aided Teaching (using Extramarks) PPT and video https://youtu.be/hX7p6Lo6Vug Textbook (Honeysuckle) Chalk board, chalk, duster | <ul style="list-style-type: none"> Experiential Learning : PPT, video, card making activity, riddles Inter disciplinary Link (with Social Science) Importance of various occupations Art integration activity : Making cards on various occupations for class board Skill assessment (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/MCQs , Class Test | <p>Icebreaking Activity : Riddles on various occupations</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. prepositions etc. skills necessary for a particular role and apply the knowledge |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---------------------------|--|---|--|--|--|
| | P-9 What if (Poem) | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/8Covp4AN_k • <u>PDF Text books (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> PPT, video, sharing experience about fears • <u>Inter disciplinary Link :</u> (with Science) fear, part of brain involved, its causes • <u>Art integrated Activity :</u> (with music) Write a poem with rhyming words and sing it on any Bollywood tune. • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class test | <p>Brain Storming–The class would start with some introductory questions to enhance collaborative, communication, critical thinking.</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. • skills necessary for a particular role and apply the knowledge of all the disciplines. |

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|--------------------------|---|--|---|--|--|---|
| | <p>Supplementary Reader L- 8 A Pact with the Sun (Story)</p> | <ul style="list-style-type: none"> • <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/a3G7daMWMwQ • <u>Text books, Grammar workbook</u> • <u>Chalk board, chalk, duster</u> | <ul style="list-style-type: none"> • <u>Experiential Learning :</u> PPT, video Role play between doctor and patients with different ailments • <u>Inter disciplinary Link (with Science, Social Science)</u> Importance of hygiene and good health, • <u>Art integration (theatre)</u> Role play • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u> | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs , Class Test | <p>Brain Storming–The class would start with a discussion about the problems in the world today due to less contact with nature.</p> <p>Role play between doctor and patients with different ailments would be done by the students to enhance collaborative , communication and critical thinking)</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like role play • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. • know the importance of good health and |

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| | | | | | | apply the knowledge in their real life. <ul style="list-style-type: none"> develop the skills necessary for a particular role and apply the knowledge of all the disciplines. |
| | <p>Supplementary Reader</p> <p>L- 9 What happened to the reptiles? (Story)</p> | <ul style="list-style-type: none"> Computer Aided Teaching (using Extramarks) PPT and videos Facts about Reptiles https://youtu.be/6B0apT6VZKk Story https://youtu.be/oe2y2aI6dU4 Text book(A Pact with the Sun) Chalk board, chalk, duster | <ul style="list-style-type: none"> Experiential learning : PPT, video, role play Inter disciplinary linkage : with Science (discussion and activity on reptiles) Art integrated Activity(with theatre) : Role play the story Skill assessment (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test | <p>Brain Storming– PPT on reptiles will be shown.</p> <p>Sharing different stories on reptiles.</p> <p>Introduction of the topic- PPT and Digital Content will be shared. Some part will be enacted in the Role play. Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Listening skills Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Students participate in activities in English like role play respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. write grammatically correct sentences for |

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|--------------------------|--|--|--|--|---|--|
| | | | | | | <p>a variety of situations using noun, pronoun, adverb, prepositions etc.</p> <ul style="list-style-type: none"> • apply the knowledge and concepts one subject in other disciplines. |
| | <p>L- 10 A Strange Wrestling Match(Story)</p> | <ul style="list-style-type: none"> • Computer Aided Teaching (using Extramarks) • PPT and videos https://youtu.be/XCtFIG-BjyE • PDF Text book(A Pact with the Sun) • Chalk board, chalk, duster | <ul style="list-style-type: none"> • Experiential learning : PPTs, videos • Inter disciplinary linkage : with Hindi (equivalent words and translation in Hindi) • Art integrated Activity (with Art and Craft) Group activity Identify and write nouns, adjectives, verbs and adverbs from the story on an A4 sheet. • Skill assessment (Reading, Listening, Speaking, Writing skills) | <ul style="list-style-type: none"> • CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test | <p>Brain Storming–The class would start with a discussion on Robbery v/s Corruption: Which one is better?</p> <p>Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ</p> | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • participate in activities in English like role play • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using |

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|--------------------------|--|---|--|--|--|--|
| | | | | | | <p>the correct tenses.</p> <ul style="list-style-type: none"> grammatically correct sentences for a variety of situations using noun, pronoun, adverb, prepositions etc. apply the knowledge and concepts one subject in other disciplines . |
| | <p>Grammar</p> <p>Conjunctions</p> <p>Modals</p> <p>Voice</p> <p>(Active/Passive)</p> <p>Class Tests</p> | <ul style="list-style-type: none"> Computer Aided Teaching (using Extramarks) PPT and videos https://youtu.be/nBm0OkI3AYE Modals https://youtu.be/2oumWdjA9hM Voice https://youtu.be/OkSv_HdfyLg Grammar workbook Chalk board, chalk, duster Paper strips, stapler, cello tape | <ul style="list-style-type: none"> Experiential learning : PPTs, videos, Link activity Asking questions and answers using modals. Inter disciplinary linkage : with Hindi (equivalent words and translation in Hindi) Art integrated Activity (with Art and Craft) Link game to teach Conjunctions | <ul style="list-style-type: none"> CW, HW Exercises in Grammar book Quizzes/MCQs , Class Tests | <p>Ice breaking Activity :</p> <p>Conjunctions: Link game (Children will be given slips with sentences and conjunctions written on them. They will join sentences using link words)</p> <p>Modals Sentences with different modal words will be written on the board, what is the difference</p> <p>Introduction of the topic- PPT and digital content would be shared on the above grammar topics. Guided practice followed by Independent Practice – Exercises to be discussed and done in the classroom.</p> | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. write |

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|--------------------------|--------------------|---------------|--|--|--|--|
| | | | | | Techniques to be used: Group Discussion Questioning Think Pair Share MCQ | grammatically correct sentences for a variety of situations using conjunctions, modals. <ul style="list-style-type: none"> • sentences in active and passive voice. • apply the knowledge and concepts one subject in other disciplines. |
| November 11 days | Revision | | | Revision in the form of Quizzes, Discussions, doubt clearing ,Oral tests , Class tests | | <ul style="list-style-type: none"> • devise strategies to revise and edit their work. • collaborate with their peers to revise. • learn to manage their time during exams. • brush up and reinforce what they have learnt. • feel more confident and equipped to approach exams with less anxiety and stress. |
| December 13 days | Final exams | | | | | |

पाइनग्रोव स्कूल, धर्मपुर

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वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : छठी

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| फरवरी 6 दिन | व्याकरण भाषा, व्याकरण तथा लिपि | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=3NDEA2F1UO4 | <p align="center">आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> खेल के द्वारा संकेतों से शब्द पहचानकर व्यक्ति के विचारों को जानने की कोशिश करना अपना नाम किन्ही तीन भाषाओं में लिखना सीखना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा | <p align="center">आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अपने विचार दूसरों तक किस तरह से पहुंचा सकते हैं <p align="center">विषय की घोषणा</p> <p align="center">विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <p align="center">विषय सम्बन्धी</p> <ul style="list-style-type: none"> भाषा के प्रकार समझना भाषा के विकास में लिपि और व्याकरण का महत्व समझना नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना |
| मार्च 26 दिन | पुस्तक - वसंत (भाग-1) कविता - वह चिड़िया जो | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | <p align="center">आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> किन्ही पाँच भारतीय पक्षियों के नाम लिखकर उनकी कोई एक-एक शारीरिक विशेषता लिखिए। कला समेकित ज्ञानार्जन अपनी कल्पना के अनुसार किसी पक्षी का चित्र बनाना कौशल मूल्यांकन वाचन कौशल - कविता का सामूहिक वाचन लेखन कौशल - अनुच्छेद लेखन समालोचनात्मक कौशल पक्षियों की विशेषता पर | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p align="center">आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> विद्यार्थियों से पशु-पक्षियों के आकर के महत्व के बारे में बातचीत करके किसी एक पशु या पक्षी की विशेषता पर बोलने के लिए कहा जाएगा <p align="center">विषय की घोषणा</p> <p align="center">विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p align="center">विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p align="center">कला सम्बन्धी -</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>चर्चा</p> <p>अंतःविषय कौशल</p> <p>सामान्य विज्ञान से इसे जोड़ते हुए पक्षियों के परिवेश के बारे में जानकारी एकत्र करने के लिए कहा जाएगा</p> | | | <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास • कम्प्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत करना |
| | <p>पुस्तक - वसंत (भाग-1)</p> <p>संस्मरण - बचपन</p> | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • ई-बुक • चॉक • बोर्ड • डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • इन्टरनेट की सहायता से शिमला के विभिन्न स्थानों जैसे-मालरोड रिज जाखू , स्कैनडल पॉइंट आदि की तस्वीरें एकत्रित करके उनके बारे में जानकारी इकट्ठी करना • स्थानीय फलों की जानकारी प्राप्त करना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • लेखिका द्वारा बचपन में पहनी पोशाकों के चित्र एकत्र कर कोलाज बनाना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल - संस्मरण का कक्षा में सस्वर वाचन | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • बच्चों से उनके दादा-दादी या नाना-नानी के बारे में बातचीत करते हुए उनके जीवन से जुड़ी यादगार घटनाओं के बारे में बोलने के लिए कहा जाएगा जिसके बाद उनके बचपन और बच्चों के बचपन में आए बदलावों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • पाठ का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • चित्र कला का विकास • समालोचनात्मक कौशल का विकास • कम्प्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>लेखन कौशल –</p> <ul style="list-style-type: none"> प्रश्न उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> अपने बचपन और अपने दादा-दादी के बचपन में आए बदलाव के बारे में तुलनात्मक अध्ययन करो <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए शिमला व दिल्ली को भारत के मानचित्र पर अंकित करने के लिए कहा जाएगा सामान्य विज्ञान से इसे जोड़ते हुए शिमला व दिल्ली में पाए जाने वनस्पतियों के बारे में जानकारी एकत्र करने के लिए कहा जाएगा | | | <ul style="list-style-type: none"> घर पर बड़ों के साथ समय बिताना और उनके जीवन के बारे में जानना |
| | <p>रामायण</p> <ol style="list-style-type: none"> अयोध्या में राम जंगल से जनकपुर | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डिस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना भारत के मानचित्र पर उन स्थानों को अंकित करने में सहायता करना कला समेकित ज्ञानार्जन अयोध्या का काल्पनिक | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> बच्चों से भारतीय पौराणिक ग्रंथों के बारे में पूछा जाएगा उनके मनपसंद किरदार के बारे में बात करते हुए विषय की घोषणा की जाएगी रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता की आज | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>चित्र बनाओ</p> <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - कथा का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल सतयुग की जानकारी देते हुए राजा दशरथ की आदर्श नीतियों न्यायप्रियता और वीरता का वर्णन करते हुए आज के और प्राचीन शासन पद्धति की तुलना | | <p>की पीढ़ी से तुलना करते हुए वर्णन</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>जानना</p> <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य रामायण की एक बड़ी सीख है विविधता में एकता। इस महाकाव्य में राजा दशरथ की तीनों रानियों और सभी संतानों में ज़मीं आसमान का अंतर था, फिर भी एकजुटता थी। |
| | वर्ण, वर्णों के भेद, वर्ण -विच्छेद तथा वर्ण संयोग | <ul style="list-style-type: none"> पावर पॉइंट एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर विडियो <p>https://www.youtube.com/watch?v=QLDX2hgTDVQ</p> | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> शब्दों को तोड़ना व जोड़ना सीखा कौशल मूल्यांकन वाचन कौशल - वर्णों के भेद बताना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> भाषा के प्रकार लिखित भाषा जानने का साधन ध्वनि और चिह्नों के बारे में प्रश्न पूछते हुए विषय की घोषणा विषय विस्तार चर्चा,सम्बंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> वर्णों के प्रकार जानना स्वर-व्यंजन के अंतर का ज्ञान शब्दों को तोड़ना व जोड़ने में सक्षम |
| | पुस्तक - वसंत (भाग-1) कहानी - नादान | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> आपके अनुसार बगैर | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछें</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | दोस्त | मार्क्स <ul style="list-style-type: none"> • ई-बुक • चॉक • बोर्ड • डस्टर | बताए किसी काम को करने के क्या नुकसान हो सकते हैं?' <ul style="list-style-type: none"> • अपने आस-पास पक्षियों की आवाजाही पर ध्यान देकर उनके आने-जाने के क्रम का समय लिखिए । • समय के साथ स्थानों में आए बदलाव जैसे वातावरण , आधुनिकता व जनसंख्या से अवगत कला समेकित ज्ञानार्जन • एक घोंसला या पक्षी घर बनाकर आप-पास किसी पेड़ पर पक्षियों के लिए रखिए । • कौशल मूल्यांकन • वाचन कौशल - कहानी का कक्षा में सस्वर वाचन • लेखन कौशल – • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल • पक्षियों के व्यवहार के बारे में चर्चा की जाएगी अंतःविषय कौशल • सामान्य विज्ञान से इसे जोड़ते हुए अपने आस पास पाए जाने वाले किन्हीं पांच पक्षियों के नाम लिखने के लिए | <ul style="list-style-type: none"> • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | जाएँगे- <ul style="list-style-type: none"> • आपके अनुसार बगैर बताए किसी काम को करने के क्या नुकसान हो सकते हैं? • बड़ों की सलाह लिए बिना किसी अनजान काम करने का क्या नतीजा हो सकता है ? विषयों पर चर्चा करते हुए विषय की घोषणा की जाएगी । विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना कला सम्बन्धी - • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास • नैतिक मूल्य • पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत हुई |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|---|---|--|---|---|
| | | | कहा जाएगा | | | |
| | उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=uibckOBKQfY https://www.youtube.com/watch?v=E-3jwNZEoy4 | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> शब्दों को तोड़ना व जोड़ना सीखा कौशल मूल्यांकन <ul style="list-style-type: none"> वाचन कौशल - वर्णों के भेद बताना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> उपसर्ग का भाषा में महत्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए। शब्दों में उन्हें पहचानने में सक्षम |
| अप्रैल 22 दिन | पुस्तक - वसंत (भाग-1) कविता - चॉद से थोड़ी सी गप्पें | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> चॉद के विभिन्न आकारों के बारे में चर्चा करना कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> बच्चों को हिन्दू पंचांग का ज्ञान दिया जाएगा कौशल मूल्यांकन <ul style="list-style-type: none"> वाचन कौशल - कविता का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- <ul style="list-style-type: none"> आपने अपने आस-पास ऐसी किनती चीजें देखी हैं जो अपना आकार बदलती हैं ? चॉद के विभिन्न आकारों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न | विषय सम्बन्धी <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> ‘चाँद अपना आकर क्यों बदलता है?’ विषय पर चर्चा करना अंतःविषय कौशल भौगोलिक विज्ञान से इसे जोड़ते हुए चाँद की विभिन्न कलाओं के चित्र एकत्र करके उनके नाम लिखकर कोलाज बनाइए | | <ul style="list-style-type: none"> पुनरावृत्ति | <p>लिखना</p> <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचानात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> प्रकृति में हर तरह के बदलाव का सम्मान करना कविता में छोटी लड़की से समान ही बिना किसी झिझक के अपने मन की बात को निश्छल भाव से कहना |
| | रचनात्मक लेखन औपचारिक पत्र (बीमारी के कारण प्रार्थना =पत्र) होली , मेरा प्रिय खेल | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=U6eyIMFG-s8 | <p>आनुभविक जानार्जन गतिविधि-</p> <p>अपनी अपनी प्रश्न बात - यदि आप बीमार हो गए तो स्कूल को सूचना देने हेतु की करेंगे</p> <p>कला समेकित जानार्जन</p> <p>रंगोली बनाना</p> <p>कौशल मूल्यांकन -</p> <p>वाचन कौशल -</p> <p>आप होली कैसे मनाते हैं</p> <p>लेखन कौशल</p> <p>होली और मेरा प्रिय खेल पर अनुच्छेद लिखना</p> <p>बहुविषयक सहलग्नता</p> <p>खेल अध्यापक के साथ</p> | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> यदि आप स्कूल में खेलने के समय में वृद्धि करना चाहते हैं तो आप क्या करेंगे, चर्चा विषय की घोषणा विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र व अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे <p>कला संबंधी</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | खेलों के महत्व पर चर्चा | | | <ul style="list-style-type: none"> पत्र को कलात्मक ढंग से प्रस्तुत करना सीखेंगे नैतिक मूल्य औपचारिक पत्र लिखते हुए बड़ों के प्रति सम्मान की भावना विकसित करेंगे अनुच्छेद में अपने सामाजिक व्यवहारों और कर्तव्यों को विकसित करेंगे |
| | पुस्तक - वसंत (भाग-1) निबंध - अक्षरों का महत्व | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> किसी एक प्रागैतिहासिक स्थल के बारे में जानकारी एकत्र करके कक्षा में चर्चा करना उसी प्रागैतिहासिक स्थल पर बनाए चित्रों को दिखाकर उनमें अभिव्यक्त भावों पर चर्चा <p>कला समेकित ज्ञानार्जन</p> <p>-</p> <ul style="list-style-type: none"> अपनी सांकेतिक भाषा में कोई दस संकेत बनाना बनाना तथा उसके अर्थ लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - निबंध | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> विचारों को दूसरों तक पहुँचाने के लिए सबसे ज्यादा आवश्यकता किसकी है ? अक्षरों और ध्वनियों का महत्व बताते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कहानी का सारांश सुनाना मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचानात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>का कक्षा में सस्वर वाचन</p> <p>लेखन कौशल –</p> <ul style="list-style-type: none"> • प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <p>-</p> <ul style="list-style-type: none"> • 'अक्षर के न होने से आज की दुनिया कैसी होती' विषय पर चर्चा • ' मौखिक भाषा का जीवन में क्या महत्व है ?' विषय पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> • सामान्य विज्ञान से इसे जोड़ते हुए प्रगैतिहासिक काल पर जानकारी एकत्रित करके कक्षा में चर्चा की जाएगी | | | <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • अपने इतिहास और पूर्वजों के प्रति सम्मान की भावना को बढ़ावा देना |
| | पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए और मुहावरे | <ul style="list-style-type: none"> • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर • वीडियो (मुहावरे) <p>https://www.youtube.com/watch?v=DPK9pd03WxQ</p> | <ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन गतिविधि - एक ही अर्थ प्रकट करने वाले शब्दों को पूछा जाएगा • कला समेकित ज्ञानार्जन कौशल मूल्यांकन वाचन कौशल शब्द अंताक्षरी वाचन • लेखन कौशल • पर्यायवाची शब्दों का चार्ट बनाना | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा • खुले अंत वाले प्रश्न • शब्द लड़ी • बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> • आइस-ब्रेकिंग गतिविधि- चित्र दिखा कर एक ही वस्तु के अलग-अलग नाम पूछे जाएंगे • विषय की घोषणा • विषय विस्तार • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> • विषय संबंधी • पठन कौशल का विकास • लेखन कौशल का विकास • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए <p>कला संबंधी</p> <ul style="list-style-type: none"> • भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | पुस्तक - वसंत (भाग-1) कहानी - पार नज़र के | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> 'अज्ञानतावश की गई गलती को कैसे सुधारा जा सकता है ?' अथवा ' यदि आप छोटू की जगह होते तो आप कंट्रोल रूम में क्या करते ? विषयों पर चर्चा कला समेकित ज्ञानार्जन अगर आप मंगल ग्रह के प्राणी होते और आपको धरती पर आने का एक मौका मिलता तो आप धरती के विषय में क्या बताते? आपके अनुसार ज़मीन के ऊपर मंगल ग्रह किस तरह दिखाई देता होगा? अपनी कल्पना को रंगों से साकार करो <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - कहानी का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएंगे-</p> <ul style="list-style-type: none"> आपके अनुसार बगैर बताए किसी काम को करने के क्या नुकसान हो सकते हैं? बड़ों की सलाह लिए बिना किसी अनजान काम करने का क्या नतीजा हो सकता है ? विषयों पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कहानी का सारांश सुनाना मुहावरों के अर्थ जानना कला सम्बन्धी - रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत हुई |

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| | | | <ul style="list-style-type: none"> 'मंगल ग्रह और धरती पर जीवन' को लेकर चर्चा अंतःविषय कौशल सामाजिक विज्ञान से इसे जोड़ते हुए मंगल ग्रह के बारे में सहपाठियों से जानकारी साझा करना | | | |
| | प्रथम इकाई परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई | | | | | |
| | अप्रैल - प्रथम इकाई परीक्षा | | | | | |
| मई 18 दिन | रचनात्मक लेखन औपचारिक पत्र (ज़रूरी काम के कारण प्रार्थना =पत्र) समय किसी के लिए नहीं रुकता मीठी वाणी का महत्व | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि- <ul style="list-style-type: none"> किसी ज़रूरी काम के कारण विद्यालय न पाने की सूचना देते हुए अवकाश के लिए प्रार्थना पत्र लिखिए कौशल मूल्यांकन - वाचन कौशल - <ul style="list-style-type: none"> आप होली कैसे मनाते हैं लेखन कौशल <ul style="list-style-type: none"> समय किसी के लिए नहीं रुकता और मीठी वाणी का महत्व पर अनुच्छेद लिखना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> अवकाश पाने के लिए क्या करना होता है? औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएँगे विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र व अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | रामायण 3. कैकेयी के दो वरदान 4. राम वनगमन 5. भरत का चित्रकूट गमन | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा माक्स चॉक बोर्ड डस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन वाचन कौशल - कथा का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> अपने वचन को निभाना , पिता की आज्ञा को सर्वोच्च मानना, लक्ष्मण और भरत के रूप में भ्रातृ प्रेम जैसे पारिवारिक मूल्यों पर चर्चा प्रेम से बढकर रिश्तों का महत्त्व | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता के बारे में प्रश्न पूछे जाएंगे <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> उन्हें उच्च नैतिक मूल्यों जैसे राम की आज्ञाकारिता, कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम का बोध हुआ |
| | पुस्तक - वसंत (भाग-1) कविता - साथी हाथ | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> किस सामूहिक गतिविधि | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> घर पर घर के सदस्यों के आलावा काम में | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | बढ़ाना | <p>माक्स</p> <ul style="list-style-type: none"> ई-बुक चॉक ब्लैक बोर्ड डस्टर | <p>करने के अनुभव को कक्षा में साझा करना</p> <p>कला समेकित ज्ञानार्जन</p> <p>- गीत को कक्षा में गाना सिखाना</p> <p>कौशल मूल्यांकन</p> <p>वाचन कौशल -</p> <ul style="list-style-type: none"> गीत गाना लेखन कौशल – प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <p>- मजदूरों के जीवन की चुनौतियों पर चर्चा</p> <p>अंतःविषय कौशल</p> <p>सामान्य विज्ञान से इसे जोड़ते हुए शहर और गाँव में मजदूरी करने में अंतर पर चर्चा</p> | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>मदद कौन करता है ?</p> <ul style="list-style-type: none"> ऊँची-ऊँची इमारतों को कौन बनाता है ? आदि पर चर्चा करना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विस्तार</p> <ul style="list-style-type: none"> कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कम्प्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> काम कभी भी छोटा या बड़ा नहीं होता अपने सहायकों का सम्मान करना |
| | व्याकरण -पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> मुहावरों के अर्थ लिखकर | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> दिए गए विषयों से | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ | <ul style="list-style-type: none"> • मार्क्स • चॉक • बोर्ड • डस्टर • वीडियो (मुहावरे) https://www.youtube.com/watch?v=gF1i8nUVJQ मुहावरे और लोकोक्तियों में अन्तर https://www.youtube.com/watch?v=eDju51sCZ04 | <ul style="list-style-type: none"> • वाक्य बनाना • पढ़े गए शब्दों के अर्थ समझना और लिखना कौशल मूल्यांकन <ul style="list-style-type: none"> • वाचन कौशल - अर्थ बताना और वाक्य बनाना • लेखन कौशल • अर्थ बताना और वाक्य लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> • पर्यायवाची, अनेकार्थक शब्दों में अंतर बताना | <ul style="list-style-type: none"> • लिखित परीक्षा • कक्षा में चर्चा | <ul style="list-style-type: none"> • सम्बंधित प्रश्न पूछे जाएँगे विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • पठन कौशल का विकास • लेखन कौशल का विकास • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए |
| | पुस्तक - वसंत (भाग-1) एकांकी - ऐसे-ऐसे | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा • मार्क्स • ई-बुक • चॉक • बोर्ड • डस्टर | आनुभविक ज्ञानार्जन गतिविधि/ कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> • बच्चों को समूहों में बाँटकर नाटक का मंचन करना कौशल मूल्यांकन <ul style="list-style-type: none"> • वाचन कौशल - कहानी का कक्षा में सस्वर वाचन • लेखन कौशल - • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> - • 'किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही' विषय पर चर्चा अंतःविषय कौशल | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- <ul style="list-style-type: none"> • 'किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही' विषय पर चर्चा करके विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना कला सम्बन्धी - <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> नाटक में बताई गई किन्हीं दो बीमारियों की जानकारी एकत्र करना | | | नैतिक मूल्य <ul style="list-style-type: none"> किसी अनचाही स्थिति से बचने के लिए झूठ बोलना गलत |
| | द्वितीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्यों की दोहराई | | | | | |
| | जून - द्वितीय इकाई परीक्षा | | | | | |
| जुलाई 23 दिन | <p>रामायण</p> <p>6. दंडक वन में बिताए 10 वर्ष</p> <p>7. स्वर्ण मृग</p> <p>8. सीता की खोज में राम</p> | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन वाचन कौशल - कथा का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - चमकने वाली हर वस्तु स्वर्ण नहीं होती, तर्क द्वारा इसके सम्मोहन से बचा जा सकता है -पर चर्चा अंतःविषय कौशल •रामायण में वर्णित स्थलों | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम के बारे में प्रश्न पूछे जाएँगे <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | की और उनकी आपस में दूरी की जानकारी मिली । | | | <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • उन्हें अहसास हुआ की दुनिया में अनेक प्रलोभन आएँगे , परन्तु हमें समझदारी से काम लेते हुए अपने आप को नियंत्रित करना होगा |
| | पुस्तक - वसंत (भाग-1) कहानी - टिकट अलबम | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • ई-बुक • चॉक • बोर्ड • डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • इन्टरनेट से आज़ादी से पहले के कोई दस डाक टिकट जमा करो <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> • डाक टिकट का कोलाज बनाना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल - कहानी का कक्षा में सस्वर वाचन • लेखन कौशल - • प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल -</p> <ul style="list-style-type: none"> • डाक टिकटों के वर्गीकरण पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> • डाक टिकट के इतिहास की जानकारी देना | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्न पूछे जाएँगे-</p> <p>भूल हो जाने पर सुधार करना</p> <p>ईर्ष्या करने के क्या-क्या नुकसान हैं</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • ईर्ष्या न करना • भूल हो जाने पर पछताने से अच्छा उसे सुधारना है |
| | व्याकरण संधि - दीर्घ ,गुण | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> • शब्दों की संधि करना | <ul style="list-style-type: none"> • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> • वर्णों को तोड़ने व जोड़ने के लिए कहा जाएगा | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> • विषय संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> माक्स ई-बुक चॉक ब्लैक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=WP_o-3saYJk | <p>व विच्छेद करना</p> <p>समालोचनात्मक कौशल</p> <p>-</p> <ul style="list-style-type: none"> वर्ण विच्छेद व संयोजन और शब्दों की संधि व विच्छेद में अंतर जानना | <ul style="list-style-type: none"> लिखित परीक्षा कक्षा में चर्चा | <ul style="list-style-type: none"> दो स्वरों के मेल से किस तरह की ध्वनि बनती है दो सार्थक शब्दों को जोड़कर बताना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए शब्दों की संधि करना व विच्छेद करना सीखा |
| | पुस्तक - वसंत (भाग-1) कविता - झाँसी की रानी | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा माक्स ई-बुक चॉक ब्लैक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> झाँसी तथा कविता में आए किन्ही पाँच शहरों को मानचित्र पर अंकित करना कला समेकित ज्ञानार्जन - गीत को कक्षा में गाना सिखाना कौशल मूल्यांकन वाचन कौशल - कविता के कोई चार पद्यांश कक्षा में सुनाओ लेखन कौशल - प्रश्नों के उत्तर लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> आज़ादी को पाने के और कौन से रास्ते अपनाए जा सकते थे अंतःविषय कौशल सामाजिक विज्ञान से इसे जोड़ते हुए झाँसी तथा कविता में आए किन्ही | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> आज़ादी के महत्त्व पर बात करना स्वतंत्रता सेनानियों के बारे में बात करके <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कम्प्यूटर सम्बन्धी दक्षता हासिल हुई |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | पाँच शहरों को मानचित्र पर अंकित करना | | | नैतिक मूल्य <ul style="list-style-type: none"> स्वतंत्रता सेनानियों के त्याग के बारे में जानना |
| | रामायण 9. राम से सुग्रीव की भेंट | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन वाचन कौशल - कथा का कक्षा में सस्वर वाचन लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल हनुमान की भगवान राम के प्रति निःस्वार्थ सेवा हमें सिखाती है कि एक दोस्त की ज़रूरत के समय किस तरह मदद की जाती है। | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> सीता की खोज के लिए राम ने क्या-क्या किया - के बारे में प्रश्न पूछे जाएंगे <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> निःस्वार्थ सेवा हमें सिखाती है कि एक दोस्त की ज़रूरत के समय किस तरह मदद की जाती है। |
| | व्याकरण -पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> मुहावरों के अर्थ लिखकर | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> दिए गए विषयों से | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | शब्दों के लिए, मुहावरे, लोकोक्तियाँ | मार्क्स <ul style="list-style-type: none"> • चॉक • बोर्ड • डस्टर | वाक्य बनाना <ul style="list-style-type: none"> • पढ़े गए शब्दों के अर्थ समझना और लिखना कौशल मूल्यांकन <ul style="list-style-type: none"> • वाचन कौशल - अर्थ बताना और वाक्य बनाना • लेखन कौशल - अर्थ बताना और वाक्य लिखना समालोचनात्मक कौशल <ul style="list-style-type: none"> - • पर्यायवाची - अनेकार्थक शब्दों में अंतर बताना | <ul style="list-style-type: none"> • लिखित परीक्षा • कक्षा में चर्चा | सम्बंधित प्रश्न पूछे जाएंगे विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • पठन कौशल का विकास • लेखन कौशल का विकास • वाचन कौशल का विकास होगा • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए |
| | पुस्तक - वसंत (भाग-1) निबंध - जो देखकर भी नहीं देखते | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • ई-बुक • चॉक • बोर्ड • डस्टर | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> • इशारों वाला खेल कर चीजों के नाम बताना • आँखों पर पट्टी बांधकर आस-पास की चीजों को महसूस करना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> - • सांकेतिक भाषा के कोई दस संकेत बनाना तथा उसके अर्थ लिखना • ब्रेल लिपि के छह बिन्दुओं की सहायता से चार्ट पर अंग्रेजी वर्णमाला लिखना कौशल मूल्यांकन | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • आँखों पर पट्टी बांधकर आस-पास की चीजों को महसूस करवाकर बच्चों के अनुभव जानकर विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना कला सम्बन्धी - <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> वाचन कौशल - निबंध का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - 'दिव्यांगों को किस तरह की परेशानियों का सामना ' विषय पर चर्चा अंतःविषय कौशल हेलेन केलर के जीवन से जुड़ी किसी और घटना पढना | | | <ul style="list-style-type: none"> समालोचनात्मक कौशल का विकास नैतिक मूल्य ईश्वर द्वारा दी गई नियामतों का सम्मान करना सीखना अपनी क्षमताओं की कदर करना |
| अगस्त 20 दिन | रचनात्मक लेखन औपचारिक पत्र (जुर्माना माफी, बहन की शादी के कारण अवकाश हेतु प्रधानाचार्य जी को प्रार्थना पत्र) रक्षा बंधन , स्वतंत्रता दिवस | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=5HK4oxWXeRU | आनुभविक ज्ञानार्जन गतिविधि- <ul style="list-style-type: none"> किसी गलती के कारण लगाए गए जुर्माना को माफ़ करवाने के लिए प्रधानाचार्य जी को प्रार्थना पत्र लिखिए रक्षा बंधन के गीत दिखाना स्वतंत्रता दिवस के गीत दिखाना राखी बनाना राष्ट्रीय ध्वज बनाना कौशल मूल्यांकन - वाचन कौशल - <ul style="list-style-type: none"> रक्षा-बंधन क्यों मानते | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परिक्षण <ul style="list-style-type: none"> अवकाश पाने के लिए क्या करना होता है? औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएँगे विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए पत्र व अनुच्छेद लिखने की शैली में सुधार विचारों को सुव्यवस्थित करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | हैं ? लेखन कौशल <ul style="list-style-type: none"> स्वतंत्रता दिवस, रक्षा बंधन पर अनुच्छेद लिखना | | | |
| | पुस्तक - वसंत (भाग-1) निबंध - संसार पुस्तक है | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> आपने किन-किन मौकों पर अपने सम्बन्धियों को पत्र लिखे हैं ? पर बातचीत करना और इसी तरह काम आने वाले पाँच पत्रों की सूची बनाना किसी एक जीवनोपयोगी पत्र को अभ्यास पुस्तिका में प्रारूप के अनुसार लिखकर अभ्यास करना कला समेकित ज्ञानार्जन कौशल मूल्यांकन <ul style="list-style-type: none"> वाचन कौशल - निबंध का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल आज के युग में पत्र लेखन की महत्त्वता पर चर्चा अंतःविषय कौशल | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | भूमिका - पत्र की महत्त्वता पर चर्चा करते हुए बच्चों से निम्न प्रश्न पूछे जाएँगे- <ul style="list-style-type: none"> मोबाइल के आने से पहले दूर रहने वाले लोगो तक किस तरह से संदेश पहुंचाते थे ? स्कूल में रहते हुए माता-पिता से किस माध्यम से बातचीत करते हो ? विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कहानी का सारांश सुनाना मुहावरों के अर्थ जानना कला सम्बन्धी - <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य <ul style="list-style-type: none"> दूर रहते हुए भी अपनों से भावनातात्मक संबंधों को स्थापित करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> सामान्य विज्ञान से इसे जोड़ते हुए प्रागैतिहासिक काल पर जानकारी एकत्रित करके कक्षा में चर्चा की जाएगी | | | |
| | व्याकरण - कारक भेद | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर वीडियो https://www.youtube.com/watch?v=mCd-BETvCQw | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> बिना कारक के वाक्य देकर उचित कारक लिखना वाक्य में कारक का महत्व समझना कौशल मूल्यांकन वाचन कौशल - अर्थ बताना और वाक्य बनाना लेखन कौशल - सही कारक लिखना समालोचनात्मक कौशल कारक के बिना वाक्य के अस्तित्व पर चर्चा | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> उदाहरण देते हुए कारक का परिचय देना कारक भेदों का परिचय, पहचान बताते हुए प्रत्येक भेद का अभ्यास विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए |
| | पुस्तक - वसंत (भाग-1) कविता - मैं सबसे छोटी हूँ | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक ब्लैक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> प्रेरणादायक कहानी दिखाई जाएगी कहानी के आधार पर छोटे या बड़ों की क्षमताओं में अंतर पर चर्चा कला समेकित ज्ञानार्जन कविता सुनाना कौशल मूल्यांकन | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> प्रेरणादायक कहानी दिखाकर छोटे या बड़ों की क्षमताओं में अंतर पर चर्चा करके विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>वाचन कौशल -</p> <ul style="list-style-type: none"> कविता के कोई दो पद्यांश कक्षा में सुनाओ लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - क्या आप भी कविता में लड़की की तरह ही छोटे बने रहना चाहते हो? यदि हाँ , तो क्यों ? | | <ul style="list-style-type: none"> पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना कला सम्बन्धी - रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कम्प्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य छोटे-बड़ों सभी की भावना का सम्मान करना |
| सितम्बर 27 दिन | रामायण 10. लंका में हनुमान की लीला | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना कौशल मूल्यांकन वाचन कौशल - कथा का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> राम और सुग्रीव की दोस्ती किस प्रकार हुई दोनों में क्या समानताएँ थीं? - के बारे में प्रश्न पूछे जाएँगे विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना भारतीय पुराणों को जानना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>समालोचनात्मक कौशल</p> <p>-</p> <ul style="list-style-type: none"> हमें बदले, अहम और क्रोध के बजाय माफ़ करने का स्वभाव क्यों अपनाना चाहिए ? | | <ul style="list-style-type: none"> सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास चित्र कला का विकास समालोचनात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> रावण के चरित्र से यह सीख मिली कि क्रोध, विश्वासघात और प्रतिशोध के खुद के जाल में खुद ही उलझ जाता है। इसलिए हमें बदले, अहम और क्रोध के बजाय माफ़ करने का स्वभाव अपनाना चाहिए। |
| | उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> शब्दों को तोड़ना व जोड़ना सीखा <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - वर्णों के भेद बताना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण</p> <ul style="list-style-type: none"> बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> उपसर्ग का भाषा में महत्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए। शब्दों में उन्हें पहचानने में सक्षम |
| | तृतीय इकाई परीक्षा के लिए अब तक | | | | | |

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| | सितम्बर - तृतीय इकाई परीक्षा | | | | | |
| अक्टूबर 21 दिन | पुस्तक - वसंत (भाग-1) निबंध - लोकगीत | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> अपने-अपने क्षेत्रों के लोकगीतों के बारे में जानकारी प्राप्त करना कक्षा में अपने क्षेत्र का लोकगीत सुनाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> लोकगीत सुनाना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - निबंध का कक्षा में सस्वर वाचन लोकगीत गाना लेखन कौशल - प्रश्नों के उत्तर लिखना लोकगीत लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> लोकगीतों की आज के जीवन में महत्त्वता पर चर्चा <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> सामाजिक विज्ञान से इसे जोड़ते हुए किन्ही दस क्षेत्रों के 10 | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> बच्चों से उनके मनपसन्द गीत-संगीत के बारे में बात करके लोकगीतों के विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना क्षेत्रीय शब्दों के अर्थ जानना मुहावरों के अर्थ जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> अपने इतिहास और संस्कृति के प्रति सम्मान की भावना को बढ़ावा देना दादा-दादी के साथ समय बिताना और लोकसंस्कृति को जानना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लोकगीतों के नाम लिखिए । | | | <ul style="list-style-type: none"> लोकगीत सीखना |
| | व्याकरण विराम चिह्न व उसके भेद | <ul style="list-style-type: none"> व्याकरण दृश्य श्रवण साधनों का प्रयोग पावर पॉइंट प्रेजेंटेशन वीडियो एक्स्ट्रा मार्क्स श्याम पट्ट डस्टर वीडियो https://www.youtube.com/watch?v=i11julHS-sQ | आनुभविक ज्ञानार्जन गतिविधि- <ul style="list-style-type: none"> बिना किसी विराम चिह्नों के दिए गए अनुच्छेद पढ़ना कला समेकित ज्ञानार्जन - कौशल मूल्यांकन - <ul style="list-style-type: none"> विराम चिह्न के चिन्हों के चित्र बनाना लेखन कौशल वाक्यों में विराम चिन्हों का प्रयोग करना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा शब्द लड़ी बहुवैकल्पिक प्रश्न दिए हुए वाक्यों में विराम चिह्न लगाना | <ul style="list-style-type: none"> आइस-ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए कला संबंधी अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे लेखन कला का विकास सर्जनात्मक कला का सुधार |
| | पुस्तक - वसंत (भाग-1) निबंध - नौकर | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | आनुभविक ज्ञानार्जन गतिविधि <ul style="list-style-type: none"> बगीचे में काम आने वाले किन्हीं पाँच औजारों के नाम लिखिए कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> सलाद और सेंडविच बनाइए कौशल मूल्यांकन <ul style="list-style-type: none"> वाचन कौशल - निबंध | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | आइस-ब्रेकिंग गतिविधि <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> घर के छोटे-छोटे काम को स्वयं करने के कितने फायदे हैं ? 'यदि आपको पास विकल्प हो कि आपका काम खुद करोगे या किसी और से करवाओगे तो आप क्या | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना मुहावरों के अर्थ जानना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>का कक्षा में सस्वर वाचन</p> <ul style="list-style-type: none"> • लोकगीत गाना लेखन कौशल – • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - • खुद काम करके दूसरों को काम के लिए प्रेरित करना <p>अंतःविषय कौशल</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान से इसे जोड़ते हुए दक्षिण अफ्रीका में बिताए समय के किसी एक किस्से को सुनाना | | <p>चुनोगे' विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी।</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • समालोचनात्मक कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • अपने घर के काम में सहायता करने लोगों का सम्मान करना • अपने काम खुद करना |
| | <p>रामायण 11. लंका पर विजय 12. राम राज्य</p> | <ul style="list-style-type: none"> • पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • चॉक • बोर्ड • डस्टर | <ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल • पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> • वाचन कौशल - कथा का कक्षा में सस्वर वाचन • लेखन कौशल – • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - • सर्वशक्तिमान , ज्ञानी और शिव के परम भक्त | <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> • सुंदर कांड पर आधारित प्रश्न पूछे जाएंगे • सीता - हनुमान की भेंट • लंका दहन - आदि पर अद्वारित प्रश्न पूछना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • भारतीय पुराणों को जानना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | रावण जो कि अमरता का वरदान लिए था हार का मुँह देखना पड़ा और वह मृत्यु को प्राप्त हुआ-क्यों ?? | | | <ul style="list-style-type: none"> चित्र कला का विकास समालोचानात्मक कौशल का विकास कंप्यूटर सम्बन्धी दक्षता हासिल हुई नैतिक मूल्य राम की लंका पर विजय अच्छाई की बराए पर विजय का प्रतीक |
| | पुस्तक - वसंत (भाग-1) कविता - वन के मार्ग में | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> रामायण की कोई दो चौपाइयाँ सुनाना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> - रामायण की कोई दो चौपाइयाँ सुनाना <p>कौशल मूल्यांकन</p> <p>वाचन कौशल -</p> <ul style="list-style-type: none"> कविता का सामूहिक वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना <p>समालोचानात्मक कौशल</p> <ul style="list-style-type: none"> - 'सीता का वन में संघर्ष कितना ज़रूरी' विषय पर चर्चा | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> रामायण के बारे में बात करते हुए राम के वनवास के बारे में बताना 'वन में किस तरह की परेशानियों का सामना किया होगा' विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कविता का सारांश सुनाना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का विकास समालोचानात्मक कौशल |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <p>का विकास</p> <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समय पड़ने पर दूसरों का साथ देने की भावना जागृत करना |
| नवंबर 11 दिन | पुस्तक - वसंत (भाग-1) निबंध - साँस-साँस में बाँस | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स ई-बुक चॉक बोर्ड डिस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> बाँस से बनी वस्तुएँ दिखाना <p>कला समेकित ज्ञानार्जन</p> <p>-</p> <ul style="list-style-type: none"> मिज़ोरम का बंबू नृत्य की जानकारी <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - निबंध का कक्षा में सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - हस्तशिल्प कला की महत्त्वता पर चर्चा अंतःविषय कौशल सामाजिक विज्ञान से इसे जोड़ते हुए उत्तर-पूर्वी राज्यों के अन्य मुख्य व्यवसायों की जानकारी | <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा</p> <ul style="list-style-type: none"> बाँस से बनी वस्तुएँ दिखाकर उसके बारे में बोलने के लिए कहना बाँस से और कौन-कौन सी वस्तुएँ बनती हैं बाँस के बारे बात करते हुए <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विकास वाचन कौशल का विकास नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना क्षेत्रीय शब्दों के अर्थ जानना मुहावरों के अर्थ जानना कला सम्बन्धी - रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास नैतिक मूल्य हार्थों से बनी चीजों सम्मान की भावना को बढ़ावा देना अपने हाथ से चीजें बनाने के लिए प्रेरित करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | व्याकरण -पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, मुहावरे, लोकोक्तियाँ | <ul style="list-style-type: none"> पावर पॉइंट प्रस्तुति एक्स्ट्रा मार्क्स चॉक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन गतिविधि</p> <ul style="list-style-type: none"> मुहावरों के अर्थ लिखकर वाक्य बनाना पढ़े गए शब्दों के अर्थ समझना और लिखना <p>कौशल मूल्यांकन</p> <ul style="list-style-type: none"> वाचन कौशल - अर्थ बताना और वाक्य बनाना लेखन कौशल - अर्थ बताना और वाक्य लिखना <p>समालोचनात्मक कौशल</p> <ul style="list-style-type: none"> - पर्यायवाची - अनेकार्थक शब्दों में अंतर बताना | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित परीक्षा कक्षा में चर्चा | <p>पूर्व ज्ञान परिक्षण किया जाएगा</p> <ul style="list-style-type: none"> दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएंगे <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे -</p> <ul style="list-style-type: none"> विषय संबंधी पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास होगा नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए |
| | वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई | | | | | |
| दिसम्बर 13 दिन | वार्षिक परीक्षा | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: VI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---------------------------------------|--|--|---|---|--|
| February March No. of periods: 10 | Topic Chapter: Knowing our numbers | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentations • Videos • Computer aided modules • Real life situations to calculate • Interdisciplinary: Data from newspaper used to understand the relation between Indian and International place values • https://www.youtube.com/watch?v=Ts5nn5EQKF4 • https://www.youtube.com/watch?v=2ZAzc-G6m0c • https://www.youtube.com/watch?v=VPdE5aOH52g | <ul style="list-style-type: none"> • Place value chart • Flowchart of decreasing values in the unit table • Experiential learning : Collect data of population in the surrounding areas and arrange in ascending order • Practical: To take out number of glasses if the capacity of water in larger vessel and smaller vessel is given. | <ul style="list-style-type: none"> • Testing with MCQ on daily basis • Testing on completing the chapter • Assignments: Few questions given based on the chapter. • Quiz | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved | <ul style="list-style-type: none"> • The students will be able to understand the place values in both systems. • They will be able to comprehend large numbers • Estimate the values in life experiences. • Relate to Roman method of writing numbers and understand the past better. • The students will understand the concept of how to convert the larger units to smaller units and smaller units to larger units. • Perform fundamental operations on large numbers. |
| March No. of | Topic/ Chapter: Whole Numbers | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentations on | <ul style="list-style-type: none"> • Project integrated with Social Science Addition of whole numbers by taking | <ul style="list-style-type: none"> • Testing with MCQ on daily basis • Testing on completing the chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by | <ul style="list-style-type: none"> • They will be able to understand natural and whole numbers. • Will be able to write |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| periods: 10 | | <p>natural numbers, whole numbers and number line.</p> <ul style="list-style-type: none"> • Representation of whole numbers, addition and subtraction, multiplication and division of whole numbers. • Properties of whole numbers. • Videos on number pattern. • math ppt\whole number (class vi) presentation.pptx • math ppt\CH-2 PROPERTIES PPT(WHOLE NO).pptx • Math ppt\CH-2 Number line (WHOLE NUMBER) PPT.pptx • math ppt\CH-2 PATTERN (VIDEO) WHOLE NO.mp4 | <p>out shortest distance of major cities.</p> <ul style="list-style-type: none"> • From the given map, To find out in which part of India these major cities are located. • Skill Assessment: Tables with numbers and performing various calculations on the same. | <ul style="list-style-type: none"> • Quiz • Assignments: Few questions given based on the chapter. | <p>PK Testing</p> <ul style="list-style-type: none"> • In text book, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved. | <p>the successor and predecessor of whole numbers.</p> <ul style="list-style-type: none"> • Bigger numbers are on the right and smaller numbers are on the left of a number line. • To add and multiply move right, to subtract and divide jump left. • Adding/ multiplying two whole numbers gives a whole number. • Division by zero is not defined. • Add/multiply two numbers in any order • Simplifying is easier with the application of these properties. |
| March/ April No. of periods: 13 | Topic/ Chapter: Playing with numbers | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentations • Videos • Computer aided modules with animations and presentations • Practical | <ul style="list-style-type: none"> • Art and Social Science Integration To find out highest mountains, longest rivers and tallest statues. Children will use divisibility rules of different numbers. • Find out prime numbers, odd | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: | <ul style="list-style-type: none"> • Factor is a number that divides the other completely. • Multiples are the answers of a multiplication table. • 1 is a factor of every number. • A number is both a factor and a multiple of itself. |

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|-----------------------------------|--|---|---|---|--|--|
| | | <p>understanding: Real life situations to calculate</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=rUrLuTMq-sw • https://www.youtube.com/watch?v=Y1pAKJ4rf-M • https://www.youtube.com/watch?v=9m2cdWorIq8 | <p>numbers, even numbers and composite numbers.</p> <ul style="list-style-type: none"> • Experiential Learning: To find out the prime numbers using sieve of Eratosthenes method. | | <p>At the end, discussion session will be held.</p> <ul style="list-style-type: none"> • Problem sums will be solved. | <ul style="list-style-type: none"> • Prime numbers have two factors. • Composite numbers have more than two factors. • 1 has only one factor. • 2 the only even prime number. • HCF and LCM of various numbers to simplify in an easier manner. • Divisibility rules of various numbers |
| April No. of periods: 6 | Topic/ Chapter: Basic geometrical ideas | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Computer aided modules • PPT (point, line segment, line, intersecting lines, parallel lines.) • PPT (angles, triangles) • PPT (curve, Polygon) • PPT (circles) • PPT (quadrilaterals) • Real life understanding: Different shapes around us in the form of doors, windows, boxes, birthday caps, balls, buildings etc. • Angles to be studied at edges of different shapes | <ul style="list-style-type: none"> • Art integration: To draw the map of a Basketball court. • Skill Assessment: To find out the radius of center circle. Student will draw a Basketball court .and find out the original measurement of sidelines and baselines. • Observation: Angle used in best shot of Basketball. • To find out the different shapes (polygon, curves). • To find out the radius and diameter of center circle of the Basketball court. | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved | <ul style="list-style-type: none"> • Skill application: Usage of shapes in architecture. • Using geometrical ideas in art, measurements, cloth designing etc. • Different types of angles. • Application of knowledge: Difference between lines of a railway track and a pair of scissors. • Difference between a closed curve and a polygon. • Circle and its parts |

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| | | <ul style="list-style-type: none"> • Practical understanding: Make angles with fingers, arm, folding paper • Art Integrated: Fold paper to form different shapes and understand the edges, vertices etc. • String to be molded in different shapes and studied • Critical Thinking: Forming polygons with matchsticks • math ppt\basic geo ideas ch-4 ppt 3(circle).pptx • math ppt\basic Geo ppt Part 2(curve , angles , triangle).pptx • math ppt\basic geo ppt4 (Quadrilateral).pptx | | | | |
| April/ May No. of periods: 13 | Topic/ Chapter: Understanding elementary shapes | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • PPT • Videos • Computer aided modules • Real life situations to calculate • Practical understanding: Making quadrilaterals | <ul style="list-style-type: none"> • Art integrated Project: Design a map of a town or any other place • Children will show three roads intersecting at any common place. • Three poles on a straight road. • A pair of road that is | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, | <ul style="list-style-type: none"> • Movement of Earth understood with the movement of hands of a clock. • Different types of angles, perpendicular lines, intersecting lines and parallel lines. • Also the use of set squares and relation between opposite |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | using set squares <ul style="list-style-type: none"> • Observation of shapes around us and study them. e.g. Globe (sphere), water bottle (cylinder), Birthday cap (cone), brick (cuboid), die (cube) etc. by using videos. • Interdisciplinary: Study pyramids which will help understand pyramids of Egypt. • https://www.youtube.com/watch?v=tuBLuIW1U70 • https://www.youtube.com/watch?v=yTFfWM CZYK4 • https://www.youtube.com/watch?v=Gzd_IsNwTOI | neither intersecting nor parallel to any other road. <ul style="list-style-type: none"> • A pair of parallel and intersecting roads each. | | discussion session will be held. <ul style="list-style-type: none"> • Problems sums will be solved. | angles of quadrilaterals. <ul style="list-style-type: none"> • Concept of clockwise and anti-clockwise movement. • Types of triangles Acute angled Obtuse angled Right angled Scalene Isosceles Equilateral • Names of polygons on the basis of number of sides. Triangle Quadrilateral Pentagon Hexagon Heptagon Octagon Nonagon Decagon |
| May No. of periods: 6 | Topic/ Chapter: Integers | <ul style="list-style-type: none"> • Computer aided modules with animations. • PPT on how to tag the sign, number line, real life situations. • Presentations on how to add and subtract integers on number line. • Audio- visual from Extra Marks • Real life understanding: Game | <ul style="list-style-type: none"> • Project: Collect information about the temperature in degree Celsius of the cities on a particular day through various resources and complete the table. • Activity: Rise and fall in any value can be represented with | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In textbook, questions will be discussed with the students. • At the end discussion session will be held. • Problem sums will be solved. | <ul style="list-style-type: none"> • Numbers less than zero are negative integers. • Numbers on the right of zero are positive integers. • One more gives successor and one less gives predecessor. • We add integers with same sign and subtract integers with opposite signs. • On opening the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|------------------------------|--|---|---|--|---|
| | | <p>of snakes and ladders.</p> <ul style="list-style-type: none"> • Number line on the board. • math ppt\ PowerPoint presentation of integer first day introduction(1)(1)(1)(2 8.04.20).pptx • math ppt\ ppt integers (addition and subtraction) lecture 4.pptx | <p>positive and negative signs (temperature, weight, marks etc.)</p> <ul style="list-style-type: none"> • Experiential Learning: Note daily temperature from the newspaper and record the difference of temperature using integers. • Skill Application: To build the concept of addition and subtraction of integers, children will do the activity using red color and blue color representing negative and positive integers respectively. | | | <p>bracket,</p> <ul style="list-style-type: none"> • $+$ ($-$) = $-$ • $-$ ($+$) = $-$ • $-$ ($-$) = $+$ • $+$ ($+$) = $+$ • Numbers with different signs but same digit are called additive inverse. • The final answer gets the sign of the greater number (without sign) |
| May No. of periods: 9 | Topic/ Chapter: Fractions | <ul style="list-style-type: none"> • Computer aided modules with animations and presentations • Audio- visual from Extra Marks • Videos • Art Integration: Paper cutouts in various shapes • Origami sheets • Real life practical: Chocolate bars to be divided in fractions | <ul style="list-style-type: none"> • Experiential Learning: Discussed the use of fractions in everyday life, such as in recipes, tools, medicine dosages, etc. • Comparing numbers using a number line (fraction) Students may be asked to represent the fraction on a | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, a discussion session will be held. • Problems sums will | <ul style="list-style-type: none"> • Students will be able to tell that, • Fraction is a part of a whole • Chosen parts are the numerator (N) and denominator (D) is the total number of parts. • If numerator and denominator are the same it is a whole. • Proper fraction has D greater than N. • Improper fraction has |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|--|--|--|--------------------------|---|
| | | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=n0FZhQ_GkKw • https://www.youtube.com/watch?v=eReJtvS8VIk • https://www.youtube.com/watch?v=mb1gyDw5LLo • https://www.youtube.com/watch?v=p2wUa_j7dEM | <p>number line.</p> <ul style="list-style-type: none"> • Keep records of data from daily life experiences. • Observation: On the way home/dorm look for things around you that can be divided along a line of symmetry. • Interdisciplinary: Find the fraction of male and female population in India. • Self-Assessment: What fraction of marks did you obtain in various subjects in recent exams? • Practical application in life: Chapattis eaten out of the total served. • Fraction of tuck eaten out of the total received in a week. • Fraction of boys and girls to the total students in each class of your school. | | be solved. | <p>N greater than the D.</p> <ul style="list-style-type: none"> • Unit fraction has N equal to 1. • Fractions with same D are called like fractions. • Fractions with different D are called unlike fractions. • A mixed fraction has a whole number with a proper fraction. • To get an equivalent fraction, N and D are divided or multiplied by the same number. • Unlike fractions are converted into like fractions before addition or subtraction. • Only the numerators are simplified while the denominator is taken common. • Proper fractions are always less than 1 • Improper and mixed fractions are more than 1. • Mixed fraction can be converted into improper fraction and vice versa. • Addition and subtraction of fractions. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|----------------------------------|--|--|---|--|--|
| July No. of periods: 15 | Topic/ Chapter: Decimals | <ul style="list-style-type: none"> • Computer aided modules with animations and power point presentations • Real life situations to calculate • Audio- visual from Extra Marks • PPT • Videos • https://www.youtube.com/watch?v=BVjRkZbyzO8 • https://www.youtube.com/watch?v=WV5VY76Pf5U | <ul style="list-style-type: none"> • Experiential Learning: Collect data of height of students in cm and convert in meters. Arrange in ascending order and record the data in a table. • Practical application: Observe the shopping bills of your parents and find the decimal numbers in money. • Write the numbers in expanded form. | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problems sums will be solved. | <ul style="list-style-type: none"> • Understood the concept of converting numbers into decimals. • Concept of blocks. • Place value chart. • Conversion of decimal to fraction and vice-versa. • Comparing decimals, equivalent decimals, how to order decimals. • Expanded form (in decimal expansion and fraction expansion). • Learnt the concept of decimals in the measurement of weight, capacity and length. • Skill application: Learnt how to apply the idea of addition and subtraction of numbers with decimals to solve practical problems. |
| July/Aug No. of periods : 14 | Topic/ Chapter: Data handling | <ul style="list-style-type: none"> • Computer aided modules with animations. • PPT • Real life situations to calculate • Audio- visual from Extra Marks • Videos • Individual | <ul style="list-style-type: none"> • Art integrated Project: Collect the student strength of different houses (Teak, Oak, Deodar, and Chinar) and represent data in a table. Draw colorful pictograph and bar graph. • Experiential | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: | <ul style="list-style-type: none"> • Understood the concept of data, learnt how to arrange data in ascending and descending order. • Learnt steps to organize data • Divide the raw data • Find the frequency • Draw a tally chart |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---------------------------------|--|--|--|---|---|
| | | <ul style="list-style-type: none"> • Group work • ICT • Mathematics lab activities • Survey • https://www.youtube.com/watch?v=CSQ3EHkFQqw • https://www.youtube.com/watch?v=uY9gsuVlkuc • https://www.youtube.com/watch?v=FYFYrjMLG7E | <p>Learning: Search a few names of cricketers from newspapers and magazines whose names start with the letters A, B, K, N, D</p> <ul style="list-style-type: none"> • Write all the names in your notebook. • Make a frequency table the first letter of all names. • Find out which alphabet comes most in the names of players. • Practical understanding: Collect information from your class about which sports (from among the following), is each one's favorite and write it down against the name of the pupil. Football, Basketball, Cricket, Badminton and Table Tennis. • Now organize the data using tally marks. | | <p>At the end, a discussion session will be held.</p> <ul style="list-style-type: none"> • Problem sums will be solved | <ul style="list-style-type: none"> • Representation of data in the form of pictures, objects using pictograph. • Graphical display of data using bars of different size with the help of bar graph. • Learnt reading and interpretation of pictograph and bar graph. • Will be able to relate situations in daily life. |
| August No. of periods 18 | Topic/ Chapter: Menstruation | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Videos • PPT • Group work | <ul style="list-style-type: none"> • Experiential Learning: Make different kinds of shapes (triangle, rectangle, | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing | <ul style="list-style-type: none"> • Understood the concept of perimeter of regular figures. • Students learnt that the distance around a |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|---|---|---|--|---|
| | | <ul style="list-style-type: none"> • Mathematics lab activities • Survey • Computer aided modules • Real life situations to calculate perimeter and area. • https://www.youtube.com/watch?v=JhHOv3ajuN8 • https://www.youtube.com/watch?v=slzAm1tTV5A | <ul style="list-style-type: none"> square) with same perimeter. • Find various objects from different surroundings which have regular shapes and find their perimeters. • Ruler and measuring tape used to show the relation between m and cm, cm and inches, feet and mm. • Art integrated Experiential Learning: Draw a composite figure on a piece of square grid paper write the length of each side. • Then find the area and perimeter of the figure. • To clear the concept of how to take out area of square and rectangle. • Children will count the number of square tiles as length and breadth of Basketball court and take out the area, later can measure the length and breadth. | <ul style="list-style-type: none"> • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • In text book, questions will be discussed with the students • Group discussion: At the end, discussion session will be held. • Problem sums will be solved. | <ul style="list-style-type: none"> figure is known as the perimeter of a closed figure. • Understood that the distance covered is equal to the length of wire used to draw the figure. • Learnt the perimeter of composite figures. • Understood the concept of area of regular figures and how to take out the area of shapes using squared paper. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| August/ Sep No. of periods : 20 | Topic/ Chapter: Algebra | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • PPT • Videos • Computer aided modules • Worksheets on multiple calculations • Learning by doing • Activity • Introducing Mind Maps • Real life situations to calculate and find answers orally. • https://www.youtube.com/watch?v=OU87O69sTLM • https://www.youtube.com/watch?v=YtjpOwg0824 | <ul style="list-style-type: none"> • Experiential Learning: Assume a variable to represent age. Express each of the family member's age in term of student's age. • Represent each member's age with a variable and express the age of other family members in terms of that variable. Verify answers by substituting the actual age in the expression formed. • Interdisciplinary: English key words (less than, of, more than, difference, sum, product etc.) can be represented with variable and number. • Children will make their own word problems using these and solve them. | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter. | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problems sums will be solved | <ul style="list-style-type: none"> • Understood the concept of patterns of making letters and other shapes using matchsticks. • Variable takes on different values. • Usage of letters n, x, m, y etc. to show a variable. • Use of variables in common rules. • Rules from Geometry • Rules from arithmetic • Concept of variable, constant and algebraic expression. • Form expressions and statements using numbers and variables. • Basic operations of arithmetic. • Sum • Difference • Product • Quotient • Concept of how to take out solution of an equation by trial and error method. |
| October No. of periods: 12 | Topic/ Chapter: Ratio and proportion | <ul style="list-style-type: none"> • Computer aided modules • Worksheets on multiple calculations. • Videos • Real life situations to | <ul style="list-style-type: none"> • Experiential Learning: Find the age of the family members. • Compare the age of student with age of | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, | <ul style="list-style-type: none"> • Got familiar with the knowledge of Ratio and proportion. • Concept of Equivalent ratios • Comparison of ratios |

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| | | <p>calculate and find answers orally.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=B4_T6-rc35Y • https://www.youtube.com/watch?v=-cxJMsqHH1Y | <p>each member of his/her family.</p> <ul style="list-style-type: none"> • Art Integrated with culinary skills: Pick two different desserts. Compare the number of students liking either of these two desserts and express in simplest form. • To find the equivalent ratios of a given ratio. • Learning in real life situations: Student may be asked to make four set of cards from 0 to 9. • Students get to keep the cards if the equivalent ratio they formed is correct or not. | <p>questions given based on chapter.</p> | <p>questions will be discussed with the students.</p> <ul style="list-style-type: none"> • Group discussion: At the end discussion session will be held. • Problem sums will be solved. | <ul style="list-style-type: none"> • Unitary method • Will be able to solve basic real life problems through ratios. |
| <p>October</p> <p>No. of periods : 7</p> | <p>Topic/ Chapter: Symmetry</p> | <ul style="list-style-type: none"> • Computer aided modules with animations and presentations. • Videos • Practical understanding by folding activity • Smart Classes • Learning by doing • Activity • Introducing Mind | <ul style="list-style-type: none"> • Art integrated activity : Draw colorful images of English alphabets in capital letters. • Find their vertical reflective symmetry. • Horizontal reflective symmetry. • Experiential Learning: Intricate | <ul style="list-style-type: none"> • Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, discussion session | <ul style="list-style-type: none"> • Understood the concept of Symmetry, line of symmetry and multiple line of symmetry. • Making symmetrical figures using inkblot devils. • Line of symmetry of regular shapes (square, rectangle, triangle etc.) using |

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| | | Maps <ul style="list-style-type: none"> • Correlate with real life situations. • https://www.youtube.com/watch?v=MtqtlIJsfiE • https://www.youtube.com/watch?v=s4tS-ZmpJfw | patterns using paper cutting and pasting method. <ul style="list-style-type: none"> • Use such decorative papers cutouts for festive occasions. • Real life understanding: Observe the pictures found in surroundings in the form of blackboard, table top, windows, roof etc. • Mark their lines of symmetry. Observe if any of them has horizontal as well as vertical symmetry. | | will be held. <ul style="list-style-type: none"> • Problem sums will be solved. | squared paper and paper folding. <ul style="list-style-type: none"> • Concept of mirror symmetry • Reflection symmetry |
| Nov No. of periods: 20 | Topic/ Chapter: Practical Geometry | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Videos • Individual • Group work • ICT • Mathematics lab activities • Learning by doing Activity • Introducing Mind Maps • Computer aided modules with animations. • PPT • Real life situations to | <ul style="list-style-type: none"> • Art integrated project: To verify that the measure of an angle does not depend on the length of its arms. • A pair of ice-cream sticks of different lengths will be used. • Students will place the sticks perpendicular to each other. • Students will measure the angles formed by the sticks. | <ul style="list-style-type: none"> • MCQs • Assignments (CW & HW) • Class tests • Quiz • Remedial Worksheets | <ul style="list-style-type: none"> • Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion: At the end, discussion session will be held. • Problem sums will be solved. | <ul style="list-style-type: none"> • Got familiar with usage of ruler, set square, divider, protractor and compass. • Will be able to construct a circle when its radius is known. • Construction of line segment of a given length. • Construction of a copy of a given line segment. • Construction of perpendicular to a line through a point on it |

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| | | <p>calculate.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Z6LyY3zILA8 • https://www.youtube.com/watch?v=0DRdAjumWII • https://www.youtube.com/watch?v=zaPdxvzhzLc | <ul style="list-style-type: none"> • Students will find out angles formed in all cases. • Magnitude of angles when sticks are of equal length and when of unequal length. • To find out the magnitude changes with the change in lengths of sticks or not. • Practical Learning: Draw two angles • Match the pairs of angles which form a straight angle and paste on sheet. • Experiential Learning: Find angles, perpendicular, perpendicular bisector in real life objects and give examples. • Observe the pictures found in surroundings in the form of roof, windows roof etc. • Mark their lines of symmetry or axis of symmetry or perpendicular bisector. | | | <p>using ruler, set square and compass.</p> <ul style="list-style-type: none"> • Construction of perpendicular to a line through a point not on it. • Construction of perpendicular bisector of a line segment, chords, diameter. • Construction of angle of known measure using protractor. • Construction of copy of an angle of unknown measure. • Construction of angels of special measure • Construction of line of symmetry of different angle. |

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| Dec | Final Exams | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: SCIENCE
Class: VI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Month: Feb/ March No. of Periods:9 | Topic/Chapter: Food: Where does it come from? | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Text book • Smart board (Extra marks) • Video related to: Food Honey Bee https://youtu.be/sAKkjD3nEv0 | Interdisciplinary Linkage: (with Social Science) Making chart of different food items and the related region. Art Integration: Different plant resources and animal resources Experiential Learning: Practical: To prepare sprouts and discuss its nutritional value Skill Assessments: Critically categorize different kinds of plant and animal food products. | <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | Lesson will be introduced with an <i>Ice breaking activity</i> The class would start with a discussion on what is food, variety of food items and significance of food in our life. <i>Active learning-</i> Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication) <i>Questioning:</i> Teacher will prepare a set of questions and will ask the students about the topic. (Critical thinking) | The following skills of the students will be enhanced The importance of food and food variety (Character, Citizenship, communication) Making the chart of different food items and the related region (Critical thinking and Creativity) Diagram of plant parts and its parts, food items from animals (Creative and Critical thinking) Process of sprouting (Character building and communication) Differentiate between plant and animal resources Edible parts of plants The categorization of animals into herbivores, carnivores and omnivores |
| Month: March | Topic/Chapter: Components of food | <ul style="list-style-type: none"> • Computer aided Class (using power | Experiential learning | <ul style="list-style-type: none"> • Homework • Class test | Lesson will be introduced with an | The following skills of the students will be |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| No. of Periods: 9 | | <p>point presentation)</p> <ul style="list-style-type: none"> Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Components of food. Deficiency diseases <p>https://youtu.be/AeFvMmFs5kA</p> | <p>Practical: To study test for starch, proteins and fats</p> <p>Project: On deficiency disease</p> <p>Functions of Vitamins and Minerals</p> <p>Role play: The students will be presenting a skit on different components of food</p> <p>Skill Assessment: Collaboratively make a chart on food nutrients in different food items</p> | <ul style="list-style-type: none"> Daily Quiz Oral test Written test | <ul style="list-style-type: none"> <i>Ice breaking activity</i> The class would start with a discussion on what is food, importance of food in our life. <i>Active learning-</i> (Critical thinking, collaborative learning, communication) Students will be divided into four groups and asked to bring different food items. Discussion will be conducted on the food items that are on display. <p>Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)</p> | <p>enhanced</p> <ul style="list-style-type: none"> Testing the presence of starch, proteins and fats in the food product (Critical thinking, Creativity, Collaborative learning) Understanding the various components of food. (Critical thinking, Collaboration) To know the functions of dietary fibers and water (Critical thinking) Comprehend the concept of deficiency diseases (Creativity, Critical thinking) To make a chart on food nutrients in different food items (Collaboration, Creativity) |
| Month: March No. of | Topic/Chapter: Fibre to fabric | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, | <p>Art Integration: Flow charts and Mind Maps of Natural fibers and Synthetic fibers</p> <p>Formation of a fabric</p> | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with a discussion on variety of fabrics</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Differentiate between natural fiber and synthetic |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Periods:7 | | duster, Text book <ul style="list-style-type: none"> Smart board (Extra marks) Video related to: Fibre to fabric https://youtu.be/CPf45cpeiVU | from yarn <p>Experiential learning: Activity: Different fabric shall be shown. Children shall use their kinesthetic learning ability</p> <p>Practical: Burning test of cotton, wool, silk, nylon etc.</p> <p>Skill assessment:</p> <ul style="list-style-type: none"> Critically analyses the process of spinning Distinguish between weaving and knitting (Communication, Critical thinking) | | <ul style="list-style-type: none"> <i>Group learning: Questioning:</i> Teacher will prepare a list of questions about the cultivation of and process of obtaining cotton and jute fibre will ask these questions during discussions. (Critical thinking, communication, collaboration and character) <i>Demonstration:</i> Comparison of weaving and knitting by bringing both the types of fabric in the class room. Students will observe it and then note down the observations (Critical thinking, Communication) <i>Inquiry based learning:</i> After reading Students a minute will be given They will share it with their peer for better understanding. (Critical thinking, Creativity) | fibers (Critical thinking) <ul style="list-style-type: none"> Comprehend the concepts to obtain plant fiber (Communication, Critical thinking) Understand the concepts of formation of a fabric from yarn. (Critical thinking, Creativity) To distinguish between weaving and knitting (Communication, Critical thinking) Study the history of clothing material (Creativity, Critical thinking) |
| March/ April | Topic/Chapter: Sorting materials into groups | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) | <p>Experiential learning:</p> <ul style="list-style-type: none"> Practical: To | <ul style="list-style-type: none"> Homework Class test Daily Quiz | Lesson will be introduced with an <ul style="list-style-type: none"> <i>Ice breaking activity</i> | The following skills of the students will be enhanced |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| No. of Periods: 8 | | <ul style="list-style-type: none"> • Chalkboard, chalk, duster, Text book • Smart board (Extra marks) • Video related to: Properties of materials Transparent, translucent and opaque material https://youtu.be/AAPSExPyJkl | <p>differentiate between lustrous and non-lustrous material</p> <ul style="list-style-type: none"> • Soluble and Insoluble material • Hard and soft material • Transparent, translucent and opaque material and to discuss the properties • Appearance of the material dull or shiny <p>SkillAssessment:</p> <ul style="list-style-type: none"> • Collaboratively discuss about different kinds of materials • Critically analyse the various terms learned in the chapter. | <ul style="list-style-type: none"> • Oral test • Written test | <p>The class would start with a conversation with the learner by asking them about objects and the materials they are made up of and writing them on the board.</p> <ul style="list-style-type: none"> • <i>Discussion of the topic through Collaborative learning:</i> The students will be asked to group the materials on the bases of appearance and hardness, soluble and insoluble materials The teacher will discuss the properties of materials and importance of their usage. After the discussion the students will be able to classify the materials. • <i>Inquiry based learning:(Critical thinking and problem solving)</i> The students will attempt the questions from the text book. The teacher will take rounds and help the students in solving the questions. | <ul style="list-style-type: none"> • Properties of materials (Critical thinking) • Sorting of the materials (Collaboration) • Classification of different objects on the basis of their properties.(Critical thinking, Collaboration) • Discuss about different kinds of materials (Collaboration) • Analyse the various terms learned in the chapter. (Critical thinking) |

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| <p>Month: April</p> <p>No. of Periods:9</p> | <p>Topic/Chapter: Separation of substances</p> | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Text book • Smart board (Extra marks) • Video related to: Separation of substances https://youtu.be/dO9eMnv2Tol | <p>Art Integration: To draw the diagrams of different methods of separation.</p> <p>Experiential learning:</p> <p>Practical: To separate the following mixture using one or more techniques: Threshing Winnowing Hand picking Sieving Magnetic separation Decantation Loading Filtration Evaporation Distillation -To separate the mixtures by using more than one method. -Effect of heating and cooling on a saturated solution</p> <p>Skill Assessment: Collaboratively discuss about the basic need of separating constituents from their mixture.</p> <ul style="list-style-type: none"> • Critically | <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with a discussion about different kinds of materials and the significance of separation of substances.</p> <p><i>Discussion of topic through collaborative learning:</i> Teacher will discuss and explain the various methods of separation that is based upon a) Separating solids from other solids. b) Separating insoluble solids from solids. Students will read the concept from the book and then think for a minute and share it with their partner for better understanding.</p> <p><i>Guided practice:</i> Activities would be discussed and conducted. Students would solve different questions in their</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the need for separating mixtures. (Collaboration) • To draw the diagrams of different methods of separation. (Creativity) • Differentiate between threshing and winnowing (Critical thinking) • Comprehend the concept of magnetic separation (Critical thinking) • To separate the mixtures by using more than one method (Critical thinking and problem solving) • Understand the concept of effect of cooling and heating on a saturated solution. (Collaboration) |

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| | | | analyses the various methods of separation used on the bases of their shape, size and material. | | notebook. Teacher would take rounds and help the students in solving the problems. | |
| Month: April No. of Periods:9 | Topic/Chapter: Changes around us | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Changes around us https://youtu.be/yNf-Hn_5xdw | <p>Experiential learning: Activity: To differentiate reversible changes and irreversible changes Practical: Differentiate between physical change and chemical change</p> <p>Art Integration: To make a classification chart on different changes</p> <p>Skill Assessment: Through effective reasoning and critical thinking classify changes into reversible and irreversible category.</p> | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with a conversation by asking the students about some changes that they observe daily around them. The students will be making a classification chart on different changes and will list them into different categories.</p> <p><i>Demonstration:</i> Teacher will use smart class video to demonstrate few activities and will put up question regarding the changes they observed in making the final product.</p> <p><i>Group learning:</i> Students will read the topic again after teacher's explanation and discuss in pair about the changes</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Understand the classification of changes (Critical thinking, Collaboration and Character building) Differentiate between reversible and irreversible changes (Collaboration, communication) Comprehend the concept of expansion and contraction in relation (Critical thinking, Collaboration) |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | happened. (Communication, Critical thinking and Collaboration) | |
| Month: July No. of Periods: 9 | Topic/Chapter: The living organisms and their surroundings | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Living and non-living things Adaptations in different animals Different types of aquatic plants https://youtu.be/B1tEfUzCEok | <p>Project: Adaptation in plants and animals according to their habitat</p> <p>Art Integration: Diagram Tables Flowchart of habitat Different types of aquatic plants</p> <p>Experiential learning: Flip teaching method adopted.</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Critically analyses and differentiate the different organisms and their habitats Critically understand adaptation and acclimatization. Critically analyse and identify the common characteristics of | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with a discussion about the features of living organisms, importance of shelter. Teacher will help them in defining the terms properly.</p> <p><i>Group learning:</i> The students will be divided into groups and assigned one region per group. They will prepare the topic and present it in the class. (Critical thinking, Communication, Collaboration and Character)</p> <p><i>Questioning:</i> Teacher will prepare a list of questions and will ask these questions after their presentation. (Critical thinking, Communication)</p> <p><i>Guided Practice:</i></p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Understand the concept of living and non-living things(Collaboration) Characteristics of living things, habitat, biotic and a biotic factors (Critical thinking) Adaptations of plants and animals to terrestrial and aquatic habitat (Critical thinking) Comprehend the concept of adaptations of animals to different habitat (Citizenship, Responsibility) Differentiate between living and non-living things (Differentiation) Differentiate between biotic and abiotic components. |

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| | | | living beings | | Students would solve different questions in their notebook. Teacher would take rounds and help the students in solving the problems. | (Differentiation) <ul style="list-style-type: none"> Represent the plant types of aquatic plants diagrammatically. (Creativity) Differentiate between adaptation and acclimatization (Critical thinking) |
| Month: July No of Periods: 8 | Topic/Chapter: Motion and measurement of distances | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Motion Types of motion https://youtu.be/l_bKyE-ht-w | <p>Art Integration: Graph Flowchart</p> <p>Practical: How to use a scale To measure the length of a curved line with a thread</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Collaboratively discuss about the story of transport Critically analyses about the method of measuring the length of a curved line Critically analyses the objects in rest and motion | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an <i>Ice breaking activity</i> The class would start with a conversation on motion and what makes the things move.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions per group and the questions would be crosschecked.</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p> <p><i>Independent Practice:</i> Students will complete</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Understand the concept of motion, speed (Collaboration) Comprehend the concept of measurements and units of measurement (Critical thinking) Differentiate between of types of motion (Differentiation) Calculate the length, distance and weight of an object. (Critical thinking) Understand the method of measuring the length of a curved line. (Critical |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | the questions and answers in the notebook. | <p>thinking)</p> <ul style="list-style-type: none"> • Represent the motion by graphical method (Creativity, Collaboration) • Draw the inference from a given graph |
| <p>Month: July/ August</p> <p>No of Periods:9</p> | <p>Topic/Chapter: Light shadow and reflections</p> | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Text book • Smart board (Extra marks) • Video related to: Sources of light <p>Opaque, transparent and translucent object</p> <p>Light travels in a straight line</p> <p>Pinhole camera</p> <p>Periscope</p> <ul style="list-style-type: none"> • https://youtu.be/3gOoDBRTWes | <p>Practical: Light travel in a straight line Periscope Pin hole camera Regular and irregular reflection Characteristics of image formed by plane mirror</p> <p>Art Integration: Diagrams Flowchart Tables</p> <p>Experiential learning: Construction of a pinhole camera</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Critically analyses the term reflection of light with the help of activities. | <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with a discussion by asking questions about how are we able to see objects around us.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions per group and the questions would be crosschecked. (Critical thinking, Collaboration)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the concept of sources of light (Critical thinking) • luminous and non-luminous objects • translucent, transparent and opaque objects (Collaboration, Critical thinking) • Rectilinear propagation of light (Collaborative learning) • reflection of light • real and virtual image (Critical thinking) • Working of a periscope • characteristics formed by plane |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p><i>Independent Practice:</i> Students will complete the questions and answers in the notebook.</p> | <p>mirror.</p> <ul style="list-style-type: none"> • Comprehend the concept of shadow, working of periscope and pin hole camera.(Critical thinking, Collaboration, Creativity) • Differentiate between virtual and real image (Differentiation) • Graphical represent of regular and irregular reflection of light • Diagrammatically explaining the working of pinhole camera and periscope (Critical thinking, Creativity) • Draw the inference from a given diagram |
| Month: August | Topic/Chapter: Electricity and circuits | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Text book • Smart board (Extra | <p>Art Integration: Diagram and Flowchart of Circuit diagram Electric bulb Electric torch Electric cell Electric switch</p> | <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> • <i>Ice breaking activity</i> <p>The class would start with recalling about the use of electricity and electrical appliances.</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> • Understand the concept of Electricity • Importance of electricity, power |

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| No of Periods: 9 | | marks) <ul style="list-style-type: none"> Video related to: https://youtu.be/vlotVbzrwxg | <p>Experiential learning: Practical: To make a Circuit diagram</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Collaboratively discuss about the uses of electricity Critically analyses about electric cell. Critically analyses about electric bulb. | | <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions.</p> <p><i>Guided Practice:</i> Teacher will discuss about the working of appliances and explain them.</p> <p>Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)</p> <p><i>Independent Practice:</i> Students will complete the questions and answers in the notebook.</p> | station (Collaboration) <ul style="list-style-type: none"> pros and cons of electricity, electric cell torch bulb and electric circuit open and close circuit, switch and its uses (Critical thinking) Working of a Torch (Creativity, Critical thinking) Critically analyses the role and significance of conductors and insulators Comprehend the concept of electricity and its usage in day to day life (Collaboration) Differentiate between good and poor conductors of electricity (Differentiation) Differentiate between open and closed circuit (Differentiation, Critical thinking) Draw the inference from a given diagram |

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|--|---------------------------------|---|--|---|---|---|
| <p>Month: August/September</p> <p>No of Periods: 8</p> | Topic/Chapter: Fun with magnets | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Discovery of magnets Types of magnets Properties of magnets Uses of magnets How to make magnetic compass <p>https://youtu.be/nm_ry4mbmro</p> | <p>Experiential learning: Practical: How to make a magnet</p> <p>To identify the different types of magnets</p> <p>Art Integration: To draw the different shapes of magnet.</p> <ul style="list-style-type: none"> Skill Assessment: Collaboratively discuss about the properties of a magnet. Critically analyses about finding directions with the help of a magnet. | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with recalling about magnets and how they were discovered. <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions.</p> <p><i>Guided Practice:</i> Teacher will discuss about finding directions with the help of a magnet and explain about magnetic compass.</p> <p>Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> The concept of magnets, its discovery, types of magnets Characteristic of magnets (collaboration) Precaution in handling magnets how to store magnets and magnetic compass (Critical thinking) Comprehend the concept of characteristics of magnets. (Critical thinking) Differentiate between magnetic and non-magnetic substances (Differentiation) Determine whether given substance is magnetic or non-magnetic substance (Critical thinking) Usage of magnetic compass (Critical thinking) |

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|--|----------------------|---|--|---|---|---|
| Month: September No of Periods: 9 | Topic/Chapter: Water | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Sources of water Water cycle Rain water harvesting methods Drought Flood <p>https://youtu.be/mYbozeMt9MY</p> | <p>Art Integration: Flowchart Tables Water harvesting system Water cycle States of water</p> <p>Practical: Techniques of conservation of water Rain water harvesting</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Collaboratively discuss about the basic requirement of water on daily basis. Critically analyse per day consumption of water Critically analyse the factors impacting the rate of evaporation | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with recalling about various sources of water and their uses.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions per group and then the questions would be crosschecked.</p> <p><i>Inquiry based learning:</i> Teacher would take rounds and help students with their doubts. (Critical thinking and Problem Solving)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher. (Collaborative learning, communication)</p> <p><i>Independent Practice:</i></p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> water sources water cycle flood, drought rainwater harvesting to conserve water. (Collaboration) Comprehend the concept of water cycle and how it effects the climate of a place (Critical thinking) Differentiate between sleet, hail, snow and frost (Differentiation) Differentiate between evaporation and condensation (Differentiation) Differentiate between flood and drought (Differentiation) Effects of drought and flood (Critical thinking) Methods to prevent wastage of water Draw the inference from a given diagram |

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| | | | | | Students will complete the questions and answers in the notebook. | |
| Month: October No of schools: 9 | Topic/Chapter: Air around us | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Composition of air Uses of oxygen, carbon dioxide and nitrogen <p>Oxygen and carbon cycle Importance of water cycle Air pollution</p> <p>https://youtu.be/ltapZhWh9Hc</p> | <p>Experiential learning: Practical: Pie chart on composition of air</p> <p>Oxygen and carbon cycle</p> <p>Water cycle</p> <p>Activity: Air is necessary for burning</p> <p>Art Integration: Flowchart Graph Tables Pie chart</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Collaboratively discuss about the properties of air. Critically analyses various components of air. | <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> <i>Ice breaking activity</i> <p>The class would start with a discussion about air and its components.</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions per group and then the questions would be crosschecked. Teacher would take rounds and help students with their doubts. (Collaborative learning, communication)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher.</p> | <p>The following skills of the students will be enhanced</p> <ul style="list-style-type: none"> Understand the concept of air and its composition (Collaboration) Comprehend the concept of uses of gases present in air (Critical thinking) Differentiate between burning and breathing (Differentiation) Calculate the amount of oxygen required for burning (Critical thinking) Uses of air in day to day life Oxygen and carbon cycle (Critical thinking, Collaboration) Draw the inference from a given diagram |
| Month: November | Topic/Chapter: Garbage in, garbage out | <ul style="list-style-type: none"> Computer aided Class (using power point presentation) | <p>Experiential learning: Role play: The</p> | <ul style="list-style-type: none"> Homework Class test | <p>Lesson will be introduced with an</p> <ul style="list-style-type: none"> Ice breaking | <p>The following skills of the students will be enhanced</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integre tion/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| No of Periods: 9 | | <ul style="list-style-type: none"> Chalkboard, chalk, duster, Text book Smart board (Extra marks) Video related to: Biodegradable and non-biodegradable resources <p>Plastic- boon or curse</p> <p>Three R's</p> <p>Compost and vermicomposting https://youtu.be/VReXwIwB73E</p> | <p>student will be presenting a skit on waste management.</p> <p>Activity: 'Best out of the waste' activity. Waste material is to be used in innovative manner. Compost pit</p> <p>Art Integrated: Three R's Principle</p> <p>Skill Assessment:</p> <ul style="list-style-type: none"> Design Creative methods to show dealing with garbage Built character amongst themselves by telling others about importance of recycling | <ul style="list-style-type: none"> Daily Quiz Oral test Written test | <p>activity</p> <p>The class would start with a discussion about <i>Swachh Bharat mission</i> And take examples of garbage dealing. Teacher will relate dealing of garbage with useful and non-useful components. Students will read the topic after teacher's explanation, think for a minute and then discuss in pairs about the topic (Critical thinking, Collaboration)</p> <p><i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would be divided into groups to give presentation on waste management. (Collaborative learning, Critical thinking and Communication)</p> <p><i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a teacher. Teacher would</p> | <ul style="list-style-type: none"> Different types of garbage (Differentiation) Disposal of waste - composting vermicomposting recycling, reuse landfill to dispose waste. Comprehend the concept of plastic-boon or curse. (Critical thinking, Collaboration) Differentiate between biodegradable and non-biodegradable waste (Differentiation) Differentiate between compost andvermicomposting(Differentiation) Three R's and its importance. Different ways of minimizing overuse of plastic(Differentiation, Critical thinking) Methods to reduce the generation of garbage (Character, Communication) |

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| | | | | | <p>take rounds and help students with their doubts.</p> <p><i>Independent Practice:</i> Students will complete the questions and answers in the notebook.</p> | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Studies
Class: VI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| February 6 Days | Civics: Ch-1 <u>Topic:</u> Understanding Diversity <u>Sub topic:</u> <ul style="list-style-type: none"> • Diversity in India • Unity in diversity | <ul style="list-style-type: none"> • Loud reading by the students • Explanation by the teacher • Chalk • Board • Duster <p>Computer Aided Teaching:</p> <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation • You tube • Smart Class - Extra Marks. • Diksha portal shown <p><u>LINKS:</u></p> <p>National Integration: https://www.youtube.com/watch?v=3p1VjJJFoY0</p> <p>Different dance forms, costumes cuisine of India, festivals ,culture:</p> | <ul style="list-style-type: none"> • <u>Art Integrated Project:</u> Have you seen the Olympic logo? These rings in the logo stand for what? You recreate the logo in scrapbook then write in your own words. How this sign of Olympic Games conveys the message of diversity? • <u>Experiential Learning:</u> Children will be asked to speak and share about the varied differences they see in their family in terms of language, festivals, culture, cuisine and lifestyle. • PPT and Videos shown | <p style="text-align: center;"><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz | <p><u>Ice breaking session:</u></p> <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking session by asking the children about their likes and dislikes about different things that they use and see in their daily life. • PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to -</u></p> <ul style="list-style-type: none"> • Story Telling on Diversity • To understand the meaning of diversity • To know how different, we are as humans • To know about India that it is a vast country with diverse influences | <p><u>The learner —</u></p> <ul style="list-style-type: none"> • Will be able to learn that the state of being varied is called diversity. • Understand Unity in Diversity makes our country different if compared to the world. • Learn values of awareness, respect and accept other thoughts, culture and religion. |

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| | | <p>https://www.youtube.com/watch?v=ZgeHqtSpOv8</p> <p>What does diversity add to our lives? https://www.youtube.com/watch?v=wyxsAt-eSn8</p> <p>Jallianwala Bagh Massacre: https://www.youtube.com/watch?v=RiUQD9_IPTU</p> | | | <p>that have enriched the culture and heritage</p> <ul style="list-style-type: none"> To know importance of languages and different types of languages spoken around the world today To know about geographical, linguistic, religious, and cultural Diversity in India To understand diversity is the state of being varied. being different from one another | |
| March 26 Days | <p>Geography: Ch-1</p> <p>Topic: The Earth in the Solar System</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Solar system | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Video on ‘Solar System’ Black board Chalk Duster Smart Class - Extra Marks <p>LINKS: Solar System Asteroids</p> | <p>Experiential learning: Write the following information on the piece of paper and share with your friends.</p> <ul style="list-style-type: none"> Name Zodiac sign and symbol Try to write and draw at least 2/3 zodiac sign and symbols. <p>Inter disciplinary linkage (Science)/Activity: Prepare a chart</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> Question/ answers Diagram of Solar System MCQ’s Written test Oral test | <p>Ice breaking session: <u>Fun game- Who Am I?</u> I am the smallest planet. I am the nearest planet to the Sun. I have rings around me. I am the red planet. I am also called ‘blue planet’ Life is possible only on this planet.</p> <p>Thereafter, the name of the chapter will be</p> | <p>The learner will understand —</p> <ul style="list-style-type: none"> The Sun, the moon and all objects shining in the sky are celestial bodies. The Sun, eight planets, satellites and other celestial bodies make the solar system. The Earth is called ‘blue planet’ because it is the only planet that contains water. Satellites are natural as well as |

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| | | Galaxies | <p>of the Solar System</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment (Question/and answers) <p><u>General discussions/Interactive dialogues:</u> nesting real life situations</p> | | <p>announced.</p> <p><u>Examining previous knowledge-</u>about different planets in the solar system.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained through high students will understand:</p> <ul style="list-style-type: none"> • What are celestial bodies? • What is Full moon, New Moon, constellations • What is meant by the Solar System? • Which are the nine planets in the Solar System? • Why earth is called blue planet? • What are Asteroids and Meteoroids? | <p>human made.</p> <ul style="list-style-type: none"> • Asteroids are pieces of rocks that keep moving around the Sun. • Millions of galaxies together make the Universe |
| | <p>Geography: Ch-2</p> <p><u>Topic:</u> Globe: Latitudes and Longitudes</p> <p><u>Sub topic:</u></p> <ul style="list-style-type: none"> • Important | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation <ul style="list-style-type: none"> • Video on Globe, Latitudes and longitudes • Black board | <p><u>Experiential learning/Project:</u> <u>Map work:</u> With the help of an atlas find out the degrees of longitude & latitude of places- New Delhi, Columbia, Budapest,</p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • Question/ answers • Diagram of important latitudes and heat zones • World map showing | <p><u>Ice breaking session:</u> An activity will be conducted using a torch and a cardboard with a small hole. Students will notice that the torchlight falling on a straight</p> | <p><u>The learner understands —</u></p> <ul style="list-style-type: none"> • The shape of the earth is Geoid and why it is tilted. • Maps are more important as compared to a |

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| | Parallels of Latitudes <ul style="list-style-type: none"> • Heat zones of the earth • Standard time | <ul style="list-style-type: none"> • Chalk • Duster • Globe • Torch • Smart Class - Extra Marks <p>LINK</p> <p>Latitude and longitude</p> | New York, Brazil, and Maharashtra. <u>Activity/ Art Integrated:</u> Draw a world map on the chart paper. Take thread of two colors and make the important parallels of latitude with one colored thread and the 24 time zones with the other colored thread. List out all the countries on the Globe through which the equator passes <u>Skill Assessment:</u> <ul style="list-style-type: none"> • Loud Reading • Written assignment (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations | the time zones of the world. <ul style="list-style-type: none"> • MCQ's • Written/Oral test | surface is bright and covers a small area, whereas the torchlight falling on a slanted surface is less bright but covers a bigger surface. Views of students will be taken for why does this difference and what does it show? After which, the topic of the chapter will be announced. <u>Examining previous knowledge</u> about location of different continents on the world map. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: <ul style="list-style-type: none"> • What is the difference between map and globe? • Why tilt of the Earth's axis is important? • What are parallels of Latitude and Meridians of | globe. <ul style="list-style-type: none"> • Latitudes and longitudes are imaginary lines that run through the globe, that help in finding exact location of a place on the Earth's surface. • International Date Line is line where the date changes by one day. • Every country has its own Standard time, which is followed by the entire country. • The grid helps us to find time and locate places on the earth. • With the help of longitudes, the time of a place can be found. |

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| | | | | | Longitude? <ul style="list-style-type: none"> • What are the three major Heat zones? • What is Standard Time of a place? Why is International Date Line important? | |
| | History: Ch-1 Topic: What, Where, How and When? Sub topic: <ul style="list-style-type: none"> • Where did people live? • Names of the land • Finding out about the past • What do dates mean? | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation <ul style="list-style-type: none"> • Black board • Chalk • Duster • VIDEO: Showing old inscription maps. • Smart class – Extra Marks Link: <ul style="list-style-type: none"> • Magadha Empire https://www.youtube.com/watch?v=fk3AUxRMIAAs • What, where , how and when https://www.youtube.com/watch?v=3SYmQwfJosI • What does AD and BC mean? https://www.youtube.com/watch?v=1NIuwkNUdtk | <u>Experiential Learning:</u> <ul style="list-style-type: none"> • Before the beginning of the chapter- Write down little information that you have gathered either from your mother/ grandparents/any one of your relatives about their childhood or school days. Compare it with your present days. See how your friends have shared the information. • Interview an archaeologist. | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> • Question/ answers • MCQ's • Written test • Oral test | <u>Ice breaking session:</u> <ul style="list-style-type: none"> • Talking about the different crafts that we know today • A news article will be read from the newspaper • PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> • use pictures, drawings of different types of sources to read, explain, • Discuss these to understand how historians have interpreted India. Understand the these to reconstruct history of ancient • specific nature of the discipline passed to us by our | <u>The learner –</u> <ul style="list-style-type: none"> • Understand about the past events set in a chronological order. • Understand how historians have classified history into different periods and timeline. • Understand the different sources of information and their classification. • identifies different types of sources (Archaeological, literary etc.) • describes their use in reconstruction of history of this Period. |

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| | | | | | ancestors <ul style="list-style-type: none"> Understand the significance of time and date to study History. understand and identify the different sources that is used to reconstruct History | |
| | <p><u>History: Ch-2</u> <u>Topic:</u> On the trail of the Earliest People <u>Sub topic:</u></p> <ul style="list-style-type: none"> Choosing a place to live in Making stone tools A changing environment A closer look-Hungsi | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Blackboard Chalk Duster Video: Showing important Archaeological Sites, paintings Smart class - Extra Class LINK: On the trail of the earliest people https://www.youtube.com/watch?v=62XaQ1tgEjU Bhinbetka <p>https://www.youtube.com/watch?v=XQ7NUp71nVw</p> | <p><u>Experiential learning:</u> Excursion: Museum <u>PROJECT:</u> <u>Inter disciplinary linkage:</u></p> <ul style="list-style-type: none"> Flowchart of some important dates. Map work: Some important Archaeological Sites Scrapbook activity: <p>With the help of concept map, paste pictures and explain different types of stone age, stone tools, evolution of man and techniques of making tools.</p> <p><u>ART</u></p> | <p>The L.O. will be assessed with</p> <ul style="list-style-type: none"> Oral tests Written tests Dictation of difficult words Discussion of question and answers Loud reading of the lesson MCQ quiz | <p><u>Ice breaking session:</u> Sharing travelling experience (train, aeroplane, etc)</p> <ul style="list-style-type: none"> PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> Understand about hunting and gathering as a way of life and its implications. Appreciate the skill and knowledge of hunter-gatherers. Learn about stone tools and their use. Identify stone artifacts as archaeological evidence, making deduction from them undertake map | <p><u>The learner —</u></p> <ul style="list-style-type: none"> Will be able to present form and shape of humans evolved from the Ancestors. would appreciate the skills and knowledge which the early man carried with them Will understand about the different phases of Stone Age. locates important historical sites, places on an outline map of India |

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| | UNIT I | | INTEGRATION: Make few tools with best out of waste. | REVISION UNIT I | activity: for locating important places, sites of hunter- gatherers; food producers | |
| April 22 Days | Civics: Ch-2 Topic: Diversity and Discrimination Sub topic: <ul style="list-style-type: none"> Difference and Prejudice Creating stereotypes Inequality and discrimination Striving for Equality | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: Power point presentation Smart class - Extra Marks You tube videos <p>LINKS:</p> <p>What is Diversity? https://www.youtube.com/watch?v=hfO82z29hWg</p> <p>What is Inclusion? https://www.youtube.com/watch?v=6SnXBKEfr2s</p> | <p>Life Skill Assessment: Think about a situation where you feel you are discriminated within the family or in the school. Discuss the ways in which persons with special needs might be subject to discrimination</p> <p>Role Play: Perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc.</p> <p>Art Integration: Activity: Prepare posters with drawings and pictures on the significance of</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question/ answers MCQ's Written test Oral test Quiz | <p>Ice Breaking Session</p> <ul style="list-style-type: none"> PK Testing Story Telling on Discrimination (Mahatma Gandhi, Apartheid, Nelson Mandela) <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Understand about prejudice and stereotyped society. learn about caste discrimination in India Understand about right to equality and constitution | <p>The learner —</p> <ul style="list-style-type: none"> Understand about Diversity often creates attitudes of hostility toward those who are differed from others. know how the Constitution of India provides equality for all citizens Describes various forms of human diversity around her/him. • develops a healthy attitude towards various kinds of diversity around her/him • recognizes various forms of discrimination |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>Life of Dr.B.R.Ambedkar: https://www.youtube.com/watch?v=agesyE-qGpM</p> | <p>the Constitution, Preamble, right to equality</p> | | <p>of India.</p> <ul style="list-style-type: none"> Learn about different types of fundamental right justice, equality, liberty, and fraternity. Observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. | <p>and understands the nature and sources of discrimination.</p> <ul style="list-style-type: none"> Differentiates between equality and inequality in various forms to treat them in a healthy way. |
| | <p>Civics: Ch-3 Topic: What is Government? Sub topic:</p> <ul style="list-style-type: none"> Levels of government Laws and the government Types of government | <ul style="list-style-type: none"> PDF of the lesson – NCERT book <ul style="list-style-type: none"> Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: <ul style="list-style-type: none"> Power point presentation Smart class - Extra Marks You tube videos <p><u>LINKS:</u></p> | <p><u>Life Skills/Experiential Learning:</u> <u>Activity: Voting in the Class:</u> Why do you think it is important that people abide by law? Do you think it is important for people to be involved in decisions that affect them?</p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question/ answers MCQ's Written test Oral test Quiz | <p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> Understand meaning of government. Why it is necessary and how it work at different level? Understand type of government and why democracy is the best form of | <p><u>The learner —</u></p> <ul style="list-style-type: none"> Learn how different organs of government work individually as well as in co- ordination with another. learn about the different types of government Describes the process of election Differentiates between local government, State government and Central government. Imbibes the values of the Indian |

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| | | <p>What is Government? https://www.youtube.com/watch?v=JY7umgfV8gg</p> <p>Suffrage Movement: https://www.youtube.com/watch?v=d-RR8cvvnMo</p> <p>Forms of Government: https://www.youtube.com/watch?v=Zo33X4Mq6nU</p> | | | <p>government.</p> <ul style="list-style-type: none"> Why universal adult franchise is an important fundamental right? | <p>Constitution and their significance in everyday life.</p> |
| | <p>Civics: Ch-4 Topic: Key Element of a Democratic Government</p> <p>Sub Topic:</p> <ul style="list-style-type: none"> Participation Need to resolve conflict Equality and justice | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: PowerPoint presentation Smart class- Extra Marks You tube videos <p><u>LINKS:</u></p> <p>Life of Nelson Mandela: https://www.youtube.com/watch?v=ckEPbwENe1E</p> | <p><u>Discussion:</u> <u>Life Skill:</u> How do you think lowering the school fees would help girls attend school?</p> <p><u>Experiential Learning:</u></p> <ul style="list-style-type: none"> Can you think of any experience from your life or experienced by someone in your family in which you had to help someone out of a situation which you thought was unfair? Did everyone see it the same way? | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question- answers MCQs Written Test Oral test Quiz | <p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> understand how conflicts are resolved between people Understand why people should participate in governance and accountability of the government. develop an appreciation for equality and justice | <p><u>The learner —</u></p> <ul style="list-style-type: none"> Will be able to know democratic government is a government which is elected by the people. Will be able to know democratic government should ensure equality and justice to the people at every level. |

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| | | <p>Apartheid in South Africa: https://www.youtube.com/watch?v=AkP1VJY2D9g</p> <p>Key elements of Democratic Government (Participation) https://www.youtube.com/watch?v=diNZdGV5ziw</p> <p>Conflict: https://www.youtube.com/watch?v=C2-kjtRt6Gs</p> | <ul style="list-style-type: none"> • What did you have to say to convince others that what you did was fair? | | | |
| | <p>Geography: Ch 3 Topic: Motions of the Earth</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Revolution • Rotation • Solstice | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation • Black board • Chalk • Duster • Globe • Torch • Smart Class - Extra Marks <p>Day and night</p> <p>Leap year</p> <p>Earth's tilt</p> | <p>Art Integrated: Model: Make a model of a globe showing day and night and inclination of Earth's axis.</p> <p>Activity(Group Activity): Make a chart showing the four seasons. Make a chart showing day and night on the Earth's surface.</p> <p>Experiential learning: Record the timings of sunrise and sunset at</p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz | <p>Ice breaking session:</p> <p>The teacher draws all the curtains in the class to make it look dark. She asks the students-</p> <p>How is the class looking like right now?</p> <p>-Dark/ night</p> <p>What do we prefer to do when it is all dark?</p> <p>- rest/ sleep</p> | <p><u>The learner understands —</u></p> <ul style="list-style-type: none"> • The fixed path around which the Earth rotates is called an orbit. • Day and night is a result of rotation. • The revolution and tilt of the Earth's axis results in four seasons. • Twice in a year we have equal days and equal nights. • 21st June is the longest day of the year. |

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| | | | <p>your place, taking help from local newspaper on the 21st of each month and find out:</p> <p>a) In which month are the days the shortest? b) In which month are the days and nights nearly equal?</p> <p><u>Interdisciplinary linkage/Project:</u> Would human and animal existence be possible even if the Earth did not rotate or revolve?</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment <p>(Question/and answers)</p> <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> | | <p>Then the teacher draws back all the curtains and the room becomes lighted. She asks the same kind of questions again and what is making the room dark or bright?</p> <p>Then she asks about different seasons and which season they are experiencing that month?</p> <p>After which, the topic of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about day and night and its formation.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> • What is orbital plane, Circle of illumination, rotation, and revolution? • What causes day and night? • What are seasons? | <ul style="list-style-type: none"> • 22NDDecember is the longest night of the year. • A leap year has 366 days instead of 365 days. An extra day is added to the month of February. |

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| | | | | | <ul style="list-style-type: none"> • What causes seasons? • What is leap year and how often it occurs? • What are Solstice and Equinox? | |
| May 18 days | Geography: Ch-4 Topic: Maps Sub topic: <ul style="list-style-type: none"> • Types of maps • Distance • Direction • Symbols • Sketch • Plan | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation • Black board • Chalk • Duster • Scale • World Map • An Atlas • Smart Class - Extra Marks <p>Maps</p> | <p><u>Experiential learning/Inter disciplinary linkage (Maths):</u> Sketch: Draw a rough plan of your bedroom and show the windows, door, table, cupboard etc.</p> <p><u>Activity/ Art integrated:</u> Your friend lives in other part of the town. Help your friend to reach your house with the help of a rough sketch.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment (Question/and answers) <p><u>General discussions/Interacti</u></p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz | <p><u>Ice breaking session:</u> (Fun activity) Students will be asked to take out their drawing sheets and draw what is asked - You have shifted to a new town and you have joined a new school. Your new friend lives in other part of the town. He wishes to come and visit you on this coming Sunday. Help your friend to reach your house with the help of a rough sketch that will guide him to reach your house. After which, the topic of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about use of latitudes and longitudes to find the</p> | <p><u>The learner understands —</u></p> <ul style="list-style-type: none"> • The three types of maps are physical, political, and thematic map. • The main elements of map are scale, direction, legend, symbols. • Conventional symbols are internationally approved symbols used throughout the world. • Large scale maps give more detailed information than small-scale maps. • Maps and plan are drawn to a scale while a sketch is a drawing mainly based on memory and spot observation. |

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| | | | <p>ve dialogues: Connecting real life situations</p> | | <p>location of a place on the Earth's surface. Lecture -discussion With the help of PPT, videos and lecture-discussion method the chapter will be explained:</p> <ul style="list-style-type: none"> • What are maps? • What are three types of maps? • What are the three important components of Maps? • What are conventional symbols? • What is the difference between map, sketch and a plan? | |
| | <p>History: Ch-3 Topic: From Gathering to Growing Food</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • Varieties of foods • The beginnings of farming and herding • Anew way of life • A closer look – Mehrgarh • A closer look - | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation • Black board • Chalk • Duster • Smart Class - Extra Marks • Links: • From gathering to growing food <p>https://www.youtube.com/watch?v=tqvYQdxaWyE</p> | <p>Experiential learning/Inter disciplinary linkage</p> <ul style="list-style-type: none"> • Draw or paste pictures related to the food, dress or things we use in our daily life. • Make a comparison with the food, dress and things the early man used. <p>Art Integration: The children write and draw small</p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz | <p>Ice breaking session: Discussion on special kind of food prepared at home</p> <ul style="list-style-type: none"> • PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> • Understand the transition from hunting- gathering to settled life. • Identify the | <p>The learner —</p> <ul style="list-style-type: none"> • Understand the transition from hunting_ gathering to settled life. • Know about the first farmers and herders and about their customs and practices. • study the site Mehrgarh deeply and know about the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Daojali Hading | | descriptions of domestication, farming, transition from hunting to gathering | | <p>material culture of humans of this period.</p> <ul style="list-style-type: none"> Find out about the evidence of grain and bones of domesticated animals. Understand the invention of wheel was a revolutionary event in the history of mankind. undertake map activity: for locating important places, sites of hunter-gatherers; food producers, | <p>living and dying in Mehrgarh and Daojali Hading</p> <ul style="list-style-type: none"> recognizes distinctive features of early human cultures and explains their growth explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture, the |
| | <p>History: Ch-4 Topic: In the Earliest Cities</p> <p>Sub topic:</p> <ul style="list-style-type: none"> The story of Harappa Houses, drains and streets Life in the city Food for people in the cities A closer look – Harappa | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Black board Chalk Duster Smart Class - Extra Marks Links: Decline of the Harappa civilization <p>https://www.youtube.com/watch?v=nU8jNqkZ-NhM</p> | <p>Inter disciplinary linkage</p> <ul style="list-style-type: none"> Have a debate on the topic city life is better than village life <p>Art Integration:</p> <ul style="list-style-type: none"> Flowchart of some important dates Map: The earliest cities in the Subcontinent | <p><i>The L.O. will be assessed through:</i></p> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question-answers MCQs Written Test Oral test Quiz | <p>Ice breaking session: Discussion on dilapidated old buildings in your neighborhood</p> <ul style="list-style-type: none"> PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> the transition from pastoral phase to urban phase | <p>The learner —</p> <ul style="list-style-type: none"> Indus Valley Civilization was one of the four major Bronze Age civilizations of the world. The cities were well planned; roads cut each other at right angles. recognizes distinctive features of early human cultures and explains their growth |

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| | towns in Gujarat <ul style="list-style-type: none"> The mystery of the end | <ul style="list-style-type: none"> Harappa Architecture https://www.youtube.com/watch?v=CLyqXrmUITY | <u>Experiential learning</u> Make a dish from the Harappa menu (khichri, khattaam) | | <ul style="list-style-type: none"> the meaning of civilization and urbanization find out the extent and spread of the Harappa culture use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted | <ul style="list-style-type: none"> describes various forms of human diversity Around her/him. |
| | UNIT II | | | REVISION UNIT II | | |
| July 23 Days | History: Ch-5 <u>Topic:</u> What Books and Burials Tell Us? <u>Sub topic:</u> <ul style="list-style-type: none"> One of the oldest books in the world Silent sentinels – the story of the megaliths A special burial at Inamgaon | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Black board Chalk Duster Smart Class - Extra Marks Mantras https://www.youtube.com/watch?v=ivLia0JirY Vedas https://www.youtube.com/watch?v=WcrZr6aNHfw RIGVEDA https://www.youtube.com/watch?v=bcBr158N3b | <u>Project:</u> <u>Inter disciplinary linkage</u> Draw or paste pictures related to the food, dress, or things we use in our daily life. Make a comparison with the food, dress, and things the early man used. <u>Art integration</u> Recite a mantra /Hymn | <u><i>The L.O. will be assessed through:</i></u> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question- answers MCQs Written Test Oral test Quiz | <u>Ice breaking session:</u> Recite – Gayatri Mantra <ul style="list-style-type: none"> PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> find out what was the Vedic Age Understand what the significance of the Vedas was. Know who were the Aryans and how did they | <u>The learner –</u> <ul style="list-style-type: none"> Would know the significance of Vedas. Would know about the four Vedas. will understand about the various burial sites Will find about the special burial at Inamgaon. identifies different types of sources (Archaeological, literary etc.) and describes their use in reconstruction of history of this |

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| | | w Megaliths https://www.youtube.co m/watch?v=6n073IMgrJ U | | | reach India. <ul style="list-style-type: none"> find out the key features of a Chalcolithic use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India | Period. <ul style="list-style-type: none"> locates important historical sites, places on an outline map of India |
| | History: Ch-6 Topic: Kingdoms, Kings and An Early Republic Sub topic: <ul style="list-style-type: none"> How some men became rulers Varnas Janapadas Mahajanapadas A closer look – Magadha A closer look – Vajji | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Black board Chalk Duster Smart Class - Extra Marks LINK: Varnas and the caste system https://www.youtube.com/watch?v=v8sj8pHSFuE&vI=en Janapadas and Mahajanapadas (HINDI) https://www.youtub e.com/watch?v=M7 X9vCJVUw INTRO Janapadas and Mahajanapadas | Art Integration: Inter disciplinary linkage : <ul style="list-style-type: none"> Map work: Mark the 16 Mahajanapadas, Janapadas Role play Debate – Democracy of Athens. Do you think this was a true democracy? | <i>The L.O. will be assessed through:</i> <ul style="list-style-type: none"> (C.W.) and (H.W.) Question- answers MCQs Written Test Oral test Quiz | Ice breaking session: Discussion on voting <ul style="list-style-type: none"> PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> find out about the Mahajanapadas and the Janapadas Find out how they lived with complex forms of administration develop. find out the major features of gana sangha and how did Vajji | The learner — <ul style="list-style-type: none"> know about the change in agriculture know revenue from different sources used for administrative and welfare activities Know about the four varnas. lists out significant contributions of important kingdoms, dynasties |

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| | | https://www.youtube.com/watch?v=A2TocKN_LjU | | | reflect them <ul style="list-style-type: none"> • undertake map activity: for locating important places, sites <i>janapadas</i>, <i>Mahajanapadas</i>, empires, • architecture- areas outside India with which India had contacts. | |
| | Geography: Ch 5 Topic: Major Domains of the Earth Sub topic: <ul style="list-style-type: none"> • Lithosphere • Hydrosphere • Atmosphere • Biosphere | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Duster • Wall map of the world • Globe • Wall map of the World • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos Lithosphere Atmosphere Biosphere | Experiential learning- Swatch Bharat mission- Children will carry cleanliness drive in school/at home and their surrounding areas. Experiential learning/Project: Flip grid- Find the various ways that affect the biosphere and reasons for global warming. How can we maintain a balance between the different domains of the biosphere? Skill Assessment: <ul style="list-style-type: none"> • Loud Reading • Written assignment | The L.O. will be assessed through: <ul style="list-style-type: none"> • (C.W.) and (H.W.) • Question- answers • MCQs • Written Test • Oral test • Quiz | Ice breaking session: Short quiz competition on nature will be conducted. The class will be divided into three teams. Questions based on nature and environment will be asked. After which, the name of the chapter will be announced. Examining previous knowledge about environment and our surroundings. Lecture -discussion With the help of PPT, videos and lecture-discussion method the chapter will be explained: | The learner understands— <ul style="list-style-type: none"> • There are four major domains of the earth • Name the major continents of the earth and their geographical features. • The atmosphere and its gases are important for plants and animals for their survival on this planet. • Only 0.03% water is fresh water while 98% water is in oceans. • The various reasons for global warming and natural calamities are landslides, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | (Question/and answers) General discussions/Interactive dialogues: Connecting real life situations | | <ul style="list-style-type: none"> • What makes life possible on earth? • What is Lithosphere and the 7 major continents? • What are hydrosphere and the five major oceans? • Which are the different layers of the atmosphere and what is its importance • What is the importance of biosphere? • What are the various factors affecting Biosphere? How can we protect and save biosphere from global warming? | earthquakes, deforestation, Tsunami etc. <ul style="list-style-type: none"> • We can avoid global warming by minimizing emission from factories, vehicles etc. |
| | Geography: Ch-6 Topic: Major Landforms of the earth Sub topic: <ul style="list-style-type: none"> • Mountains • Plateaus | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Duster • Wall map of the world • Globe • Wall map of the World | Art Integrated: Model of major landforms of the Earth Skills Assessment: <u>Picture study-</u> Look carefully at | The L.O. will be assessed through: <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test | Ice breaking session: Students will speak about their native place. What they like about the place? Is it a hill station/ plain/ coastal area? They will talk about any | The learner understands— <ul style="list-style-type: none"> • The movement of tectonic plates is an internal process. • All the continents were first joined together and then |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|---|---|
| | <ul style="list-style-type: none"> Plains Landforms and the people | <ul style="list-style-type: none"> Computer Aided Teaching: Power point presentation Smart Class - Extra Marks Diksha Portal You tube videos Link: Plate tectonics Fold mountains Block mountains Plains and Plateaus | photographs nos. 1-10 in the text book and write one sentence about each of the photographs. <u>Skill Assessment:</u> <ul style="list-style-type: none"> Loud Reading Written assignment (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations | <ul style="list-style-type: none"> Quiz | peculiar feature about the place. After which, the name of the chapter will be announced. <u>Examining previous knowledge</u> about four major domains of the Earth. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: <ul style="list-style-type: none"> What are tectonic plates and what is Pangea? What are different types of mountains and its types How plateaus and plains formed and what are its importance? Why living conditions are difficult in mountains as compared to plains? | drifted apart with movement of tectonic plates. <ul style="list-style-type: none"> Himalayas are young fold mountains.. Fold mts. Block Mountains and Volcanic Mountains are different from each other. Mountains are important as they are a source of water which is used for irrigation and for producing hydroelectricity. Plains are important as flat land is available for human habitation and fertile soil for cultivation |
| | Geography: Ch-7 <u>Topic:</u> Our Country India | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Black board Chalk | <u>Individual:</u> Map work of: (a) States of India (b) Neighboring | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> (C.W.) and (H.W.) | <u>Ice breaking session:</u> With the help of PPT a quiz will be conducted. Questions | <u>The learner understands—</u> <ul style="list-style-type: none"> India lies entirely in the northern and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|---|--|
| | <p><u>Sub topic:</u></p> <ul style="list-style-type: none"> • Location Setting • Physical Division | <ul style="list-style-type: none"> • Duster • Wall map of India • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos • LINK: <p>Pangea</p> <p>Neighboring Countries</p> <p>Political divisions</p> <p>Physical divisions</p> <p>Rivers of India</p> | <p>countries of India © Physical divisions of India</p> <p><u>Skills Assessment:</u> <u>Flip Grid-</u> Explain any one of the following natural disasters-</p> <ol style="list-style-type: none"> 1) Volcanic eruption 2) Earthquake 3) Tsunami 4) Landslides <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> • Loud Reading • Written assignment (Question/and answers) <p><u>General discussions/Interactive dialogues:</u> Connecting real life situations</p> | <p>Question- answers</p> <ul style="list-style-type: none"> • MCQs • Written Test • Oral test • Quiz | <p>related to our National Flag will be asked.</p> <p>After which, the name of the chapter will be announced.</p> <p><u>Examining previous knowledge</u> about Independence Day and how it is celebrated and other national festivals of our country.</p> <p><u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: What is the exact location of India on the world map? What are the physical divisions of India?</p> <ul style="list-style-type: none"> • Which are the neighboring countries of India? • What are the political and administrative divisions of India? • Which are the | <p>eastern hemisphere.</p> <ul style="list-style-type: none"> • India has 29 States and 9 Union territories. • Name major seas, plateau, and desert, ranges of India and locate them on map. • There are 9 neighboring countries of India. • Andaman and Nicobar Islands and Lakshadweep islands are also a part of India. |

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| | | | | | various important rivers flowing through India? | |
| August 20 Days | <p>Civics: Ch – 5 Topic: Panchayati Raj</p> <p>Sub Topic:</p> <ul style="list-style-type: none"> • Gram Sabah • The gram panchayat • Three levels of panchayat | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the students • Explanation by the teacher • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Video of an issue being resolved in Panchayat • You tube videos • Diksha Portal <p>LINKS: Village Panchayat: https://www.youtube.com/watch?v=SJtxvw6moy4</p> <p>PM Narendra Modi interaction with Sarpanch: https://www.youtube.com/watch?v=IFI-m-sdX3M</p> | <p><u>Life Skill/Experiential learning:</u> Invite Panch, Sarpanch or member of Zila Parishad and interview them on their work and the projects undertaken by them.</p> <p><u>Experiential Learning:</u> <u>Role Play:</u> The children will be given a situation where they will have their own Panchayat and try to solve the issue.</p> <p><u>Skills enhanced:</u></p> <ul style="list-style-type: none"> • Problem Solving • Analytical Thinking • Decision making | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W.) and (H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz | <p><u>Ice Breaking Session</u></p> <ul style="list-style-type: none"> • PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> • Understand Gram Sabha and Gram Panchayat • Understand the different levels of Panchayats • Understand watershed development programme • Study from the text and directly observe of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives) | <p><u>The learner understands—</u></p> <ul style="list-style-type: none"> • Differentiate between Gram Sabha and Gram Panchayat • Enumerate the different levels of Panchayats • Explain watershed development programme |

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| | | Gram Panchayat https://www.youtube.com/watch?v=4ukWGBLHGjA | | | | |
| | Civics: Ch-6 Topic: Rural Administration Sub topic: • Area of the Police Station • Maintenance of Land Records • A New Law | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the students • Explanation by the teacher • Chalk • Board • Duster <p>Computer Aided Teaching:</p> <ul style="list-style-type: none"> • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos <p>LINKS: Rural life: https://www.youtube.com/watch?v=4Z-il9blZuI Rural Administration: https://www.youtube.com/watch?v=tEtjvpMHC_o</p> | <p>Collaborative: Short skit- With the help of a skit show the scene of a police station and how the S.H.O resolves issues of common people.</p> <p>Discussion on the facilities being provided by rural administration.</p> <p>Activity: Flow Chart on the duties of Tehsildar and Patwari.</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • (C.W / H.W.)Question-answers • MCQs • Written Test • Oral test • Quiz | <p>Ice Breaking Session</p> <ul style="list-style-type: none"> • PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> • Provide a broad view of changes within rural society through a focus on administration of a village. • How do women benefit under the new law-Hindu succession Amendment Act,2005 • Discussion of roles being played by Tehsildar, Patwari and Commissioner | <p>The learner understands—</p> <ul style="list-style-type: none"> • Infer about role of police in land issues. • Explain about the roles played by all members of the rural administration • Enumerate what laws have been made to provide equality to both genders • Describes the functioning of rural and local government bodies in sectors like health and education |
| | Civics: Ch-7 Topic: Urban Administration Sub topic: • The ward councilor and | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the students • Explanation by | <p>Discussion on the facilities being provided by Urban administration.</p> <p>Inter disciplinary Linkages: Visuals of</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • (C.W / H.W.)Question-answers | <p>Ice Breaking Session</p> <ul style="list-style-type: none"> • PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and</p> | <p>The learner understands—</p> <ul style="list-style-type: none"> • Enumerate the importance of the Municipal corporation for the life of a city-dweller |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Administrative Staff <ul style="list-style-type: none"> • A Community Protest | the teacher <ul style="list-style-type: none"> • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos <p><u>LINKS:</u></p> <p><u>Urban Administration</u> https://www.youtube.com/watch?v=ocLy4-4dLgw</p> <p><u>Councilors and committees</u> https://www.youtube.com/watch?v=9PALBPUSu88</p> <p><u>Functions of Municipal Corporation:</u> https://www.youtube.com/watch?v=SOGvCLbqsns</p> <p>https://www.youtube.com/watch?v=NDRNI130SMk</p> | different urban areas <p><u>Experiential Learning:</u></p> <p><u>Project:</u></p> <p><u>Interview of parents:</u> List all the benefits that the taxes that common people pay to the government, help in funding by conducting an interview with parents.</p> | <ul style="list-style-type: none"> • MCQs • Written Test • Oral test • Quiz | <p><u>encouraged to –</u></p> <ul style="list-style-type: none"> • Provide a broad view of changes within urban society through a focus on administration of a town or city. • Discussion of roles being played by the Ward Councilor and Administrative staff • Understanding of sources of money for Municipal corporation • Understand the role of governance in society, and the difference between affairs of a family and those of a city | <ul style="list-style-type: none"> • The student understands how the Municipal Corporation gets its money. • Describes the functioning of urban local government bodies in sectors like health and education • Describes factors responsible for availability of different occupations undertaken in urban areas. |
| | History: Ch-7 <u>Topic:</u> New Questions and | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Loud reading by the | <p><u>Art Integration:</u> Students will prepare a power point</p> | <p><u>The L.O. will be assessed through:</u></p> | <p><u>Ice Breaking Session</u> Sharing experience of a school trip</p> | <p><u>The learner understands—</u></p> <ul style="list-style-type: none"> • Infer chief |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Ideas <u>Sub Topic:</u> <ul style="list-style-type: none"> • The story of Buddha • Upanishads • Jainism • The sangha • Monasteries | students <ul style="list-style-type: none"> • Explanation by the teacher • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart Class - Extra Marks • Diksha Portal • You tube videos • LINK: • Buddhism <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=X-cJU-pFwQ&vl=en Buddhism and Jainism • https://www.youtube.com/watch?v=MwI0Nu51W84 | presentation on the topics like- Story of Buddha, Jainism, Buddhism, Upanishads <u>Inter disciplinary Linkages:</u> <u>Debate-</u> Importance of religion Discussion on the different types of ashrams. | <ul style="list-style-type: none"> • (C.W / H.W.)Question-answers • MCQs • Written Test • Oral test • Quiz | <ul style="list-style-type: none"> • PK Testing • <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> • elaborate on life and teachings of Gautama Buddha • Understand the questions that Upanishads wanted to answer • Elaborate main teachings of Mahavira • Understand the four ashrams • undertake map activity: for locating important places, • places related to events in the life of the Buddha and Mahavira; centers of art and architecture-areas outside India with which India had contacts\ • discuss basic ideas and central values of Buddhism, Jainism and other | doctrines of Buddhism <ul style="list-style-type: none"> • Enumerate about Upanishads and four ashrams • Differentiate between ideas propagated by Lord Mahavira and Gautama Buddha • identifies different types of sources (Archaeological, literary etc.) and describes their use in reconstruction of history of this Period. • locates important historical sites, places on an outline map of India • recognizes distinctive features of early human cultures and explains their growth |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | systems of thought– relevance of their teachings today– development of art and architecture in ancient India | |
| September 27 Days | <p>History: Ch-8 Topic: Ashoka, the emperor who gave up the war</p> <p>Sub topic:</p> <ul style="list-style-type: none"> • A very big kingdom – an empire • Ruling the empire • Ashoka’s war in Kalinga • What was Ashok’s dhamma? | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation Black board • Chalk • Duster • Smart Class - Extra • arks <p>LINK: Ashoka- https://www.youtube.com/watch?v=d-xJIZb08f0 Ashoka and his empire https://www.youtube.com/watch?v=pFJ4JHbECzo</p> | <p><u>Inter disciplinary Linkages:</u> The children wrote small descriptions of Ashoka’s life and ideology in vacation</p> <p><u>Art integration</u> Diagram: Map Work</p> <p>Role play</p> | <p><u>The L.O. will be assessed through:</u></p> <ul style="list-style-type: none"> • (C.W / H.W.)Question- answers • MCQs • Written Test • Oral test • Quiz | <p><u>Ice Breaking Session</u> Discussion on Indian currency</p> <ul style="list-style-type: none"> • PK Testing <p><u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> • Understand various occupations of the people who live in the Mauryan empire • Understand the ideology of Ashoka and his 'Dhamma' • Understand Ashoka as a unique ruler • Understand Ashoka’s message to his subjects • role play on various historical themes like | <p><u>The learner</u></p> <ul style="list-style-type: none"> • Describe Ashoka’s dhamma • Enumerate on the society and people in the Mauryan empire • Will be able to understand why Ashoka’s Dhamma and its message to people. • synthesizes information related to various historical developments |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | change of Ashoka after Kalinga War—one of the events, incidents from literary works of The time etc. | |
| | <p>History: Ch-9 Topic : Vital villages, thriving towns</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Iron tools and agriculture Who lived in the villages? Coins A closer look - Arikamedu | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Power point presentation Black board chalk Duster Smart Class – Extra marks <p>Who lived in the villages https://www.youtube.com/watch?v=ptNsBVTT3U8 Discussion of exercises https://www.youtube.com/watch?v=AJkKR5HZTOU</p> | <p><i>Project:</i> Prepare a project: List the functions performed by men and women who live in your city/village. In what ways are these similar to those performed by people who lived in Mathura? In what ways are they different.</p> <p>Experiential Learning: Research the following about your village: Crops grown, culture, habitant, Sarpanch of the village, festivals celebrated, food</p> <p>Inter disciplinary Linkages: Story telling by giving examples</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> (C.W / H.W.)Question-answers MCQs Written Test Oral test Quiz <p>https://www.youtube.com/watch?v=ptNsBVTT3U8</p> | <p>Ice Breaking Session Discussion on village life verses city life</p> <ul style="list-style-type: none"> PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Learn about functions of Grama bhojaka Understand the occupations prevalent in both villages and cities To know the story of Barygaza visit museums to see the material remains of early human settlements | <p>The learner</p> <ul style="list-style-type: none"> Enumerate important urban centers Name various occupations prevalent in town and cities identifies different types of sources (Archaeological, literary etc.) and describes their use in reconstruction of history of this Period. locates important historical sites, places on an outline map of India recognizes distinctive features of early human cultures and explains their growth |
| | <p>History: Ch-10 Topic:</p> | <ul style="list-style-type: none"> PDF of the lesson – NCERT book | <p>Inter disciplinary Linkages:</p> | <p>The L.O. will be assessed through:</p> | <p>Ice Breaking Session Discussion on fair in</p> | <p>The learner</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Traders, Kings and Pilgrims <u>Sub topic:</u> <ul style="list-style-type: none"> How to find out about trade and traders New kingdoms along the coasts The story of the Silk Route The spread of Buddhism The beginning of Bhakti | <ul style="list-style-type: none"> Power point presentation Black board chalk Duster Smart Class – Extra marks LINK: Traders, Kings and Pilgrims <p>https://www.youtube.com/watch?v=cfi6DV_SCmw</p> <p>Spread and decline of Buddhism</p> <p>https://www.youtube.com/watch?v=tNzO9HfB-iU</p> <p>Beginning of Bhakti</p> <p>https://www.youtube.com/watch?v=_S85CmaRo_8</p> | Debate on influence of Bhakti on Hinduism <u>Experiential learning:</u> Questionnaire- Places of pilgrimages, who all go for pilgrimage, mode of travel, things that they carry, things they bring back with them from pilgrimage. <u>Art Integrated:</u> Recite a poem (by a bhakta) | <ul style="list-style-type: none"> (C.W / H.W.)Question-answers MCQs Written Test Oral test Quiz | the villages <ul style="list-style-type: none"> PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> Explanation of the silk route Explanation of the spread of Buddhism Understanding the quest of the pilgrims 4.Description of the beginning of bhakti | <ul style="list-style-type: none"> Infer the dynasty that controlled the silk route Enumerate the rise of bhakti Explanation of Kanishka, Bodhisattvas, & Nalanda |
| | Civics: Ch-8 <u>Topic:</u> Rural Livelihoods <u>Sub topic:</u> <ul style="list-style-type: none"> Kalpattu Village Thulasi On being in Debt Agricultural Laborers and Farmers in India | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students Explanation by the teacher Chalk Board Duster Computer Aided Teaching: Power point presentation | <u>Art Integration Activity:</u> - Students will be told to collect newspaper cuttings about current situation of a farmer's in India along with a collage work on 'A Farmer's Life'. <u>Collaborative:</u> With Science. Children will speak about 'VAN MOHOTSAV' and | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> (C.W. /H.W.) Question-answers MCQs Written Test Oral test Quiz | <u>Ice Breaking Session</u> <ul style="list-style-type: none"> PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> <ul style="list-style-type: none"> Understand the problems faced by the agricultural laborers and farmers in India. | <u>The learner understands—</u> <ul style="list-style-type: none"> Enumerate on current situation of farmers in rural livelihoods <p>Understand the life of Thulai, her work in Kalpattu and to know how her work is different from the work that Raman does.</p> |

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| | <ul style="list-style-type: none"> Rural Livelihoods | <ul style="list-style-type: none"> Smart Class – Extra marks Flip Teaching Diksha Portal <p><u>LINKS:</u></p> <p><u>What is Livelihood:</u> https://www.youtube.com/watch?v=jp2XZtRiWmc</p> <p><u>Rural livelihood in different Villages:</u> https://www.youtube.com/watch?v=1s1UfJBhvk8</p> <p><u>Different occupations of a villager:</u> https://www.youtube.com/watch?v=cBYOLTRX9dg</p> <p><u>Comparison between Urban and Rural life:</u> https://www.youtube.com/watch?v=OjJ4rmvLPw8</p> | <p>upload on Flip grid.</p> <p><u>Inter Disciplinary :</u> Have you heard of tsunami? What is this and what damage do you think it might have done to the life of fishing families living in rural areas?</p> <p><u>Skills Developed:</u></p> <ul style="list-style-type: none"> Analytical skills Problem solving Comprehending the concept of tsunami | | <ul style="list-style-type: none"> Narration of situations prevalent in Kalpattu village in regard to agriculture Understand occupations prevalent in rural areas | |
| | UNIT III | | | REVISION UNIT III | | |
| October 21 Days | Civics: Ch-9 Topic: Urban Livelihoods | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Loud reading by the students | <u>Life Skills Activity:</u> Discussion on what do they think there would be any | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> (C.W. /H.W.) | <u>Ice Breaking Session</u> <ul style="list-style-type: none"> PK Testing <u>The learners may be provided</u> | <u>The learner understands—</u> <ul style="list-style-type: none"> Enumerate on current situation of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>Sub topic:</p> <ul style="list-style-type: none"> • Working on the street • In the market • In the factory-workshop area • In the office area | <ul style="list-style-type: none"> • Explanation by the teacher • Chalk • Board • Duster • Computer Aided Teaching: • Power point presentation • Smart Class – Extra marks • Diksha Portal • You tube videos <p><u>LINKS:</u> <u>Life on the streets of a city:</u> https://www.youtube.com/watch?v=INLgFFydgsg</p> <p><u>Urban Livelihood:</u> https://www.youtube.com/watch?v=LwBFkZwDYxc</p> <p><u>Different types of working conditions:</u> https://www.youtube.com/watch?v=0KgmLXE GgmU</p> <p><u>Different types of business in a urban area:</u> https://www.youtube.com/watch?v=twC52omDd6U</p> | <p>difference if you live in rural or urban area?</p> <p><u>Art Integration: Poster Making</u> Draw the life of an urban life and compare it with the rural life along with a slogan</p> <p><u>Experiential Learning Activity:</u> Visit to the nearest local market and make a survey of the service provided by the particular shop which you visit frequently.</p> | <p>Question- answers</p> <ul style="list-style-type: none"> • MCQs • Written Test • Oral test • Quiz | <p><u>opportunities in pairs /groups / individually and encouraged to –</u></p> <ul style="list-style-type: none"> • understand the problems faced by the city-dwellers in India • Understand occupations prevalent in urban areas | <p>migrated people in urban livelihoods</p> <ul style="list-style-type: none"> • Differentiate between Urban and rural livelihood |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|--|---|---|
| | History: Ch-11 Topic: New empires and Kingdoms Sub topic: <ul style="list-style-type: none"> • Prashastis and what they tell us • Samudragupta's prashasti • Genealogies • Harshavardhana and the Harshacharita • A new kind of army Ordinary people in the kingdoms | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation • Black board • chalk • Duster • Smart Class – Extra marks LINK: New empires and kingdoms- https://www.youtube.com/watch?v=pgLmnfx9X4 | Experiential learning: Taking help from your parents and grandparents make a genealogy of your family Inter disciplinary Linkages: Debate - How do you think wars affect the lives ordinary people today? Art integration: Mark the important centers of the Gupta rulers. | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> • (C.W. /H.W.) Question- answers • MCQs • Written Test • Oral test • Quiz | Ice Breaking Session Children would be asked to play any instrument <ul style="list-style-type: none"> • PK Testing The learners may be provided opportunities in pairs /groups / individually and encouraged to – <ul style="list-style-type: none"> • Description of 'Prashasti' in detail • Explanation of the different features of administrative system under Harshavardhana, Samundragupta, Chalukyas and The Pallavas • use pictures, drawings of different types of sources to read, explain, • discuss these to understand how historians have interpreted These to reconstruct history of ancient India. | The learner understands— <ul style="list-style-type: none"> • Enumerate the features of administrative system under Harshavardhana, Samundragupta, Chalukyas and The Pallavas • identifies different types of sources (Archaeological, literary etc.) • describes their use in reconstruction of history of this Period. • locates important historical sites, places on an outline map of India |
| | History: Ch-12 Topic: Buildings, Paintings and books | <ul style="list-style-type: none"> • PDF of the lesson – NCERT book • Power point presentation | Art Integrated: <ul style="list-style-type: none"> • Draw a diagram of the Iron Pillar and write about | <u>The L.O. will be assessed through:</u> <ul style="list-style-type: none"> • (C.W. /H.W.) | Ice Breaking Session Children discuss about their visit to any monument or building | The learner <ul style="list-style-type: none"> • locates important historical sites, places on |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|---|--|
| | <p>Sub topic:</p> <ul style="list-style-type: none"> The iron pillar Buildings in brick and stone How were stupas and temples built? Painting The world of books <p>Writing books on Science</p> | <ul style="list-style-type: none"> Black board chalk Duster Smart Class – Extra marks <p>LINK: Buildings, Paintings and books https://www.youtube.com/watch?v=C_Td4yG6fZk Where zero was first discovered https://www.youtube.com/watch?v=D-oxsEknIc Who invented zero? https://www.youtube.com/watch?v=evVcP7CkMIA</p> | <p>its importance.</p> <ul style="list-style-type: none"> Diagram: -Stupa <p>Experiential learning:</p> <ul style="list-style-type: none"> Visit any monument and building mentioned in the lesson Narrate a story from one of the epics -Ramayana or Mahabharata | <p>Question- answers</p> <ul style="list-style-type: none"> MCQs Written Test Oral test Quiz <p>QUIZ https://www.youtube.com/watch?v=26in93kHmEc</p> | <ul style="list-style-type: none"> PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Understanding about the Stupas, Shikhara, Mandapa, Garbhagriha, & Pradakshina patha Description about the main temples, paintings and books prevalent during different periods | <p>an outline map of India</p> <ul style="list-style-type: none"> describes issues, events, personalities mentioned in literary works of the time describes the implications of India's contacts with regions outside India in the fields of Religion, art, architecture, etc. Narrate a story from one of the epics such as Ramayana and The Mahabharata. Enumerate some steps that can be taken to make buildings and monuments accessible to differently abled people |
| November 11 days | <p>Geography: Ch-8 Topic: India: Climate, vegetation and wildlife</p> <p>Sub topic:</p> <ul style="list-style-type: none"> Natural vegetation Why are forests necessary? | <ul style="list-style-type: none"> PDF of the lesson – NCERT book Use of globe. Wall Map of the India Blackboard Duster Chalk Computer Aided Teaching: Power point | <p>Experiential learning/ Inter disciplinary linkage(English/ IT): Students will make PPT on Climate, vegetation, and wildlife of India.</p> <p>Experiential learning/Activity: On your birthday</p> | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> (C.W. /H.W.) Question-answers MCQs Written Test Oral test Quiz | <p>Ice Breaking Session</p> <ul style="list-style-type: none"> PK Testing <p>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</p> <ul style="list-style-type: none"> Make them aware about major seasons recognized in | <p>The learner understands—</p> <ul style="list-style-type: none"> The cold weather season and hot weather season, south west monsoons and retreating monsoons in India. That climate of a place is affected by its location, altitude |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|--|--|---|---|
| | <ul style="list-style-type: none"> Wild Life | <p>presentation</p> <ul style="list-style-type: none"> Smart Class - Extra Marks Diksha Portal You tube videos <p>Climate</p> <p>Vegetation</p> <p>Wildlife</p> <ul style="list-style-type: none"> | <p>plant a seed of any plant and do the same every year. Take care of the plant and watch it grow.</p> <p><u>Skill Assessment:</u></p> <ul style="list-style-type: none"> Loud Reading Written assignment <p>(Question/and answers)</p> | | <p>India</p> <ul style="list-style-type: none"> Make them understand the effect of seasons on different crops and natural vegetation. Understand the different types of vegetation prevalent in India. Understand importance of forests to variety of animals and birds and to humans. | <p>and distance from the sea.</p> <ul style="list-style-type: none"> Enumerate on natural vegetation and its types prevalent in India The types of forests- rain forest, tropical forest, mangrove forests, thorny bushes etc. the importance of forests Know about the national bird, animal and tree. Know about the kinds of animal life How we can stop poaching, hunting and save animals from becoming extinct. |
| | FINAL EXAMINATION | | | REVISION FINAL EXAMS | | |
| December – 13 days | FINAL EXAMINATION | • | | FINAL EXAMS TO BE CONDUCTED | | |
| | | • | | | | |

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035

ਸਲਾਨਾ ਪੇਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ

ਕਲਾਸ: 6 ਵੀਂ

ਸੈਸ਼ਨ 2020-21

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---------------------------------|--|---------------------------------|--|---|---|--|
| ਮਾਰਚ/ ੯ ਕਲਾਸਾਂ | ਵਰਨ-ਮਾਲਾ, ਸ਼ਬਦ-ਜੋੜ(ਮੁਕਤਾ), ਕੰਨਾ ਮਾਤਰਾ | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਗੁੰਮ ਹੋਏ ਸ਼ਬਦਾਂ ਨੂੰ ਪੂਰਾ ਕਰਨਾ, ਹਰੇਕ ਪੱਤਰ ਦੇ ਅੰਕੜੇ ਬਣਾਉਣਾ ਅਤੇ ਉਹਨਾਂ ਦੇ ਨਾਮ ਲਿਖਣਾ, ਅਭਿਆਸ ਕਰੋ | ਪੰਜਾਬੀ ਅੱਖਰਾਂ ਦੇ ਵੱਖੇ ਵੱਖਰੇ ਸ਼ਬਦ ਲਿਖਣੇ, ਉਹਨਾਂ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਕਵਿਤਾਵਾਂ ਲਿਖਣੀਆਂ | ਅਸਲ ਜ਼ਿੰਦਗੀ ਦੀਆਂ ਉਦਾਹਰਣਾਂ ਰਾਹੀਂ ਪੰਜਾਬੀ ਅੱਖਰਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ | ਵਿਦਿਆਰਥੀ ਅੱਖਰ ਅਤੇ ਪੰਜਾਬੀ ਆਵਾਜ਼ ਸਿੱਖਣਗੇ |
| ਅਪ੍ਰੈਲ/ ੭ ਕਲਾਸਾਂ | ਸਿਹਾਰੀ ਵਾਲੇ ਸ਼ਬਦ, ਬਿਹਾਰੀ ਵਾਲੇ ਸ਼ਬਦ, ਔਂਕੜ ਵਾਲੇ ਸ਼ਬਦ, ਦੁਲੈਂਕੜ ਵਾਲੇ ਸ਼ਬਦ | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ, ਵੱਖੇ ਵੱਖਰੇ ਸ਼ਬਦਾਂ ਵਿਚ ਮਾਤਰਾ ਦੀ ਪਛਾਣ ਕਰਨਾ, ਚਿੱਤਰ ਨੂੰ ਸਹੀ ਸ਼ਬਦ ਨਾਲ ਮੇਲਣਾ | ਮਾਤਰਾ ਦੀ ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ ਦਿਓ, ਮਾਤਰਾ ਦੀ ਆਵਾਜ਼ ਦਾ ਮੌਖਿਕ ਟੈਸਟ | ਅਧਿਆਪਕ ਦੁਆਰਾ ਮਾਤਰਾ ਧੁਨੀ ਦੀ ਸਪਸ਼ਟਤਾ ਲਈ ਕਵਿਤਾ ਦਾ ਪਾਠ | ਸਿਹਾਰੀ, ਬਿਹਾਰੀ ਦੀ ਆਵਾਜ਼ ਅਤੇ ਵਰਤੋਂ ਸਿੱਖਣਾ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---------------------------------|---|------------------------------|---|--|---|--|
| ਮਈ / ੫ ਕਲਾਸਾਂ | ਲਾਂ ਵਾਲੇ ਸ਼ਬਦ, ਦੁਲਾਵਾਂ ਵਾਲੇ ਸ਼ਬਦ, ਹੋੜਾ ਵਾਲੇ ਸ਼ਬਦ, ਕਨੌੜਾ ਵਾਲੇ ਸ਼ਬਦ | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਵੱਖੇ ਵੱਖਰੇ ਸ਼ਬਦਾਂ ਦੁਆਰਾ ਮਾਤਰਾਂ ਵਿਚਕਾਰ ਅੰਤਰ ਨੂੰ ਸਮਝਣਾ, ਕਵਿਤਾ ਗੁਬਾਰੇ, ਸਹੀ ਮਾਤਰਾ ਦੁਆਰਾ ਚਿੱਤਰ ਦੇ ਨਾਮ ਪੂਰੇ ਕਰਨਾ, ਤਸਵੀਰ ਨੂੰ ਰੰਗਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਸਹੀ ਨਾਮ ਲਿਖਣਾ | ਹਰੇਕ ਮਾਤਰਾ ਦੇ ੧੦ ਸ਼ਬਦ ਲਿਖਣੇ, ਸ਼ਬਦਾਂ ਨੂੰ ਸਹੀ ਮਾਤਰਾ ਨਾਲ ਪੂਰਾ ਕਰਨਾ, | ਚੰਗੀ ਤਰ੍ਹਾਂ ਸਮਝਣ ਲਈ ਵੱਖ ਵੱਖ ਤਸਵੀਰਾਂ ਦੇਖਣੀਆਂ ਅਤੇ ਉਹਨਾਂ ਦਾ ਨਾਮ ਪੰਜਾਬੀ ਵਿੱਚ ਬਦਲਣਾ. | ਬੱਚੇ ਸੰਬੰਧਤ ਮਾਤਰਾ ਦੀ ਅਵਾਜ਼ ਦੀ ਵਰਤੋਂ ਕਿਵੇਂ ਕਰਨ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਸ਼ਬਦਾਵਲੀ ਵਿਚ ਸੁਧਾਰ |
| ਜੁਲਾਈ/ ੭ ਕਲਾਸਾਂ | ਬਿੰਦੀ ਵਾਲੇ ਸ਼ਬਦ, ਟਿੱਪੀ ਵਾਲੇ ਸ਼ਬਦ, ਅੱਧਕ ਵਾਲੇ ਸ਼ਬਦ | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਅਭਿਆਸ ਦੀ ਪੂਰਤੀ, ਕਵਿਤਾ ਗਾਂ, ੧੫ ਅਗਸਤ ਲਈ ਕਵਿਤਾ ਗਾਓ, ਤਸਵੀਰ ਨੂੰ ਸਹੀ ਸ਼ਬਦ ਨਾਲ ਮੇਲਣਾ | ਕਵਿਤਾ ਗਾਂ 'ਤੇ ਨੋਟਬੁੱਕ 'ਤੇ ਪ੍ਰੋਜੈਕਟ, ਵੱਖ ਵੱਖ ਕਾਲਮਾਂ ਦੇ ਅਧੀਨ ਸੰਬੰਧਿਤ ਮਾਤਰਾ ਦੇ ਵੱਖੇ ਵੱਖਰੇ ਸ਼ਬਦ ਲੱਭਣੇ ਅਤੇ ਲਿਖਣਾ, ਸ਼ਬਦਾਂ ਦਾ ਉਦੇਸ਼ ਕਲਾਸ ਵਿਚ ਮੌਜੂਦ ਵਸਤੂਆਂ ਦਾ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ ਕਰਨਾ ਅਤੇ ਇਸ ਵਿਚਲੇ ਵੱਖ-ਵੱਖ ਮਾਤਰਾਂ ਦੀ ਪਛਾਣ | ਅਧਿਆਪਕ- ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਮਾਤਰਾਂ ਨਾਲ ਸ਼ਬਦਾਂ 'ਤੇ ਗੱਲਬਾਤ ਕਰਦੇ ਹਨ | ਸੰਬੰਧਤ ਮਾਤਰਾਂ ਨਾਲ ਸ਼ਬਦ ਸਿੱਖਣਾ ਵਿਦਿਆਰਥੀ ਮਾਤਰਾਂ ਨੂੰ ਵੱਖਰਾ ਕਰਨਾ ਵੀ ਸਿੱਖਣਗੇ. |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---------------------------------|--|---|--|--|---|--|
| | | | | ਕਰਨਾ | | |
| ਅਗਸਤ / ੭ ਕਲਾਸਾਂ | ਹਫ਼ਤੇ ਦੇ ਦਿਨ ਕਵਿਤਾ, ਦਾਦਾ ਜੀ ਕਵਿਤਾ, ਚਿੱਤਰ ਕਥਾ(ਪਿਆਸਾ ਕਾਂ) | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ, ਵੀਡੀਓ https://www.youtube.com/watch?v=z3FKwxlcFTA , | ਅਭਿਆਸ ਨੂੰ ਪੂਰਾ ਕਰਨਾ, ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਦਾਦਾ-ਦਾਦੀ ਨਾਲ ਰਿਸਤੇ ਅਤੇ ਯਾਦਾਂ 'ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਗੇ, ਪਿਆਸੇ ਕਾਂ 'ਤੇ ਚਾਰਟ ਬਣਾਓ | ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦਾ ਜੁਬਾਨੀ ਟੈਸਟ, ਬੱਚੇ ਕਲਾਸ ਵਿਚ ਦਾਦਾ ਜੀ ਦੀ ਕਵਿਤਾ ਸੁਣਾਉਣਗੇ, ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦਾ ਲਿਖਤੀ ਟੈਸਟ | ਕਲਾਸ ਵਿਚ ਅਧਿਆਪਕ ਦੁਆਰਾ ਕਵਿਤਾ ਦਾ ਪਾਠ, ਵੱਖੇ ਵੱਖਰੀਆਂ ਕਹਾਣੀਆਂ ਦੇ ਜ਼ਰੀਏ ਨੈਤਿਕ 'ਜਿੱਥੇ ਇੱਛਾ ਹੈ ਉਥੇ ਇੱਕ ਰਸਤਾ ਹੈ' ਬਾਰੇ ਗੱਲ ਕਰਨਾ | ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਆਪਣੇ ਦਾਦਾ-ਦਾਦੀ ਨੂੰ ਪਿਆਰ ਕਰਨਾ ਅਤੇ ਦੇਖਭਾਲ ਕਰਨਾ ਸਿਖਾਇਆ ਜਾਵੇਗਾ, ਕੋਈ ਵੀ ਕੰਮ ਕਰਨ ਲਈ ਦ੍ਰਿੜਤਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਨਾ. |
| ਸਤੰਬਰ / ੬ ਕਲਾਸਾਂ | ਫਰਜ਼(ਪ੍ਰੇਰਕ ਪ੍ਰਸੰਗ), ਖਿਮਾਂ ਕਰਨ ਵਿੱਚ ਹੀ ਸੁੱਖ ਹੈ ਰਾਣੀ-ਭੈਣ(ਕਵਿਤਾ) | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਪਾਠ ਪੜਨਾ, ਕਲਾਸ ਵਿਚ ਵਿਦਿਆਰਥੀ ਕਵਿਤਾ ਸੁਣਾਉਣਗੇ, ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ, ਵਿਦਿਆਰਥੀ ਆਪਣੀਆਂ ਕਾਪੀਆਂ ਵਿਚ ਕਵਿਤਾ ਲਿਖਣਗੇ | ਪਾਠ ਪੜਨ ਦਾ ਟੈਸਟ, ਕਹਾਣੀਆਂ ਦੇ ਅਧਾਰ ਤੇ ਵਿਦਿਆਰਥੀ ਸਹੀ ਗਲਤ ਦੀ ਚੋਣ ਕਰਨਗੇ, ਮੌਖਿਕ ਪ੍ਰਸ਼ਨ ਉੱਤਰ | ਅਧਿਆਪਕ ਦੂਜਿਆਂ ਦੀ ਮਦਦ ਕਰਨ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ, ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਦੂਜਿਆਂ ਨੂੰ ਮਾਫ਼ ਕਰਨ ਬਾਰੇ ਸਿਖਾਉਣਾ | ਵਿਦਿਆਰਥੀ ਆਕਾਰ ਦੀ ਪਰਵਾਹ ਕੀਤੇ ਬਿਨਾਂ ਦੂਜਿਆਂ ਦੀ ਮਦਦ ਕਰਨ ਦੇ ਮਹੱਤਵ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਵਿਦਿਆਰਥੀ ਇਹ ਵੀ ਸਿੱਖਣਗੇ ਕਿ ਸਿਰਫ਼ ਬਹਾਦਰ ਵਿਅਕਤੀ ਹੀ ਦੂਜਿਆਂ ਨੂੰ ਮਾਫ਼ ਕਰ ਸਕਦੇ ਹਨ. |
| ਅਕਤੂਬਰ / ੮ ਕਲਾਸਾਂ | ਮੇਰਾ ਸਕੂਟਰ, ਬਿੱਲੀ | ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ, ਕਿਤਾਬ | ਕਵਿਤਾ ਦਾ ਪਾਠ, ਸਮੂਹਾਂ ਵਿਚ ਕਵਿਤਾ | ਕਵਿਤਾਵਾਂ ਦਾ ਮੌਖਿਕ ਟੈਸਟ, ਕਵਿਤਾ ਦਾ ਲਿਖਤੀ ਟੈਸਟ | ਵੱਖ ਵੱਖ ਸਮੂਹਾਂ ਵਿਚ ਕਵਿਤਾਵਾਂ ਦਾ ਪਾਠ | ਵਿਦਿਆਰਥੀ ਵੱਖੇ ਵੱਖਰੇ ਸ਼ਬਦ ਸਿੱਖਣਗੇ ਅਤੇ ਇਹ |

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| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
| | | | ਸਿੱਖਣੀ ਅਤੇ ਗਾਉਣਾ, ਪਿਛਲੇ ਪਾਠਾਂ ਦਾ ਸੰਸ਼ੋਧਨ, ਵਿਦਿਆਰਥੀ ਕਾਪੀਆਂ ਵਿੱਚ ਕਵਿਤਾ ਲਿਖਣਗੇ | | ਕਰਨਾ | ਉਨ੍ਹਾਂ ਦੀ ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਸੁਧਾਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਗੇ |
| ਨਵੰਬਰ / ੩ ਕਲਾਸਾਂ | ਪੁਰਾਣੇ ਸਿਲੇਬਸ ਵਿੱਚ ਸ਼ੇਧ | ਗ੍ਰੀਨ ਬੋਰਡ, ਟੈਸਟ ਪੇਪਰ | | ਮਾਤਰਾਂ ਦੀ ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ, ਕਵਿਤਾਵਾਂ ਦਾ ਓਰਲ ਟੈਸਟ, ਕਹਾਣੀਆਂ ਦੇ ਅਧਾਰ ਤੇ ਸਹੀ ਗਲਤ | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : संस्कृत

कक्षा : 6

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------|---|--|--|---|--|
| फरवरी (6) | स्तुति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> सरस्वती देवी का चित्र बनाना व उसमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल श्लोक लिखवाना वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> माता-पिता व गुरु के सम्मान करने की भावना का विकास <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मार्च (26) | संस्कृत वर्णमाला | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्णों को सही क्रम में लगाना खेल -खेल में वर्णों का ज्ञान करवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अ से ज तक के चित्रों में रंग | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विद्यार्थियों से वर्णों के बारे में बातचीत करना वर्णमाला का अनुकरणात्मक वाचन <p>विषय की घोषणा</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वर्णों की पहचान वर्णों को सही रूप में पढ़ना तथा लिखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-----------------------------|---|--|--|--|--|
| | | | <p>भरवाना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>वर्णों का सामूहिक वाचन</p> <ul style="list-style-type: none"> लेखन कौशल <p>वर्णों को क्रम से लिखना</p> | | <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | वर्ण संयोग :विच्छेद : | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से उनके नाम का वर्ण विच्छेद करवाना कला समेकित ज्ञानार्जन: भिन्न – भिन्न शब्दों का विच्छेद प्रोजेक्ट फाइल में लगाना । <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>वर्णों का संयोग करते हुए शब्दों का वाचन</p> <ul style="list-style-type: none"> लेखन कौशल <p>वर्ण – विच्छेद के लिए पाँच शब्द देना</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच-आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> वर्ण संयोग व वर्ण विच्छेद पर चर्चा करते हुए विषय की घोषणा की जाएगी । <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वर्णों को जोड़ कर शब्द बनाना सीखा वर्णों को अलग करके वर्ण – विच्छेद सीखा । <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | अकारांत – पुल्लिंग – शब्दा: | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> पशु –पक्षियों के बारे में जानकारी एकत्रित करवाना <p>कला समेकित ज्ञानार्जन:</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में भिन्न – भिन्न वस्तुओं के माध्यम से लिंग की जानकारी देते हुए पुल्लिंग शब्दों पर | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पुल्लिंग शब्दों का लिखित अभ्यास करना सीखा शब्द भण्डार में वृद्धि करना <p>कला संबंधी</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> पशु –पक्षियों व अन्य वस्तुओं के चित्र बनाना व चार्ट पेपर चित्र चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल अकारांत पुल्लिंग शब्दों का उच्चारण करना लेखन कौशल तीनों लिंगों का संस्कृत ,हिंदी व अंग्रेजी भाषा में अर्थ लिखना | | <p>चर्चा द्वारा विषय की घोषणाकी जाएगी</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> रचनात्मकता का विकास |
| अप्रैल (22) | आकारांत-स्त्रीलिंग – शब्दाः | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> घर पर काम आने वाली वस्तुओं व परिवार के स्त्रीलिंग वाले सदस्यों के नाम छांट कर प्रोजेक्ट फाइल में संस्कृत भाषा में लिखना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> स्त्रीलिंग शब्दों को चार्ट पर चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल स्त्रीलिंग शब्दों का | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> चार्ट पेपर पर चित्र दिखा कर लिंग पूछते हुए स्त्रीलिंग शब्दों पर विस्तारपूर्वक चर्चा करना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> स्त्रीलिंग शब्दों का लिखित अभ्यास करना सीखा शब्द भण्डार में वृद्धि करना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | उच्चारण • लेखन कौशल चित्र देख कर स्त्रीलिंग शब्दों को संस्कृत में लिखना | | | |
| | नपुंसकलिंग - शब्दा : | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> वर्ग पहेली से वर्ण लेकर नपुंसकलिंग शब्दों को लिखना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> चार्ट पर नपुंसकलिंग शब्दों को चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल नपुंसकलिंग शब्दों का उच्चारण लेखन कौशल चित्र देख कर नपुंसकलिंग शब्दों को संस्कृत में लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> कक्षा में पाई जाने वाली चीजों के नाम संस्कृत में पूछते हुए उनके वचन की जानकारी एकत्रित की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> स्त्रीलिंग शब्दों का लिखित अभ्यास करना सीखा शब्द भण्डार में वृद्धि करना कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मई (18) | वचनानि | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> बच्चों से कक्षा में पाई जाने वाली वस्तुओं के वचन पर चर्चा करते हुए पूछा जायेगा कि वह एक वचन है, द्विवचन है या बहुवचन है ? | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों से कक्षा में पाई जाने वाली वस्तुओं के वचन पर चर्चा करते हुए पूछा जायेगा कि वह एक वचन है, द्विवचन है या बहुवचन है ? विषय की घोषणा | विषय संबंधी <ul style="list-style-type: none"> एक वचन, द्विवचन व बहुवचन शब्दों का लिखित व मौखिक अभ्यास करना सीखा शब्द भण्डार में वृद्धि करना कला संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • एक वचन, द्विवचन व बहुवचन के दस नामों को एक चार्ट पेपर पर लिख कर चित्र सहित कक्षा में लगाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> • वाचन कौशल चित्रों को देख कर उनके नाम उचित वचनों में बोलना • लेखन कौशल चित्रों को देख कर उनके नाम उचित वचनों में लिखना <p>अंतः विषय सम्बन्ध</p> <ul style="list-style-type: none"> • हिंदी विषय से जोड़ते हुए वचन के भेदों के बारे में बताया जायेगा | | <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना | <ul style="list-style-type: none"> • रचनात्मकता का विकास • |
| जुलाई (23) | सर्वनाम –परिचय : | <ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> • कक्षा में छात्रों के समूह बनाकर तीनों लिंगों में सर्वनाम का ज्ञान करवाने के लिए संवाद करवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • सर्वनाम शब्दों के चित्र चार्ट पर | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> • छात्रों से सर्वनाम शब्दों का प्रयोग करते हुए वाक्य बनवाना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना | <p>विषय संबंधी</p> <ul style="list-style-type: none"> • दैनिक बोलचाल की भाषा में सर्वनाम शब्दों का उपयोग करना सीखा <p>कला संबंधी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य बोलना लेखन कौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य लिखना अंत: विषय सम्बन्ध <ul style="list-style-type: none"> हिंदी व अंग्रेजी भाषा से जोड़ते हुए संस्कृत भाषा में सर्वनाम का ज्ञान करवाना | | <ul style="list-style-type: none"> पुनरावृत्ति | |
| | धातु – परिचय: क्रिया | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में तीन छात्रों के संवाद दुआर क्रिया का बोध करवाना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> दस धातुओं (क्रियाओं) के लट लकार, प्रथम पुरुष के तीनों वचनों के रूप प्रोजेक्ट फाइल में लिखना व चित्र चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल क्रिया का प्रयोग करते हुए वाक्य लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> कक्षा में विभिन्न क्रियाओं के चित्र दिखा कर छात्रों से संस्कृत में उनकी धातुएँ पूछते हुये विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> क्रिया शब्दों की पहचान करना सीखा कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | प्रथम पुरुष त्रिषु लिंग वचन च | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में प्रत्येक छात्र से छोटे छोटे प्रश्न पूछना व प्रथम पुरुष के बारे में बताना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> प्रोजेक्ट फाइल में प्रथम पुरुष का प्रयोग करते हुए एक वचन व बहुवचन के वाक्य बनाना और उनके चित्र चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल चित्र देख कर प्रथम पुरुष के पाँच वाक्य बोलना लेखन कौशल चित्र देख कर प्रथम पुरुष के पाँच वाक्य लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> लिंग वचन के बारे में चर्चा करते हुए प्रथम पुरुष के बारे में बताना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> प्रथम पुरुष के वाक्यों का निर्माण करना सीखा <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| अगस्त (26) | मध्यम पुरुष: (त्रिषु वचन) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में तीन छात्रों को खड़ा कर के एक छात्र को मध्यम | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> लिंग वचन के बारे में चर्चा करते हुए मध्यम पुरुष के | <p>विषय संबंधी</p> <ul style="list-style-type: none"> मध्यम पुरुष के वाक्यों का निर्माण करना सीखा <p>कला संबंधी</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-------------------------------------|---|--|--|---|--|
| | | <ul style="list-style-type: none"> द्रश्य - श्रव्य साधन | <p>पुरुष एक वचन का वाक्य, दूसरे छात्र को द्विवचन और तीसरे छात्र को बहुवचन का वाक्य बोलने के लिए कहा जायेगा</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> एक त्रिकोण में एकवचन, द्विवचन और बहुवचन के करता व क्रियाओं को अलग करते हुए उनमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल मध्यम पुरुष के वाक्यों को संस्कृत में बोलना लेखन कौशल मध्यम पुरुष के वाक्यों को संस्कृत में लिखना | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | <p>बारे में बताना</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | उत्तम पुरुष : (त्रिषु लिंग ,वचन च) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में तीन छात्रों को खड़ा कर के एक छात्र को उत्तम पुरुष एक वचन का वाक्य, दूसरे छात्र को द्विवचन और तीसरे छात्र को | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> लिंग, वचन के बारे में चर्चा करते हुए उत्तम पुरुष के बारे में बताना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास | <p>विषय संबंधी</p> <ul style="list-style-type: none"> उत्तम पुरुष के वाक्यों का निर्माण करना सीखा <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------------------------|---|--|--|---|---|
| | | | <p>बहुवचन का वाक्य बोलने के लिए कहा जायेगा</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • एक त्रिकोण में एकवचन, द्विवचन और बहुवचन के करता व क्रियाओं को अलग करते हुए उनमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> • वाचन कौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना • लेखन कौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना | | <ul style="list-style-type: none"> • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | |
| सितंबर (26) | अब तक किये गए सारे कार्य की दोहराई | | | | | |
| अक्टूबर (21) | संख्याज्ञानम् | <ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> • बच्चों को कक्षा में आस पास की वस्तुओं को गिन कर अंग्रेजी व संस्कृत भाषा में लिखने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • प्रकृति में जो वस्तुएं एकवचन और | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> • कक्षा में छात्रों से प्रश्न पूछ कर संख्यां रूप में उतर जानेंगे. <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> • गिनती का संस्कृत भाषा में ज्ञान प्राप्त किया <p>कला संबंधी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>बहुवचन में होती है उनके नाम, संख्या, चित्र प्रोजेक्ट फाइल में लगाना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल संख्याओं का कंठस्थ वाचन लेखन कौशल एक से चार तक की संख्याओं के तीनों लिंगों के रूपों को लिखना | | | |
| | अव्यय – पदानि | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्ग पहेली से वर्ण लेकर अव्यय पद बनाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चार्ट पेपर पर तालिका बनाकर उसमें कर्ता, अव्यय, धातु रूप से वाक्य बनाएँ व चार्ट को कक्षा में चिपकाएँ <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल अव्यय का अभ्यास कक्षा में संवाद कर के करना लेखन कौशल अव्यय का प्रयोग करते हुए 10 वाक्य लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को कार्यपत्रक में गद्यांश दे कर अव्यय छांटने के लिए देना <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> अव्यय पदों का वाक्यों में प्रयोग करना सीखा <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------------------------|---|---|--|--|--|
| | चतुर :काक : (चित्रकथा) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्ग-पहेली से पशु-पक्षियों के नाम चुन कर लिखना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कौआ और मटके का चित्र बनाकर रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल कोई शिक्षाप्रद कहानी सुनाना लेखन कौशल चित्रों की सहायता से कहानी लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में बच्चों को कोई एक कहानी सुनाने के लिए कहा जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> सफलता के लिए निरंतर प्रयास करना |
| नवंबर (11) | अब तक किये गए सारे कार्य की दोहराई | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: IV-VI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|---|---|--|
| March 8days | Theme: Object based Topic: Drawing Sub Topic: <ul style="list-style-type: none"> • Form • Tone • Texture • Lines | <ul style="list-style-type: none"> • Books • Wikipedia | <ul style="list-style-type: none"> • Live Demonstration • Practical's | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The learners will be involved in an activity where they will make drawings of objects on blackboard based on prior knowledge. • Demonstration on drawings. • Discussion on few artists who made good still-life drawings. • Children will practice on daily bases. • Video will be shown on origami art for kids. https://en.m.wikipedia.org/wiki/Child_art | <ul style="list-style-type: none"> • The learners will improve skills on use of line, color scheme and tones. • The learners experiment with different methods and materials of visual arts. • The learners discover their potential for creativity, self-expression and visual awareness through painting. |

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| April 8days | Theme: People based Topic: Painting Sub Topic: <ul style="list-style-type: none"> • Form • Pattern • Texture • Color | <ul style="list-style-type: none"> • Books • Black board | <ul style="list-style-type: none"> • Live Demonstration • Practical's | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. • Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com • Children will be involved in a demonstration class on how to make abstract painting. | <ul style="list-style-type: none"> • The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. • Doing it practically they will improve skills on use of line, color scheme and tones. • The learners Would be able to understand the core values of an art piece. • Understand the basic principles of colour. • The learners • Discover their potential for creativity, self-expression and visual awareness through painting. |
| May 8days | Theme: Object based Topic: Clay modeling: Sub Topic: <ul style="list-style-type: none"> • Forms • Proportion • Motor skills • Observations skills | <ul style="list-style-type: none"> • Books • YouTube | <ul style="list-style-type: none"> • Experiment with different kinds of form and shape. • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • Demonstration will be given on how to make bird, flower, boat, elephant etc. • Video will be shown on clay art for kids. https://youtu.be/71hFvc_g7LI https://youtu.be/kQXi | <ul style="list-style-type: none"> • Clay modelling helps develop hand-eye coordination, fine motor skills and mental concentration. Use of the hands directly stimulates areas of the brain. • Clay modelling Challenges us at the |

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| | | | | | NsHqI_4 <ul style="list-style-type: none"> The learners will be involved in demonstration on making clay modeling. Students will be involved in daily practice. | cognitive level as we follow instructions, learning new skills and activities. <ul style="list-style-type: none"> Physically our hands become active. The learners will improve observations skills and Mathematical skills. |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| July 8days | Topic /Theme: Environment /people/object/tradition based Tradition based <ul style="list-style-type: none"> Folk Art Sub-topic: <ul style="list-style-type: none"> Form Proportion Expression Color Principles of art(Balance, rhythm, | <ul style="list-style-type: none"> Books Wikipedia Black board | <ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment | <ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. | <ul style="list-style-type: none"> The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia.org/ The learner would read and narrate stories from the lives of folk artists or about any folk art. The learners would be involved in making paintings and masks. | <ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners experiment with different methods and materials of visual arts. The learners will instill respect for the folk artists and understands the |

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| | | | | | <ul style="list-style-type: none"> A project would be given on any current situation which will be executed in any folk style. | regional traditional art. |
| August 8days | <p>Topic /Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Still life study <p>Sub-topic:</p> <ul style="list-style-type: none"> Form Shape Tone Texture Color | <ul style="list-style-type: none"> Sketch book Black board Wikipedia Natural things YouTube | <ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment | <ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. | <ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown. https://www.saatchiar.com Objects will be arranged with drapery. Still life done with Pencil and water color is being shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com | <ul style="list-style-type: none"> The learners will improve skills on use of line, color scheme and tones. The learners experiment with different methods and materials of visual arts. The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting. |

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| September 8days | Theme: Objective Topic: Collage making: Sub Topic: <ul style="list-style-type: none"> • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things | <ul style="list-style-type: none"> • Newspaper • Magazine | <ul style="list-style-type: none"> • Live Demonstration on making collage. • Daily practice as a hand on experience. | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The learners will be involved in demonstration on making collage and apply them on drawings. • Students will be involved in daily practice. • The learners will be involved to makes groups and work as a team to complete the project. | <ul style="list-style-type: none"> • The Learners will use and experiment with different resources. • The learners will Gain concentration skills. • The learners will learn to work together and build communication skills. • The learners will be able to appreciate each other works. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: VII
Session 2020-21

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| FEB: (Total Working Days-6) | Topics : 1. Three Questions(Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Use of dictionary ● Use of Extra Marks Modules ● PDF of the chapter (NCERT book) ● Chalk, board, duster ● Computer Aided Teaching (Extra marks) | <ul style="list-style-type: none"> ● Entry /Exit Cards (Practical Based Learning) ● Students will write down which are the THREE MOST IMPORTANT QUESTIONS going on in their mind at present. (Experiential Learning) ● Role Play of the story(ART INTEGRATION) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on the story ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The children would be asked about the author Leo Tolstoy and which famous books can they relate with him? (Three Questions) ● Children can attempt creative writing like stories, their own answers, etc ● Children will learn new words. ● Children will be able to answer the questions asked.- Children will be able to take dictation of the | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Inter-personal skills ● The learners ask questions in different contexts and situations (based on the text/beyond the text ● The learners participate in different events such as role play, skit etc. |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/I nterdisciplinary linkage/Art Integration/Practical/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>words learnt.</p> <ul style="list-style-type: none"> ● Children will be able to enjoy reading. ● Children will be able to read stories/plays and locate details, sequence of ideas and events and identify main idea | <ul style="list-style-type: none"> ● The learners are able to connect with the morals and values highlighted in the story. ● The learners refer to a dictionary to check meanings and spelling. ● The students infer the meaning of unfamiliar words by reading them in context. ● The students are able to spell the words correctly when dictation is given. ● The students are able to read a variety of texts for pleasure |
| | <p>2. Application Writing (1 Day) 3. Letter Writing (Formal & Informal) (1 Day)</p> | <ul style="list-style-type: none"> ● Explanation by the teacher ● Discussion ● Use of dictionary | <ul style="list-style-type: none"> ● Enactment of the life-cycle of a letter(from the time it is written to the time it reaches the | <ul style="list-style-type: none"> ● Class Test based on letter Writing ● CW and HW in BBC Compacta | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● How do we send | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills |

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| | | <ul style="list-style-type: none"> ● BBC Compacta Workbook ● Chalk, board, duster ● Use of Extra Marks Modules ● You tube videos https://www.youtube.com/watch?v=8pFd8DLcPIY https://www.youtube.com/watch?v=m6TuXixyg9E | <p>recipient) (Art Integration)</p> <ul style="list-style-type: none"> ● This activity will be followed by discussion ● Visit to a post office(Experiential Learning) ● Collaborative Learning with Social Science – Study of Communication ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● MCQ, Quiz | <p>messages to other people?</p> <ul style="list-style-type: none"> ● How did this communication start? ● Let’s turn back the pages of history and look at the journey of a letter. ● The children would be asked to bring cut outs of letters and applications from newspapers and magazines ● Children would be able to write an application. ● Students will be able to understand and use different forms of writing (informal letter and application) ● Children would be able to understand the importance and | <ul style="list-style-type: none"> ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Inter personal communication skills ● The students are able to write an application and different forms of letters. ● They will be able to learn the skill of letter writing ● They will know the importance of postal system. ● They will know the role of letters in present day digitized life ● They will come to know the importance of collaborative study. |

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| | | | | | history of communication. | |
| MARCH: (Total Working Days) 26 | Topics : 1.The Squirrel (Poem) | <ul style="list-style-type: none"> ● Model Recitation by the teacher ● Recitation by the students ● Computer Aided Teaching (using Extra marks) ● PPT made by the facilitator | <ul style="list-style-type: none"> ● Project: Compose a short poem on any of your favourite animal.(Art Integration) ● Visit to a park (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● (Critical Thinking- Problem Solving Through discussion on the elements of nature. The humans who were responsible of introducing squirrels in the parks, will they only be responsible for their extinction too?) | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on the poem ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The children would be initiated into talking about their feelings for animals which they see around them. Some might come up with the answers such as ‘I have a pet...’ ● Children will learn new words. ● Children will be able to answer the questions asked ● Children will be able to take dictation of the words learnt ● Children would be able to enjoy reading | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The learners refer to a dictionary to check meanings and spelling. ● The students infer the meaning of unfamiliar words by reading them in context. ● The students are able to spell the words correctly when dictation is given. ● Students are able to recite poems with expressions |

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| | | | | | <ul style="list-style-type: none"> ● Children will be able to appreciate poetry and poetic terms ● Children will be able to think critically ,compare and contrast characters/events/ ideas and relate them to their life | <p>and intonation</p> <ul style="list-style-type: none"> ● Students will be able to appreciate the bounties of nature. ● Students will be able to understand the importance of rhyming words/scheme in poetry and poetic devices. |
| | 2.The Tiny Teacher(Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation and discussion ● Use of dictionary ● Use of Extra Marks Modules ● PDF of the chapter (NCERT book) ● Chalk, board, duster Computer Aided Teaching(Extra marks) | <ul style="list-style-type: none"> ● Think and write a few qualities of an ideal teacher (Experiential Learning) ● Find out more about ants (Collaborative Learning with Science) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on the story ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● What was the moral of the story-King and the ant? ● The children would be able to empathize with animals around them. ● The children would be able to | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The learners refer to a dictionary to check meanings and spelling. ● The students infer the meaning of |

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| | | | | | <p>learn vocabulary associated with various professions and use them in different professions.</p> <ul style="list-style-type: none"> Children would refer to sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts | <p>unfamiliar words by reading them in context.</p> <ul style="list-style-type: none"> The students are able to spell the words correctly when dictation is given. Students narrate stories with expressions and proper pronunciation Students would develop their abstract thinking. |
| | 3.Bringing up Kari(Story) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Use of dictionary Use of Extra Marks Modules PDF of the chapter (NCERT book) Chalk, board, duster Computer Aided Teaching(Extra marks) | <ul style="list-style-type: none"> Draw the tiniest animal and the largest animal (Art Integration) and find out more information about them. <p>(Collaborative Project with Science)</p> <ul style="list-style-type: none"> Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on the story | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Have you ever felt responsible for someone else’s acts? The children would be able to summarise orally the stories and events that he/she | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The learners refer to a dictionary to check meanings |

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| | | | <ul style="list-style-type: none"> ● (Critical Thinking- Problem Solving) Through discussion on the conflict given in the story. Can animals behave in a more humane way than humans themselves?) | <ul style="list-style-type: none"> ● MCQ, Quiz | <p>has read or heard</p> <ul style="list-style-type: none"> ● The children would be able to empathize with animals around them. | <p>and spelling.</p> <ul style="list-style-type: none"> ● The students infer the meaning of unfamiliar words by reading them in context. ● The students are able to spell the words correctly when dictation is given. |
| | <p>6.Article Writing 7.Short Story Writing 8.Determiners 9.Reading Comprehension</p> | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster ● You tube videos ● https://www.youtube.com/watch?v=MbMMZ4rPrfI ● https://www.youtube.com/watch?v=ae61kGNpQPs ● https://www.youtube.com/watch?v=ae61kGNpQPs | <ul style="list-style-type: none"> ● Roll-a-Story will be done (Experiential Learning) In the same activity, the children would be able to identify Determiners too ● Collage Making for Article Writing (Art integration) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● Social Skills: Relay culture game will be | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on Determiners/ Article Writing/Short Story Writing ● MCQ, Quiz ● Worksheets | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The students would be shown a few slides which will contain various writing tasks and they would identify them. ● Children would understand the context for various types of writing tasks | <ul style="list-style-type: none"> ● Students are able to use determiners in speech and writing. ● The students are able to attempt reading comprehension. ● The students are able to write descriptions/narratives showing sensitivity to his environment and appreciates cultural diversity |

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| | | e.com/watch?v=SrHrTUZWww4 | played and their social skills will be enhanced through this. | | <ul style="list-style-type: none"> Students will be able to identify determiners in spoken and written language Students will be able to write articles and short stories. | |
| APRIL: (Total Working Days) 22 | Topics : 1. A Gift of Chappals (Story) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> Gift Wrapping Activity(Art integration) Making/packing gifts for the helping staff of our school (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal Social Skills: They will learn to empathize and what does ‘Joy of Giving’ mean | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the story. MCQ Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: What do you generally present people on their special occasions? The children would be able to become proficient in decision making Children will be able to see contradictions in normal behaviour and moving acts of charity Children will | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Social skills Decision making skill. The students can infer the meaning of unfamiliar words by reading them in context The students can write dictation of |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | learn new words <ul style="list-style-type: none"> ● Children will be able to answer the questions asked ● The children will enjoy reading ● This will enable the students to understand the meaning of the prose by reading | words <ul style="list-style-type: none"> ● The students would understand the difference between preaching and practicing |
| | 2.The Rebel (Poem) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Model Recitation by the teacher ● Recitation by the students ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE Find out information about the famous rebels of Indian Independence Movement and draw their sketches (ART INTEGRATION) ● Stage show of famous rebels (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the poem. ● MCQ Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● What do you name a person who doesn't follow the bandwagon? (The Rebel) ● The children will read different kinds of texts such as prose, plays, poetry etc ● The children will be able to: | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The students can infer the meaning of unfamiliar words by reading them in context ● The students can write dictation of |

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| | | | <ul style="list-style-type: none"> ● (Critical Thinking- Problem Solving) Through discussion on the conflict given in the poem. Is being a rebel always bad? Is being a rebel synonymous with being bad in everyone's eyes?) | | <ul style="list-style-type: none"> ● Children will learn new words. ● Children will be able to answer the questions asked ● Children will enjoy reading ● understand the meaning of the prose by reading | <p>words</p> <ul style="list-style-type: none"> ● Students recite poem with expressions and intonation |
| | 3.Gopal and the Hilsa Fish (Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● Art integration and project: Comic Strip will be made on the given topic. ● Collaborative Project with Hindi (The dialogues would be written in Hindi too in the comic strip) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story. ● MCQ Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● Which is the national fish of Bangladesh? ● Children will be able to look at cartoons/comics/pictures without words and write about them. ● Children will learn new words. ● Children will be able to answer the | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The students can infer the meaning of unfamiliar words by reading them in context ● The students can write dictation of words |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | questions asked <ul style="list-style-type: none"> ● The children will enjoy reading ● To enable the students to understand the meaning of the prose by reading | <ul style="list-style-type: none"> ● The students develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects |
| | 4. Article Writing 5. Adjectives 6. Reading Comprehension 7. Diary entry 8. Paragraph Writing | <p>Computer Aided Teaching (using Extra marks)</p> <ul style="list-style-type: none"> ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster ● You tube videos ● https://www.youtube.com/watch?v=laQUXyfVM9Y ● https://www.youtube.com/watch?v=_4qGFMNxdDo ● https://www.youtube.com/watch?v=L1J9ZPVydrC | <ul style="list-style-type: none"> ● Write names of your family members and write five adjectives for each member. Also illustrate those adjectives. (Art Integration) ● Write about your feelings on how you felt when you were very angry. Describe briefly the situation. (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on Determiners/adjectives /Article Writing/Diary writing/Paragraph Writing ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The children would be asked about their favourite poets and authors. They will be asked to describe them using various adjectives. ● The children would consciously listen to songs/poems and other forms of texts in English through | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> ● Reading skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Listening Skills ● The students are able to identify and use adjectives in their speech and writing. ● The students are able to attempt reading comprehension. |

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| | | | | | <p>interaction and being exposed to print-rich environment</p> <ul style="list-style-type: none"> ● The children would be able to read text, both familiar and unfamiliar ,and write answers for comprehension and inferential questions ● The children would use material from various sources in English and other languages to facilitate comprehension and co-relation ● The children will be able to use adjectives correctly in speech and writing | <ul style="list-style-type: none"> ● The students develop the ability to express their thoughts effortlessly, confidently and in an organised manner. |

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| | | | | | <ul style="list-style-type: none"> The children will be able to write a paragraph and an article. The children will be able to write a diary entry. | |
| MAY: (Total Working Days) 18 | 1.The Shed(Poem) 5.Chivvy(Poem) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> Children will make 3 D models of a shed in groups of 4-5 (Project) Role play (art integration) Children will enact a scene in which the parents and children are having a normal discussion in which the kids are being instructed by their parents. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal (Critical Thinking- Problem Solving) Through discussion on | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the poems MCQ, Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Where do you keep your gardening tools, ladder etc? (The Shed) Why do you think the parents are always correcting their children? (Chivvy) The children would think critically on inputs based on reading and interaction and try to provide suggestions/solutions to the | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking <ul style="list-style-type: none"> The students can infer the meaning of unfamiliar words by reading them in context <p>-The students can write dictation of words</p> <p>-Students can recite poem with expressions and intonation</p> |

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| | | | the conflict given in the poem. Why do our elders (parents and siblings) keep instructing us all the time? What is their motive?) | | <p>problems raised</p> <ul style="list-style-type: none"> ● The children would attempt self composed poems ● Children will learn new words. ● Children will be able to answer the questions asked ● The children will enjoy reading ● To enable the students to understand the meaning of the prose by reading | |
| | 2.The Desert (Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● <u>Computer Aided Teaching</u> (using Extra marks) | <ul style="list-style-type: none"> ● Collaborative Project with Science and Social Science: List the adaptations of desert plants and animals. ● Imagine you don't get water to drink for one full day and narrate your feelings to the class in form of a story. (Experiential learning) | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on story ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● How do animals and plants adapt themselves in various habitats?(The Desert) ● The children would be able to read and | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The students can infer the meaning of unfamiliar |

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| | | | <ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | | understand beyond the text <ul style="list-style-type: none"> ● The children would think critically ● Children will learn new words. ● Children will be able to answer the questions asked ● The children will enjoy reading ● the students will understand the meaning of the prose by reading | words by reading them in context <ul style="list-style-type: none"> ● The students can write dictation of words |
| | 3.The Cop and the anthem(Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● Find out information about our national anthem –Who wrote it, etc. Write the words from it which are used in some other song, etc (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on the story ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● What do you understand by the words ‘cop’ and ‘anthem’? ● Children will learn new words. ● Children will answer the questions asked ● The children will | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● The students can infer the meaning of unfamiliar words by reading them in context ● The students can |

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| | | | | | enjoy reading <ul style="list-style-type: none"> The students will understand the meaning of the prose by reading | write dictation of words <ul style="list-style-type: none"> The students understand the moral values taught in the story. The students develop imagination, creativity and aesthetic sensibility and appreciation |
| | 4.The Ashes That Made The Trees Bloom(Story) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> Students will find a folktale from Japan and narrate it in their own words in front of their class in groups. They will present with the help of PPT(Project+ Art Integration) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on the story MCQ, Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: The children would be asked which folktales they remember which they have heard from their parents/grandparents Children will learn new words. Children will be | The following skills of the students shall be enhanced : <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking The students can infer the meaning of unfamiliar words by reading them in context The students can |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>able to answer the questions asked</p> <ul style="list-style-type: none"> The children will enjoy reading the students are able to understand the meaning of the prose by reading | write dictation of words |
| JULY: Total number of Working Days-23 | 6. Tenses 7. Short Story Writing | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extra marks) Explanation by the teacher Use of dictionary BBC Compacta Workbook Chalk, board, duster You tube videos https://www.youtube.com/watch?v=Iee_txj59o0 https://www.youtube.com/watch?v=d62WwKbTzv8 | <ul style="list-style-type: none"> Self Composed Poem on Tenses (Art Integration) Write a short story on your best experience of your last session (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> Writing of Difficult words, Word Meanings and Making Sentences Class Test based on tenses and story writing MCQ, Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: TWO TRUTHS AND A LIE GAME WILL BE PLAYED Each student says three sentences about themselves. Everyone guesses the lie! You can use any verb tense with this to review what you are studying. Have students choose their own or choose for them. The three forms | <ul style="list-style-type: none"> The students are able to identify and use Verbs in their speech and writing. The students are able to write short stories with correct tense usage The students are able to engage in conversations using correct tense usage The students write dialogues from a story and story from dialogues |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=j2SnOp6vZc | | | <p>of verbs would be recited in form of a poem and gradually the topic ‘Tenses’ would be introduced</p> <ul style="list-style-type: none"> • The children will be able to use tenses, correctly in speech and writing • The children will be able to write a short story • The children will understand the context for various types of writing such as diary entry, story writing, etc. | |
| | Topic: 1. Expert Detectives (Story) | <ul style="list-style-type: none"> • Loud Reading by students • Explanation by the teacher • Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> • Collaborative Project with Social Science on Women Empowerment- Individual Activity. • Search to win? | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing of Question answers. • Short class test of questions based on | <ul style="list-style-type: none"> • Ice-Breaking Activity and PK Testing: • ‘Search to win’ (Treasure Hunt) activity would be organized in which the | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing |

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| | | | Activity (Experiential learning) <ul style="list-style-type: none"> • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | the story <ul style="list-style-type: none"> • MCQ, Quiz | students would have to follow hints and at the end the secret would be revealed which would disclose the name of the topic to be taught. (Expert Detectives) <ul style="list-style-type: none"> • Children will be able to respond to a variety of questions on familiar and unfamiliar texts. • the children will be able to enjoy reading • the students will be encouraged to read more • the students will understand the meaning of the prose by reading | <ul style="list-style-type: none"> • Critical thinking • The students ask and respond to questions based on texts and out of curiosity -The students infer the meaning of unfamiliar words by reading them in context |
| | 2. Mystery of the Talking Fan (Poem) | <ul style="list-style-type: none"> • Loud Reading by students | <ul style="list-style-type: none"> • Collaborative Project with | <ul style="list-style-type: none"> • (CW) Discussion and (HW) writing | <ul style="list-style-type: none"> • Ice-Breaking Activity and PK | The following skills of the students shall be |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> ● Explanation by the teacher ● Model Recitation by the teacher ● Recitation by the students ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● Science: Dialogue Writing- Conversation between different body parts ● Art Integration- Children will make a model of a fan(Group Activity) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● of Question answers. ● Short class test of questions based on the poem ● MCQ, Quiz | <p>Testing:</p> <p>Do fans talk?</p> <p>Students will be :</p> <ul style="list-style-type: none"> ● enabled to enjoy reading poems ● encouraged to read more. ● understand the meaning of the poem by reading ● understand various poetic devices. | <p>enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● The students learn the skill of reciting poem with good intonation and pronunciation ● The students improve their communication skills ● Students learn to develop the ability to connect different aspects of a poem |
| | 3.E-mail 4. Reading Comprehension | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta | <ul style="list-style-type: none"> ● Role Play – Children will enact the journey of e-mail from the sender to the recipient. The children themselves | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: How did your grandparents communicate with their relatives and | <p>The following skills will be assessed:</p> <ul style="list-style-type: none"> ● Listening Skill ● Inter-personal Skills ● Creative Writing ● Writing Skills ● Reading Skills |

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| | | Workbook <ul style="list-style-type: none"> Chalk, board, duster You tube videos https://www.youtube.com/watch?v=3TuljN65slw https://www.youtube.com/watch?v=4PDgVEhfKso https://www.youtube.com/watch?v=M4BkVmA0p6Y | will play the roles of various buttons e.g. Cc, Bcc, Subject, etc (Art Integration) <ul style="list-style-type: none"> Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal Social Skills: They will be enhanced through the way they interact (to whom they are writing mails) | e-mail writing and reading comprehension <ul style="list-style-type: none"> MCQ, Quiz | friends? <ul style="list-style-type: none"> The story of journey of messaging from pigeons to what’s app would be shown on the screen. Children will learn new words Students will be able to use the correct format for writing an Email Students will be able to write a coherent piece undergoing various stages and processes of writing Students will be able to use new vocabulary | <ul style="list-style-type: none"> Social Skills The students would be able to use appropriate grammatical forms in communication The students comprehend unfamiliar text The students write e-mails and stories showing sensitivity to gender, environment and appreciation of cultural diversity |

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| <p>AUGUST : Total number of Working Days-20</p> | <p>1.The Invention of Vita Wonk(Story)</p> | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● <u>Computer Aided Teaching</u> (using Extra marks) ● <u>PPT on Roald Dahl</u> | <ul style="list-style-type: none"> ● INDIVIDUAL PROJECT- Public Speaking- Speeches made by famous people like ‘Jawaharlal Nehru’, ‘Winston Churchill’, etc would be taken up and the children would be given practice on ‘Public Speaking ● Collaborative Project with ALL SUBJECTS on ‘WATER’- Children will write down various idioms and proverbs which contain the word WATER. ● Watch the movies ‘Honey I shrunk the kids’ and ‘Honey I blew up the kids. (Experiential Learning) ● Children will make power point | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story ● MCQ, Quiz | <p>Ice-Breaking Activity and PK Testing:</p> <ul style="list-style-type: none"> ● A video of Roald Dahl would be shown which would gradually lead to Mr. Willy Wonka and his passion for chocolates. (The Invention of Vita Wonk) ● Children will learn new words. ● Children will be able to respond to a variety of questions on familiar and unfamiliar texts. ● the children will be able to enjoy reading ● the students will be encouraged to read more. | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading <p>● Students participate in activities in English like role play</p> <p>-Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.</p> |

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| | | | <p>presentations on Roald Dahl and his famous work.(Art Integration)</p> <ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● (Critical Thinking- Problem Solving Through discussion on the conflict given in the story. Which is your favourite fictional character in Roald Dahl’s books?) | | | |
| | <p>2.Dad and The Cat and The Tree (Poem) 3.Trees(Poem)</p> | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Model Recitation by the teacher ● Recitation by the students ● <u>Computer Aided Teaching</u> (using Extra marks) | <ul style="list-style-type: none"> ● Self Composed poems on NATURE (Art Integration) ● Tree Climbing Competition (Experiential Learning) ● Find out at least 5 more poems written on trees. Find out the names of the poets and to which country they belong to.(Group Project) | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the poem ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The students would be taken out to a garden where they would be asked who all can climb a tree ?(safety precautions would be taken) (Dad and the cat and the Tree) | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● Students will participate in activities in English like role |

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| | | | <ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | | <ul style="list-style-type: none"> ● Where do the arboreal animals live? (Trees) ● Students appreciate the poems written on nature ● To enable the children to enjoy reading ● To encourage the students to read more ● To enable the students to understand the meaning of the poem by reading | <p>play</p> <ul style="list-style-type: none"> ● Students will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● Students learn the desirable values of valuing nature ● The students learn the skill of reciting poem with good intonation and pronunciation ● The students improve their communication skills ● Students learn to develop the ability to connect different aspects of a poem |

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| | 3.Golu Grows a Nose(Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● Role Play Find out a folk tale and enact in groups (Art Integration) ● Children will imagine that they are Pinocchios and narrate how did they come to have such long noses (Experiential Learning) ● Are there any vestigial organs in our body? Name them and find out information about them. (Project and Collaborative Learning with science) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● Critical Thinking- Problem Solving Through discussion on the conflict given in the story. Did elephants really grow their noses | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● Children will imagine that they are Pinocchios and narrate how did they come to have such long noses ● Children will be able to respond to a variety of questions on familiar and unfamiliar texts. ● The students locate sequence of ideas, events and identify main idea of a story | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● Students will participate in activities in English like role play ● Students will respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. |

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| | | | because of this reason? | | | |
| | 4.Speech Writing 5.Prepositions 6. Direct-Indirect Speech | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster ● You tube videos ● https://www.youtube.com/watch?v=M4BkVmA0p6Y ● https://www.youtube.com/watch?v=XzkcWh8s4w ● https://www.youtube.com/watch?v=lcnVMh0tR9w | <ul style="list-style-type: none"> ● Collaborative Project with Social Science on ‘Media’- Children will prepare a questionnaire to be asked from the HRD Minister on the given topic ‘What steps is the government taking to ban Chinese Products?’ ● Skill Assessment: ● Art Integration- Children will illustrate the prepositions of location ● Experiential Learning- Intra-class Quiz will be played on Direct-Indirect Speech ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on Speech Writing, Prepositions and Direct-Indirect Speech ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The students would be asked to bring newspapers in which they would be asked to identify various types of sentences which contain inverted commas and words which show position.(Direct-Indirect Speech) ● To enable the students to understand the meaning of the prose by reading ● Students will be able to identify Direct and Indirect speech ● Students will be | <p>The following skills will be assessed:</p> <ul style="list-style-type: none"> ● Listening Skill ● Inter-personal Skills ● Creative Writing ● Writing Skills ● Reading Skills ● Social Skills ● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● Students write grammatically correct sentences for a variety of situations using nouns, pronouns, prepositions etc. |

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| | | | | | <p>able to use correct prepositions.</p> <ul style="list-style-type: none"> The students participate indifferent events/activities in English in the classroom, school assembly and other institutions | |
| | 7. Quality (Story) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> Children will come forward and narrate incidents of going for shopping with their parents (Experiential Learning) Children will list out the good qualities of shoes and make a ppt on different types of shoes (Art Integration) Comparative study of shoes made in England and Germany (Group Project) Skill Assessment – Reading, Writing, | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the story MCQ, Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: Have you ever heard your parents discussing which shoes to buy and from where to buy? (Quality) Children will be able to respond to a variety of questions on familiar and unfamiliar texts. The students locate sequence | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The students can use meaningful sentences to describe/narrate factual/imaginary situations The students respond to a variety of questions on |

| Month No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/ Interdisciplinary linkage/Art Integration/Practical/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|---|---|--|---|--|
| | | | Speaking, Critical Thinking, Inter-personal | | of ideas, events and identify main idea of a story | familiar and unfamiliar texts verbally and in writing |
| SEPTEMBER: (Total Working Days- 27) | 1.I Want Something In a Cage(Story) 2.Chandni(Story) | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Computer Aided Teaching (using Extra marks) Flipped Teaching (I want something in a cage) | <ul style="list-style-type: none"> Recite the poem ‘In a Cage’ by Maya Angelou (Art Integration) Imagine yourself to be in a cage and express your feelings in front of the class.(Experiential Learning) Which states have maximum number of zoos? Collect information and pen it down. Make a list.(Collaborative Learning with SOCIAL SCIENCE+ Team Project) Art integration- Children will divide their drawing sheet | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the stories MCQ, Quiz | <ul style="list-style-type: none"> Ice-Breaking Activity and PK Testing: What does ‘Freedom’ mean to you? (I want something in a Cage and Chandni) Children will learn new words. Children will be able to respond to a variety of questions on familiar and unfamiliar texts. To enable the children to enjoy reading To encourage the students to read more. To enable the students to understand the meaning of the | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The students can use meaningful sentences to describe/narrate factual/imaginary situations The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing |

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| | | | <p>into two parts and on one side they will draw animals roaming around freely and on the other side they will draw animals in cages.</p> <ul style="list-style-type: none"> ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● Critical Thinking- Problem Solving Through discussion on the conflict given in the story. What is more important- Freedom or materialistic things? | | prose by reading | |
| | 3.Modals 4..Debate | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster | <ul style="list-style-type: none"> ● Activity (Project): Children will be asked to make a chart (in groups) on school rules in which they will incorporate ‘Modals’. Make it as creative as | <ul style="list-style-type: none"> ● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on modals ● Intra class debate | <ul style="list-style-type: none"> ● What do you generally hear teachers and parents telling you when you are doing something which is not correct? (Modals) | <ul style="list-style-type: none"> ● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● They are able to |

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|-----------------------------------|--|---|--|--|---|---|
| | | <ul style="list-style-type: none"> You tube videos https://www.youtube.com/watch?v=Nk9nQwoCFig https://www.youtube.com/watch?v=NyE1Kz0e--0 | <p>possible(Art Integration/Project)</p> <ul style="list-style-type: none"> Inter-Class Debate would be organized on the topic- ‘INFLUENCE OF FOREIGN LANGUAGES ON YOUNG GENERATION NOWADAYS’ (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <p>will be held and marked</p> <ul style="list-style-type: none"> MCQ, Quiz | <ul style="list-style-type: none"> The topic ‘Beauty lies in the eyes of the Beholder’ would be written on the board. The children would be asked to give their viewpoints(Debate) Children would be able to participate confidently in debates. Children would be able to differentiate and use modals correctly | <p>frame grammatically correct sentences.</p> <ul style="list-style-type: none"> The students are able to respond to instructions given by the facilitator. |
| OCTOBER-Working Days:21 | <p>1.Fire: Friend and Foe(Story) 2. Meadow Surprises (Story) 3..Bicycle in Good Repair (Story)</p> | <ul style="list-style-type: none"> Loud Reading by students Explanation by the teacher Model Recitation by the teacher Recitation by the students Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> Acrostic Poem- The children would be given a word e.g. - garden, meadow, surprise, etc and they would be asked to write an acrostic poem on that. (Art Integration) Project-Children will make a 3 D | <ul style="list-style-type: none"> (CW) Discussion and (HW) writing of Question answers. Short class test of questions based on the stories MCQ, Quiz | <p>Ice-Breaking Activity and PK Testing:</p> <ul style="list-style-type: none"> What are the five elements earth is made up of?(Fire: Friend and Foe) What comes to your mind when | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading The students can |

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|-----------------------------------|----------------|---------------|---|---|---|--|
| | | | <p>model of a bicycle.</p> <ul style="list-style-type: none"> List the elements of nature which you might see in a garden (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | | <p>you think of nature? (Meadow Surprises)</p> <ul style="list-style-type: none"> Have you ever heard of the name ‘Jerome k. Jerome’? Which mode of transport did you ride(when you learnt driving) for the first time in your life?(Bicycle in Good Repair) The students would think critically and try to provide suggestions/solutions to the conflicts in the stories/text. The students read different kinds of texts for understanding and appreciate and write answers for comprehension | <p>use meaningful sentences to describe/narrate factual/imaginary situations</p> <ul style="list-style-type: none"> The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing |

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|-----------------------------------|--|---|---|--|--|--|
| | | | | | and inferential questions | |
| | 4. Garden Snake (Poem) 5. The Bear Story (Story) 6. A Tiger in the House (Story) | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Model Recitation by the teacher ● Recitation by the students ● Computer Aided Teaching (using Extra marks) | <ul style="list-style-type: none"> ● Collaborative Project with science (Snakes)- Types of Snakes- Categorize into venomous and non-venomous ● Role Play on the chapter 'Tiger in the House' (Art Integration) ● Imagine a tiger has actually entered your house. What will be your first reaction? When you find out the tiger is like Timothy, and then what will you do? (Experiential Learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the stories ● MCQ, Quiz | <ul style="list-style-type: none"> ● Do you know when is International Tiger Day celebrated? (A Tiger in the House) ● Students would consciously listen to stories/prose/texts in English through interaction and being exposed to print rich environment | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Students are able to comprehend English stories/text/prose. |

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|-----------------------------------|--|---|--|---|--|---|
| | 7.Voice(Active & Passive) 8.Short Story Writing 9.Conjunctions | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster ● You tube videos ● https://www.youtube.com/watch?v=nBm0Ok13AYE ● https://www.youtube.com/watch?v=nXNFyY7xe8I | <ul style="list-style-type: none"> ● Intra class quiz would be played wherein one team would speak sentences in Active voice and the other team has to convert them into Passive voice and vice-versa(Experiential Learning) ● Role Play on FANBOYS(Conjunctions) (Art Integration) ● Group Project – Relay Story Narration will take place ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | <ul style="list-style-type: none"> ● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class. ● (HW) Children will do exercises in the BBC Compacta (work book) ● A Short class test based on the topics ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● What do you understand by sentence structure, subject and object? (Voice) ● Children would be asked to bring a newspaper and circle the words- and, but, or, because. They would be asked what they know about them. (Conjunctions) ● To enable the students to achieve linguistic competency ● To enable the students to use grammar as a tool in the comprehension and creation of oral and written | <p>The students are able to</p> <ul style="list-style-type: none"> ● Identify Active and Passive Voice ● Change the active voice into passive voice and vice-versa ● The writing skills will improve ● Use meaningful sentences to describe/ narrate factual/ imaginary situations in story writing. ● draft various writing tasks in grammatically correct manner |

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|--|--|---|---|--|--|---|
| | | | | | <p>language.</p> <ul style="list-style-type: none"> ● To enable the students to use the language efficiently ● Students will be able to change the voice of a sentence ● Students will be able to use conjunctions appropriately ● Students will be able to write factual descriptions. ● understand the grammatical forms in context/through reading | |
| <p>NOVEMBER: Total Working Days-11</p> | <p>Topic : 1. The Story of Cricket(story) 2. An Alien Hand (story)</p> | <ul style="list-style-type: none"> ● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks) ● Ppts | <ul style="list-style-type: none"> ● Activity: Art Integrated Project Children will make a timeline on the various stages of the sport ‘Cricket’ and put it up on the class board. This will be a group activity. | <ul style="list-style-type: none"> ● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the stories ● MCQ, Quiz | <ul style="list-style-type: none"> ● Ice-Breaking Activity and PK Testing: ● The children would be shown a few clippings which would contain pictures of people playing cricket and they would be asked to | <p>The following skills of the students shall be enhanced :</p> <ul style="list-style-type: none"> ● Reading skills ● Speaking skills ● Writing skills ● Creative writing ● Critical thinking(Problem solving) ● The students are |

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|-----------------------------------|-----------------------|--|---|---|--|---|
| | | | <p>Experiential Learning- Interaction with the sports teacher:</p> <ul style="list-style-type: none"> ● Collaborative Study with Sports ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal | | <p>identify the game. (The Story of Cricket)</p> <ul style="list-style-type: none"> ● The children will be shown pictures of a few astronauts and they will identify them. ● The students are able to correlate and comprehend various sports and sports lingo ● The students are able to appreciate human’s efforts to reach space. | <p>able to comprehend and appreciate sports personalities and contributions towards space voyage.</p> |
| | 3. Integrated Grammar | <ul style="list-style-type: none"> ● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● BBC Compacta Workbook ● Chalk, board, duster ● You tube videos ● https://www.youtube.com/watch?v=j1UQ11wxvDU | <ul style="list-style-type: none"> ● Experiential learning: Intra-class Quiz will be played on integrated grammar ● Project: Children will make power point presentation on integrated grammar. ● Skill Assessment – Reading, Writing, Speaking, Critical | <ul style="list-style-type: none"> ● (CW) Children will do some exercises in BBC Compacta and the same will be discussed in class. ● (HW) Children will do exercises in the BBC Compacta (work book) ● MCQ, quiz | <ul style="list-style-type: none"> ● The students are able to watch /listen to English news, serials, educational channels and eminent speakers ● The students are able to apply their comprehensive knowledge to the integrated grammar exercises | <ul style="list-style-type: none"> ● The students are able to engage in English with family, friends and people from different professions. ● The students are able to solve integrated grammar exercises |

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|--|--------------------------|---|--|--|----------------------------------|--------------------------|
| | | | Thinking, Inter-personal | | | |
| DECEM BER: Total number of working days: 13 | Revision and Final Exams | <ul style="list-style-type: none"> ● Worksheets ● Computer aided Teaching | | | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : सातवीं

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|--|---|--|---|--|--|--|
| फरवरी - 06 दिन मार्च - 03 दिन | वसंत- भाग 2 कविता - हम पंछी उन्मुक्त गगन के | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वा रा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर कक्षा के बाहर ले जाकर पक्षियों को दिखाना कविता गायन का वीडियो दिखाना https://www.youtube.com/watch?v=sj1jh1X-Z5s वीडियो द्वारा कविता की पुनरावृत्ति https://www.youtube.com/watch?v=myOjGe4sGqk | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> अपने किसी पालतू पक्षी का वर्णन/ आपने किसी पक्षी /की जान बचाई है, या किसी पक्षी को पाला है, उसका अनुभव लिखिए पक्षियों को पालना उचित है - विषय पर कक्षा में वाद - विवाद। <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> अपनी कल्पना के अनुसार किसी पक्षी का चित्र बनाना। पंछी बनू उड़ती फिरू.... <p>https://www.youtube.com/watch?v=bIhhCGFR2NE</p> <p>वाचन कौशल - कविता का सामूहिक वाचन</p> <p>लेखन कौशल -</p> <ul style="list-style-type: none"> कविता का सार अपनी शब्दों में लिखना अपना वाद- | <ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित कार्य कक्षा में चर्चा लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> गाना दिखाना - पंछी बनू उड़ती फिरू.... https://www.youtube.com/watch?v=bIhhCGFR2NE बच्चों से गाने के विषय पर बात। पक्षियों के जीवन पर बात आज़ादी के महत्व पर चर्चा यदि वे कहीं बंद हो जाएँ तो उनके मनोभावों पर चर्चा। <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> कवि शिवमंगल सिंह का जीवन परिचय कविता का सरल अर्थ <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> कविता पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझ कर अपने शब्द भंडार मेंवृद्धिकरना कविता का सारांश अपने शब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना। कविता के मूल भाव को समझकर उत्तर देने में सक्षम <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>विवाद स्वयं लिखना </p> <p>समालोचनात्मक कौशल -</p> <ul style="list-style-type: none"> पक्षियों की आज़ादी पर चर्चा <p>नैतिक मूल्यों पर चर्चा -</p> <ul style="list-style-type: none"> दया का भाव उत्पन्न <p>बहुविषयक सहलग्नता -</p> <p>सामाजिक अध्ययन (Multidisciplinary linkage)</p> <p>परियोजना कार्य -</p> <ul style="list-style-type: none"> पक्षियों के कम होने के कारण पता करना कौन से पक्षी स्थान परिवर्तन करते हैं - जानकारी एकत्रित करना | | <p>पूछना</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न पुनरावृत्ति | <p>विकास </p> <ul style="list-style-type: none"> समालोचनात्मक कौशल वैश्विक समस्या – पर्यावरण में परिवर्तन तथा इसके कारण पशु – पक्षियों पर प्रभाव को समझ सके। कंप्यूटर दक्षता में सुधार <p>नैतिक मूल्य -</p> <p>जीवों के प्रति दया का भाव उत्पन्न हुआ </p> |
| मार्च 26 दिन | वसंत- भाग 2 संस्मरण - दादी माँ | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर वीडियो द्वारा पाठ की पुनरावृत्ति | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपनी दादी/नानी/ दादा/ नाना किसी एक का चरित्र - चित्रण लिखना <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपनी कल्पना के अनुसार अपनी दादी/दादा जी की तस्वीर लगाना या चित्र बनाना बच्चों को दादी अम्मा --- के रूठने तथा मनाने का गाना सुनाना | <ul style="list-style-type: none"> प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित कार्य लिखित परीक्षा खुले अंत वाले प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> बच्चों को दादी अम्मा --- के रूठने तथा मनाने का गाना सुनाना https://www.youtube.com/watch?v=SEj bHURNnGk भूमिका -विद्यार्थियों को अपने बचपन में दादा/ दादी से जुड़ी कोई मजेदार घटना | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=SEjbHURNnGk | <p>https://www.youtube.com/watch?v=SEjbHURNnGk</p> <p>वाचन कौशल -</p> <ul style="list-style-type: none"> घर में बड़ों के सम्मान तथा उनके अधिकारों पर बातचीत तथा चर्चा <p>लेखन कौशल</p> <ul style="list-style-type: none"> चरित्र चित्रण लिखना <p>समालोचनात्मक कौशल -</p> <ul style="list-style-type: none"> आज के बदलते सामाजिक परिवेश में बुजुर्गों की हालत पर चर्चा <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) परियोजना कार्य - (सामाजिक अध्ययन) -</p> <ul style="list-style-type: none"> भारत में बाढ़ कहाँ -कहाँ आती है? <p>बाढ़ के कारण लोगों के जीवन में क्या परिवर्तन आते हैं- विषय पर जानकारी एकत्रित करना </p> | | <p>सुनाने को कहते हुए संस्मरण विधा का परिचय दिया जाएगा </p> <ul style="list-style-type: none"> विषय की घोषणा- जीवन में बुजुर्गों के महत्व पर बात करते हुए पाठ 'दादी माँ' का सरल अर्थ विषय विस्तार- पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव समझाना हिन्दू महीनों के बारे में जानकारी विभिन्न ग्रामीण वनस्पतियों की जानकारी | <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना संस्मरण विधा से परिचित हुए कला सम्बन्धी - रचनात्मकता का विकास वाचन कौशल का विकास समालोचनात्मक कौशल का विकास कंप्यूटर दक्षता में सुधार ग्रामीण जीवन के बारे में जानकारी प्राप्त हुई हिंदी महीनों के नाम जानें कंप्यूटर दक्षता में सुधार नैतिक मूल्य - बड़ों के प्रति आदर तथा सहानुभूति की भावना उत्पन्न हुई |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | वसंत भाग -2 निबंध - हिमालय की बेटियाँ | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर पाठ के सार की वीडियो दिखाना https://www.youtube.com/watch?v=vB63rI7svQc | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> आज के बदलते सामाजिक परिवेश में नदियों के प्रदूषण पर चर्चा सुधार के कार्यक्रमों की जानकारी एकत्रित करना नदियों के दस लाभ लिखवाना <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> मानचित्र पर नदियों का उद्गम स्थल तथा उनके पहुँचने का स्थान दिखाना हिमालय से निकलने वाली नदियों का रास्ता मानचित्र पर बनाना गंगा नदी पर आधारित गीत दिखाना https://www.youtube.com/watch?v=_Bzd3cBqCLs <p>पठन कौशल -विद्यार्थियों द्वारा पाठ का कक्षा में पठन किया जाएगा </p> <p>समालोचनात्मक कौशल -</p> <ul style="list-style-type: none"> नदियों के संरक्षण पर चर्चा तथा सुझाव <p>बहुविषयक सहलग्नता -(विज्ञान)परियोजना कार्य -</p> <ul style="list-style-type: none"> वर्षा जल संरक्षण की | <ul style="list-style-type: none"> प्रश्नोत्तरी- बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित कार्य लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> भूमिका - अपनी विद्यार्थियों द्वारा अपनी मनपसंद यात्रा का वर्णन पर्वतारोहियों व पहाड़ों की सुन्दरता पर कक्षा से बात भारत के मान चित्र पर पहाड़ व हिमालय से निकलने वाली नदियों को दिखाना <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> लेखक नागार्जुन का परिचय लेख का पुस्तक से अध्ययन <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना निबंध विधा से परिचित हुए पाठ का अर्थ समझकर उत्तर देने में सक्षम हुए <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का सुधार समालोचनात्मक |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>जानकारी एकत्रित करना ।</p> <ul style="list-style-type: none"> पानी से सम्बंधित दस मुहावरे अर्थ सहित लिखना । कवि कालिदास के बारे में संस्कृत शिक्षक द्वारा जानकारी प्राप्त करना । | | | <p>कौशल का सुधार ।</p> <ul style="list-style-type: none"> लेखक की कल्पना को समझ सके । वाचन कौशल का सुधार । श्रवण कौशल का विकास । कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> जल संरक्षण की आवश्यकता को समझ सके तथा जल के सदुपयोग के प्रति जागरूक हुए । नदियों के संरक्षण के प्रति जागरूक हुए । |
| | वसंत भाग-2 कविता - कठपुतली | <ul style="list-style-type: none"> ई-पुस्तक से पठन वीडियो दिखाना पी. पी टी एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण चर्चा चॉक ब्लैक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> कठपुतली नाच की जानकारी, आरम्भ व कठपुतली पर बने गीतों को देखना । <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> कठपुतली नाच व गाना दिखाना https://www.youtube.com/watch?v=O7yrNphM8pU अपनी कल्पना के अनुसार कठपुतली | <ul style="list-style-type: none"> प्रश्नोत्तरी- बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित कार्य खुले अंत वाले प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <p>-</p> <ul style="list-style-type: none"> कक्षा में कठपुतली नाच दिखाना कठपुतली कला के आरम्भ व प्रचलन पर बातचीत कविता में आज़ादी के महत्त्व पर चर्चा । आज़ादी को | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> कठपुतलियों से जुड़ी जानकारी प्राप्त हुई । कविता का केंद्रीय भाव समझ सके । लेखन कौशल का विस्तार वाचन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • कठपुतली नाच दिखाते हुए कोई गीत दिखाना • https://www.youtube.com/watch?v=tobNezBJEp0 | <p>का चित्र बनाना</p> <p>वाचन कौशल -</p> <ul style="list-style-type: none"> • कविता का कक्षा में सस्वर वाचन तथा मूल्यांकन । <p>श्रवण कौशल -</p> <ul style="list-style-type: none"> • कक्षा में कविता के वाचन को ध्यानपूर्वक सुना तथा सीखा । • रचनात्मक कौशल - • यदि तुम कठपुतली के स्थान पर होते तो क्या करते ---- चर्चा व अपने विचार लिखना । <p>बहुविषयक सहलग्नता- (सामाजिक विज्ञान) परियोजना कार्य -</p> <ul style="list-style-type: none"> • राजस्थान के खान- पान, नृत्य तथा रिवाजों की जानकारी एकत्रित करना । | | <p>भारतवासियों के संघर्ष से जोड़ना</p> <ul style="list-style-type: none"> • आज़ादी के संघर्ष पर बातचीत । <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • कवि भवानी प्रसाद मिश्र का परिचय • कविता का पुस्तक से सस्वर वाचन • सरल अर्थ <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • वाचन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • कविता का मूल भाव • कविता का सस्वर पठन • पुस्तक से सम्बंधित प्रश्नों पर चर्चा । | <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना • कविता का सारांश अपने शब्दों में लिखना • रचनाकार के उद्देश्य को स्पष्ट करना। <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास । <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • वाचन कौशल का सुधार । • समालोचनात्मक कौशल का सुधार । • लेखक की कल्पना को समझ सके । • एक प्रान्त की विशेष कला का ज्ञान हुआ । • आज़ादी के लिए हुए संघर्षों को जान सके । • श्रवण कौशल का विकास । • कंप्यूटर दक्षता में सुधार । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> आज़ादी सभी के लिए सर्वोपरि है - भावना का विकास हुआ । |
| | व्याकरण – भाषा, व्याकरण तथा लिपि | <ul style="list-style-type: none"> ई-पुस्तक से पठन अभ्यास एकस्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति <p>https://www.youtube.com/watch?v=3NDEA2F1UO4</p> | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कक्षा से इशारों द्वारा बातचीत। दमशिरा खेल खेलना । <p>विषय की घोषणा</p> <ul style="list-style-type: none"> भाषा व उसके रूपों पर बात करते हुए विभिन्न लिपियों की जानकारी देना व्याकरण के उद्देश्य व महत्व पर चर्चा । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> भाषा के प्रत्येक भेद की पहचान करना सीखे। लिपि व व्याकरण का महत्व समझ सके। भाषा से सम्बंधित किसी भी प्रश्न का उत्तर देने में सक्षम । |
| | वर्ण, वर्णों के भेद, वर्ण-विच्छेद तथा वर्ण संयोग | <ul style="list-style-type: none"> ई-पुस्तक से पठन अभ्यास एकस्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>-</p> <ul style="list-style-type: none"> अध्यापिका बच्चों को कुछ वर्ण देकर कुछ शब्द बताने के लिए कहेंगी । वर्णों के बनने पर चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> प्रत्येक के लिए | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> वर्ण, वर्णों के भेद, वर्ण-विच्छेद तथा वर्ण संयोग आदि की पहचान में सक्षम । प्रश्नों पर आधारित उत्तर देने में सक्षम । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <p>पुनरावृत्ति</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=EdNakckh4hc | | | <p>श्यामपट पर शब्दों के उदाहरण देकर समझाना।</p> <ul style="list-style-type: none"> • सबका अभ्यास करवाना । | |
| अप्रैल - 22 दिन | उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • श्याम पट्ट • डस्टर • चॉक • ब्लैक बोर्ड • पुस्तक से अभ्यास • एकस्ट्रा मार्क्स द्वारा प्रस्तुतिकरण | | <ul style="list-style-type: none"> • अभ्यास • लिखित परीक्षा • प्रश्नोत्तरी • लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • कक्षा में किसी बच्चे का नाम पुकार कर पूछना कि अपना नाम तोड़ो । • शब्द कैसे बनता है इस पर चर्चा । <p>विषय की घोषणा -</p> <p>उपसर्ग तथा प्रत्यय का परिचय ।</p> <ul style="list-style-type: none"> • भाषा में उनका महत्व समझाकर अभ्यास । • विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • उपसर्ग का भाषा में महत्व समझा सके। • शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए । • शब्दों में उन्हें पहचानने में सक्षम हुए । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | महाभारत पाठ-1 आदि पर्व (शेष आधे पाठ का अध्ययन) | <ul style="list-style-type: none"> ई-पुस्तक से पठन सरल अर्थ एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना कला समेकित ज्ञानार्जन - महाभारत के लिए छोटी सी फिल्म दिखाना <p>https://www.youtube.com/watch?v=1lqp9nqRkI</p> | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>-</p> <ul style="list-style-type: none"> कक्षा से रामायण के बारे में बात व चर्चा राम तथा श्रीकृष्ण के विषय में बात <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना विद्यार्थियों द्वारा पाठ का पठन पुनरावृत्ति प्रश्नों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> महाभारत के रचियता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए |
| | पत्र लेखन व अनुच्छेद लेखन गाना डाकिया डाक लाया ---दिखाना https://www.youtube.com/watch?v=1n6k1CZ-EZs | <ul style="list-style-type: none"> ई-पुस्तक से पठन कक्षा में अभ्यास एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> लिखित अभ्यास लिखित कार्य लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>-</p> <ul style="list-style-type: none"> गान डाकिया डाक लाया गाना सुनाना गाने पर चर्चा पत्रों के प्रकार पर चर्चा पिन कोड के बारे में जानकारी विषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> औपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | देकर अभ्यास करवाना। • अनुच्छेद पर चर्चा | |
| | वसंत भाग-2 कहानी -मिठाईवाला | <ul style="list-style-type: none"> ई-पुस्तक से पठन सरल अर्थ एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड पाठ की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=IF0YiU-Rypg चॉक | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> कहानी का कक्षा में सामूहिक अभिनय। किसी फेरीवाले से बातचीत करते हुए अपने अनुभव लिखिए । कला समेकित ज्ञानार्जन - फेरी वाले के बारे में दिखाते हुए गीत सर जो चकराए दिखाना https://www.youtube.com/watch?v=rJiohcg-gKo अपनी कल्पना के अनुसार मिठाईवाले का चित्र बनाना । <p>वाचन कौशल -</p> <ul style="list-style-type: none"> अपनी लिखी गई कहानी को कक्षा में सुनाना श्रवण कौशल - | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य खुले अंत वाले प्रश्न | | <p>विषय सम्बन्धी -</p> <p>विद्यार्थी फेरीवाले के जीवन को समझ सके।</p> <ul style="list-style-type: none"> रचनात्मकता का विकास हुआ। वाचन कौशल का विकास हुआ लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ ग्रहण । भंडार में वृद्धि । कहानी का सारांश अपने शब्दों में लिखना रचनाकार के उद्देश्य को स्पष्ट करना । कहानी समझके उत्तर देने में सक्षम । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> विद्यार्थी कहानी को ध्यानपूर्वक सुनेंगे तथा पूछे गए प्रश्नों के उत्तर देंगे । <p>रचनात्मक कौशल -</p> <ul style="list-style-type: none"> विद्यार्थी अपने शब्दों में मिठाईवाले की कहानी लिखेंगे कि उसके परिवार के साथ क्या हुआ होगा । <p>बहुविषयक सहलग्नता / -(गणित) परियोजना कार्य</p> <ul style="list-style-type: none"> किसी फेरीवाले का साक्षात्कार लेकर उसकी आय पता करना तथा यह जानना कि इस आय से उसका गुज़ारा अच्छे से होता है या नहीं । उसे अपने परिवार को पालने के लिए एक महीने में कुल कितने पैसों की आवश्यकता होती है । | | | <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास । वाचन कौशल का सुधार । समालोचनात्मक कौशल का सुधार। लेखक की कल्पना को समझ सके । श्रवण कौशल का विकास । कंप्यूटर दक्षता में सुधार । साक्षात्कार विधा का ज्ञान प्राप्त हुआ विभिन्न व्यवसायों का पता चला । नैतिक मूल्य - समाज के गरीब लोगों के प्रति सहानुभूति उत्पन्न हुई। |
| | पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए और मुहावरे | <ul style="list-style-type: none"> ई-पुस्तक से पठन अभ्यास एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चाँक | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> किसी बच्चे का नाम पुकारकर अपने नाम के लिए दूसरे शब्द का प्रयोग करने के लिए कहना । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हें |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • डस्टर • ब्लैक बोर्ड | | | <ul style="list-style-type: none"> • शब्दों के रूप इसी प्रकार बताना विषय की घोषणा - • कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास • श्यामपट पर के उदाहरण देकर समझाना • सबका अभ्यास करवाना | पहचानकर समझने में सक्षम हुए |
| | प्रथम इकाई परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई | | | | | |
| | अप्रैल - प्रथम इकाई परीक्षा | | | | | |
| मई- 18 दिन | वसंत भाग-2 निबंध - रक्त और हमारा शरीर | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • सरल अर्थ • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड | आनुभविक जानार्जन <ul style="list-style-type: none"> • रक्त की कमी से होने वाले रोगों की जानकारी एकत्रित करना • रक्त के विभिन्न समूहों की जानकारी एकत्रित करना | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • लिखित कार्य • खुले अंत वाले प्रश्न • लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • कक्षा में कमजोरी आने पर बातचीत तथा इसके कारणों पर कक्षा में चर्चा • हमारे शरीर की आवश्यकताओं पर बात विषय की घोषणा- <ul style="list-style-type: none"> • लेखक परिचय | विषय सम्बन्धी - <ul style="list-style-type: none"> • रक्त के विभिन्न रूपों को समझ सके • शरीर में उसकी उपयोगिता की जानकारी मिली • संतुलित भोजन की आवश्यकता का पता चला • रक्त समूहों की जानकारी प्राप्त हुई |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=EcoAfnPqDZY | <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कक्षा में विद्यालय चिकित्सक द्वारा रक्त के बनने तथा उचित आहार पर बातचीत विज्ञान के अध्यापक द्वारा कक्षा में ब्लू बेबी तथा रक्त प्रवाह पर जानकारी <p>https://www.youtube.com/watch?v=CUbvcGy9Gxk</p> <p>रचनात्मक कौशल -</p> <ul style="list-style-type: none"> खून को भानुमती का पिटारा क्यों कहा गया होगा ? <p>बहुविषयक सहलग्नता - (विज्ञान) परियोजना कार्य -</p> <ul style="list-style-type: none"> समूहों में ब्लड बैंक तथा उनके कार्यों की जानकारी एकत्रित करना | | <ul style="list-style-type: none"> पाठ की जानकारी व अध्ययन करवाना <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> ब्लड बैंक व इसके कार्यों का ज्ञान हुआ शरीर में रक्त के कणों की जानकारी व महत्व पता चला नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना मुहावरों का प्रयोग तथा महत्व समझ सके रचनाकार के उद्देश्य को स्पष्ट करना <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास वाचन कौशल का सुधार समालोचनात्मक कौशल का सुधार श्रवण कौशल का विकास सामान्य ज्ञान में वृद्धि हुई कंप्यूटर दक्षता में सुधार <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> रक्त दान जीवन के |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | बड़ा दान है - भावना का विकास हुआ तथा रक्त दान के लिए प्रेरित हुए । |
| | महाभारत पाठ-1 आदि पर्व | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा - महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना विद्यार्थियों द्वारा पाठ का पठन । पुनरावृत्ति प्रश्नों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> महाभारत के रचियता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए । |
| | पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> लिखित अभ्यास लिखित कार्य लिखित परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना संवाद के बारे में चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> औपचारिक पत्रों का प्रारूप समझकर लिखने में सक्षम हुए । परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> अनुच्छेद पर चर्चा | |
| | संज्ञा और सर्वनाम | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा कक्षा में संज्ञा तथा सर्वनाम की पहचान बताते हुए उदाहरण देकर समझाना श्यामपट्ट पर प्रत्येक के भेद समझाना व अभ्यास करवाना | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार पहचानने योग्य हुए |
| | वसंत भाग-2 कविता -शाम -एक किसान | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुति चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति <p>https://www.youtube.com/watch?v=rmBf-</p> | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> शाम का दृश्य देखना तथा यह पता करना कि शाम कब से आरंभ होकर समाप्त हुई तथा आसमान में क्या - क्या परिवर्तन आए - इस दृश्य का वर्णन करना शाम की तरह सुबह सूर्योदय से पहले का वर्णन भी देखना तथा लिखना कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> गाना है प्रीत जहाँ की रीत | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> विद्यार्थियों को बाहर ले जाकर कुछ बातचीत बाहर के वातावरण तथा कक्षा के वातावरण में अंतर पर चर्चा आसमान के परिवर्तन पर बातचीत | <ul style="list-style-type: none"> विषय सम्बन्धी प्रकृति के प्रति सर्वेदनशील हुए प्रकृति संरक्षण के प्रति जागरूक हुए मनुष्य और प्रकृति के सम्बन्ध को समझने में सक्षम हुए कल्पनशीलता का विकास हुआ रचनात्मकता का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | aYShdc | <p>सदा दिखाना -</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=N-T3gyN2RBI • शाम के दृश्य का अपनी कल्पना से सुंदर चित्र बनाना • श्रवण कौशल- • सभी विद्यार्थियों का कविता पाठ सुनना • वाचन कौशल - • कविता का सस्वर वाचन • रचनात्मक कौशल - • सुबह के बारे में अपनी कल्पना से कविता लिखना • बहुविषयक सहलग्नता - (विज्ञान) परियोजना कार्य - प्रकृति में आए बदलाव तथा इसके कारण लिखना • सुधार के उपाय बताना | | <ul style="list-style-type: none"> • विषय की घोषणा- • कविता का विषय बताना • कविता का सस्वर पठन तथा सरल अर्थ <p>विषय का विस्तार</p> <ul style="list-style-type: none"> • प्रकृति के मानवीकरण को समझाना • शाम के विभिन्न दृश्यों पर बात करते हुए अर्थ समझाना • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <p>विकास हुआ </p> <ul style="list-style-type: none"> • वाचन कौशल का विकास • कविता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • कविता लेखन से अवगत हुए • समय के अंतर का ज्ञान हुआ • किसी भी विषय के मानवीकरण को पहचानना सीखे • रचनात्मकता का विकास • वाचन कौशल का सुधार • समालोचनात्मक कौशल का सुधार • श्रवण कौशल का विकास • सामान्य ज्ञान में वृद्धि हुई • कंप्यूटर दक्षता में सुधार <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> • प्रकृति के लिए प्रेम का भाव जागृत हुआ |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | तथा सरक्षण के प्रति जागरूक हुए । |
| | पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए और मुहावरे, लोकोक्तियाँ | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | पूर्व ज्ञान परीक्षण पुनरावृत्ति <ul style="list-style-type: none"> कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास प्रत्येक के लिए श्यामपट पर शब्दों के उदाहरण देकर समझाना। सबका अभ्यास करवाना | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हें पहचानकर समझने में सक्षम |
| | जून - द्वितीय इकाई परीक्षा | अब तक किए गए सारे कार्य की दोहराई | | | | |
| जुलाई - 23 दिन | वसंत भाग - 2 नाटक - पापा खो गए | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड नाटक के पात्र बनाकर पी डी एफ | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> समूहों में विद्यार्थियों द्वारा नाटक का अभिनय करवाना बच्चों को अपनी सुरक्षा करने के उपाय लिखवाना। कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> चाचा चौधरी का मजेदार संवाद दिखाना - https://www.youtube.com/watc | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों की सुरक्षा के बारे में बात प्रतिदिन अखबारों में छपी घटनाओं पर चर्चा। बच्चों को अपनी सुरक्षा के लिए सावधानियां बरतनी | विषय सम्बन्धी - <ul style="list-style-type: none"> अपनी सुरक्षा को लेकर जागरूक व सजग हुए नाटक के कलेवर को समझकर उत्तर देने में सक्षम हुए सुरक्षा के उपायों को समझने तथा जानने |

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| | | <p>पुस्तक से सरल अर्थ व अभिनय</p> <ul style="list-style-type: none"> • नाटक की पुनरावृत्ति के लिए वीडियो दिखाना <p>https://www.youtube.com/watch?v=4Qy4e8cSNLw</p> | <p>h?v=50J2EiqIbpM</p> <p>श्रवण कौशल-</p> <ul style="list-style-type: none"> • सभी विद्यार्थियों का एक - दूसरे के संवाद ध्यानपूर्वक सुनना । <p>वाचन कौशल -</p> <ul style="list-style-type: none"> • संवाद बोलकर कक्षा में अभिनय । <p>रचनात्मक कौशल -</p> <ul style="list-style-type: none"> • आसपास की निर्जीव वस्तुओं पर जैसे- खिड़की- दरवाजे , कॉपी- कलम या मोबाइल -कंप्यूटर के बीच संवाद लिखना। <p>बहुविषयक सहलग्नता (कला, सामाजिक अध्ययन)</p> <ul style="list-style-type: none"> • अपने शहर के बस स्टैंड से लेकर अपने घर तक रास्ते का नक्शा बनाना व रास्ते के चिन्हों को दर्शाना । | | <p>चाहिए -पर चर्चा</p> <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> • विद्यार्थियों को नाटक के पात्र बनाकर नाटक का पुस्तक की सहायता पठन । • नए शब्दों का अर्थ समझाना । • विषय का विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <p>में सक्षम हुए ।</p> <ul style="list-style-type: none"> • अभिनय कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कला सम्बन्धी • अपने घर का पता, माता - पिता का फ़ोन नंबर आदि की जानकारी का महत्व समझे • रास्ते को चिन्हित करना सीखे । • रचनात्मकता का विकास । • वाचन कौशल का सुधार । • संवाद कौशल का सुधार । • श्रवण कौशल का विकास । • सामान्य ज्ञान में वृद्धि हुई । • कंप्यूटर दक्षता |

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| | | | | | | में सुधार नैतिक मूल्य - अजनबियों से सचेत रहने तथा खाने -पीने का लालची नहीं होने के प्रति जागरूक हुए |
| | वसंत भाग-2 कहानी -चिड़िया की बच्ची | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=333u0qfr58A चॉक | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> समूहों में विद्यार्थियों द्वारा कहानी का अभिनय करवाना यदि तुम माधवदास की जगह होते तो क्या करते ? यदि तुम्हे कोई चिड़िया की तरह लालच देकर अपने पास रखे तो तुम क्या करोगे ...? <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> स्वयं को एक कमरे में बंद दिखाते हुए अपना चित्र बनाना यदि चिड़िया माधवदास द्वारा पकड़ ली जाती तो उसकी क्या दशा होती ?--- इसका चित्र के रूप में वर्णन कीजिए। <p>श्रवण कौशल-</p> <ul style="list-style-type: none"> सभी विद्यार्थियों का एक - दूसरे के संवाद ध्यानपूर्वक सुनना । <p>रचनात्मक कौशल -</p> | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> पक्षियों की आज़ादी व उनके विचारों पर बातचीत । आज़ादी को कोरोना से जोड़ना । भारत की आज़ादी के बारे में बात करते हुए समझाना कविता - हम पंछी उन्मुक्त गगन के दोहराना <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> विद्यार्थियों द्वारा पाठ का पठन । संवादों का पठन तथा वाचन । <p>विषय का विस्तार -</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> पक्षियों तथा मनुष्यों की विचारधारा का ज्ञान कहानी का सार व मूल सन्देश समझकर उत्तर देने में सक्षम नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए । <p>कला संबंधी -</p> <ul style="list-style-type: none"> पर्यावरण के लिए खाद्य श्रृंखला में पक्षियों के महत्व को समझ सके । वाचन कौशल का विकास । अभिनय कौशल का विकास । श्रवण कौशल का विकास । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-------------------|--|--|---|---|---|
| | | | <ul style="list-style-type: none"> अपनी माता जी का जीवन में महत्व लिखवाना बहुविषयक सहलग्नता - (विज्ञान) <ul style="list-style-type: none"> खाद्य श्रृंखला में पशु - पक्षियों की भूमिका की जानकारी एकत्रित कर कोलाज बनाना । | | <ul style="list-style-type: none"> पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- सभी की आज़ादी का सम्मान करना सीखे। पक्षियों के प्रति दयाभाव उत्पन्न हुआ उचित - अनुचित की समझ उत्पन्न हुई । |
| | महाभारत -सभा पर्व | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य लिखित परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना विद्यार्थियों द्वारा पाठ का पठन । पुनरावृत्ति प्रश्नों पर चर्चा | विषय सम्बन्धी <ul style="list-style-type: none"> महाभारत के रचियता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए । |
| | संधि - दीर्घ, गुण | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित अभ्यास | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों से मित्रता पर बात मित्रता कितनी | विषय सम्बन्धी - <ul style="list-style-type: none"> संधि तथा संधि विच्छेद कर सकते हैं। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> • लिखित परीक्षा | <p>महत्पूर्ण होती है - इस पर चर्चा</p> <ul style="list-style-type: none"> • मित्रता को शब्दों की मित्रता से जोड़ते हुआ बताना <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • श्यामपट पर संधि व उसके भेदों का परिचय • स्वर संधि परिचय तथा प्रत्येक भेद का कक्षा में अभ्यास | <ul style="list-style-type: none"> • संधि पहचान सकते हैं • संधि शब्दों को वाक्य में पहचान सकते हैं |
| | पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • पुनरावृत्ति | | <ul style="list-style-type: none"> • लिखित अभ्यास • लिखित कार्य • लिखित परीक्षा | <p>पूर्व ज्ञान परीक्षण पुनरावृत्ति</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • औपचारिक तथा अनौपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए |
| | कारक भेद | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक अभ्यास • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • अध्यापिका बोर्ड पर कुछ अधूरे उदाहरण लिखेंगी • बच्चों से कुछ सोचकर उनसे पूरा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • कारक के महत्व को समझ सके • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | | | <p>करने के लिए बोलेंगी </p> <ul style="list-style-type: none"> • बच्चों द्वारा शब्द बताना तथा वाक्यों पर चर्चा <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • उदाहरण देते हुए कारक का परिचय देना • कारक की विभक्तियों का परिचय • कारक भेदों का परिचय • प्रत्येक भेद की पहचान बताते हुए भेदों का अभ्यास | <ul style="list-style-type: none"> • वाक्यों में इनके पहचान व महत्व को समझने में सक्षम |
| अगस्त - 20 दिन | पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक अभ्यास • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण • पुनरावृत्ति <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास • प्रत्येक के लिए श्यामपट पर शब्दों के उदाहरण देकर समझाना • सबका अभ्यास करवाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य • वाक्य में इन्हें पहचानकर उत्तर समझने में सक्षम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> कक्षा में किसी बच्चे का नाम पुकार कर पूछना कि अपना नाम तोड़ो शब्द कैसे बनता है इस पर चर्चा उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास | विषय सम्बन्धी - <ul style="list-style-type: none"> उपसर्ग का भाषा में महत्व समझा सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग को अलग करने में सक्षम हुए शब्दों में उन्हें पहचानने में सक्षम हुए |
| | वसंत भाग-2 संस्मरण - अपूर्व अनुभव | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=ZDCw5NQLnHg | आनुभविक जानार्जन - <ul style="list-style-type: none"> यदि तुम तोतोचान की जगह होते तो अपने किसी ऐसे मित्र के लिए क्या करते ? चर्चा - यासुकी चान को पोलियो था -क्या आज इस बीमारी का कोई इलाज है ? आज हमारे देश में इसकी क्या स्थिति है ? यासुकी चान जैसे बच्चों के लिए हमारे विद्यालय में क्या -क्या सुविधाएँ उपलब्ध है ... सामूहिक रूप में जानकारी एकत्रित करना | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइसब्रेकिंग गतिविधि <ul style="list-style-type: none"> अपने किसी मित्र के साथ किसी रोमांचक अनुभव के बारे में बातचीत विद्यार्थी अपना - अपना कोई किस्सा सुनाएंगे सच्ची मित्रता पर चर्चा विषय की घोषणा - <ul style="list-style-type: none"> पाठ का परिचय देना कहानी का पुस्तक की सहायता पठन | विषय सम्बन्धी - <ul style="list-style-type: none"> बचपन की मित्रता को समझकर दोस्ती को अपने अनुभव से जोड़कर देखने में सक्षम हुए संस्मरण का सार व मूल सन्देश समझकर उत्तर देने में सक्षम वाचन कौशल का विकास श्रवण कौशल का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> • तोतो चान से जुड़े दो मजेदार किस्से दिखाना । https://www.youtube.com/watch?v=2nflLivR6s4 • https://www.youtube.com/watch?v=7op0G-Oiqp0 <p>श्रवण कौशल-</p> <ul style="list-style-type: none"> • सभी विद्यार्थियों का किस्सा/ कहानी ध्यानपूर्वक सुनना । <p>वाचन कौशल -</p> <ul style="list-style-type: none"> • सभी विद्यार्थियों द्वारा अपना कोई साहसी किस्सा/ मजेदार किस्सा कक्षा में सुनाना । <p>बहुविषयक सहलग्नता -(विज्ञान)</p> <ul style="list-style-type: none"> • आज के समय में यासुकी चान जैसे दिव्यांग लोगों के लिए बस अड्डे, हवाई अड्डे, विद्यालय, शोपिंग माल, अस्पताल आदि में क्या -क्या सुविधाएँ दी जाती हैं--- जानकारी एकत्रित करना । | | <p>तथा सरल अर्थ</p> <p>विषय का विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> • रचनात्मक कौशल का विकास हुआ • नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए । <p>कला संबंधी</p> <ul style="list-style-type: none"> • सच्चे मित्र की पहचान करते हैं । • तोतोचान की पूरी पुस्तक पढ़ने के लिए प्रेरित हुए । • दिव्यांग बच्चों के लिए दी जाने वाली सुविधाओं की जानकारी प्राप्त की। • इनके लिए अपने विद्यालय के परिवेश को समझ सके • कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य-</p> <ul style="list-style-type: none"> • सबके लिए सहयोगात्मक भाव का विकास हुआ । <p>अचित - अनुचित की समझ उत्पन्न हुई।</p> |
| | महाभारत -वन पर्व | <ul style="list-style-type: none"> • ई-पुस्तक से पठन | <ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन - • घर पर छुट्टियों में बी. आर. | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण • पुनरावृत्ति | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • महाभारत के |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • एकस्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | <p>चोपड़ा की महाभारत देखना </p> <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> • महाभारत के लिए छोटी सी फिल्म दिखाना <p>https://www.youtube.com/watch?v=D-1qp9nqRKI</p> | <ul style="list-style-type: none"> • लिखित कार्य | <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • महाभारत कथा का संक्षिप्त परिचय • पुस्तक से पाठ का सरल अर्थ समझाना • विद्यार्थियों द्वारा पाठ का पठन • पुनरावृत्ति • प्रश्नों पर चर्चा | <p>रचियता का ज्ञान</p> <ul style="list-style-type: none"> • अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए |
| | विराम चिन्ह व उसके भेद | <ul style="list-style-type: none"> • पी डी एफ पुस्तक से सरल अर्थ • एकस्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिकपरीक्षा • बहुवैकल्पिकप्रश्न • लिखित परीक्षा | <p>आइसब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • अध्यापिका द्वारा कक्षा में गलत विराम चिन्ह वाला मजेदार पत्र दिखाना • बच्चों द्वारा उसे पढ़ना • पत्र की गलतियों पर चर्चा • विराम के अर्थ पर बातचीत विराम चिन्ह बताना • इसके भेदों का परिचय देते हर प्रायोगिक रूप में अभ्यास करवाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • लिखते हुए इनकी आवश्यकता व महत्व को समझने में सक्षम • परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य • वाक्य में इन्हे पहचानकर समझने में सक्षम हुए |
| | वसंत भाग-2 कविता - रहीम के दोहे | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स से प्रस्तुतिकरण | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> • दोहों को याद कर कक्षा में उनका गायन • चर्चा - क्या होगा यदि हम | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिकपरीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | <p>आइसब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> • संख्या 2 दिखाकर विद्यार्थियों से मन के विचार पूछे जाएंगे | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • संतों की विचारधारा से परिचित हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति | <p>तालाब और सरोवर की तरह बन जाए -</p> <ul style="list-style-type: none"> • यदि सब समझ जाएँ कि हमें अपने शरीर का कष्ट अपने आप भुगतना है तो क्या होगा ? <p>वाचन गतिविधि</p> <ul style="list-style-type: none"> • दोहों पर कक्षा में चर्चा <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> • दोहों का गायन कक्षा में सुनाया जाएगा । • अनूप जलोटा द्वारा दोहों का गायन • https://www.youtube.com/watch?v=dIhHcThJkPI <p>बहुविषयक सहलग्नता(संगीत, कम्प्यूटर) -</p> <ul style="list-style-type: none"> • विद्यार्थी फ्लिप ग्रीड पर अपने गायन का वीडियो भेजेंगे । | | <ul style="list-style-type: none"> • अपेक्षित उत्तर न मिलने के स्थिति में कुछ दोहों का गायन दिखाया जाएगा <p>https://www.youtube.com/watch?v=rHs8UCk-FNo</p> <ul style="list-style-type: none"> • प्रश्न पूछे जाएंगे । <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> • संतों के अनुभव पर आधारित ज्ञान पर बातचीत करते हुए दोहों के सत्य से अवगत करवाना । • दोहों का सरल अर्थ समझाना <p>विषय का विस्तार -</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> • दोहों का सार व मूल सन्देश समझकर उत्तर देने में सक्षम। • गायन का गुण पता चला । • सच्चे मित्र तथा सज्जन के गुणों का ज्ञान हुआ । • अपने शरीर के प्रति सचेत बने। • वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक कौशल का विकास हुआ • नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए । <p>कला संबंधी -</p> <ul style="list-style-type: none"> • रहीम के दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई । • वाचन कौशल का विकास । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <ul style="list-style-type: none"> • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- <ul style="list-style-type: none"> • सच्ची मित्रता, परोपकार जैसे गुणों का विकास हुआ । • अपने शरीर के प्रति जागरूक बने। |
| सितम्बर -27 दिन | वसंत भाग - 2 कहानी (मलयालम) - कंचा | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • कहानी की पुनरावृत्ति के लिए वीडियो दिखाना • https://www.youtube.com/watch?v=IE-hCufva-U | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> • विद्यार्थियों के समूह बनाकर फ्लिप टीचिंग • अप्पू या हामिद में से कौन सही है - विषय पर वाद-विवाद • क्या अप्पू का फीस के पैसों से कंचे खरीदना उचित था? यदि आप अप्पू होते तो क्या करते ? कला समेकित ज्ञानार्जन- <ul style="list-style-type: none"> • कंचे दिखाना • https://www.youtube.com/watch?v=6ZvNz4dd50Q • ग्रामीण खेलों का वीडियो दिखाते हुए चर्चा • https://www.youtube.com/wa | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | आइसब्रेकिंग गतिविधि- <ul style="list-style-type: none"> • ग्रामीण खेलों का वीडियो दिखाते हुए चर्चा • https://www.youtube.com/watch?v=oszJuWLCJWc • खेलों पर बात करते हुए कंचे दिखाना • https://www.youtube.com/watch?v=6ZvNz4dd50Q विषय की घोषणा - <ul style="list-style-type: none"> • पुस्तक से पाठ का सरल अर्थ तथा पठन विषय का विस्तार - <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा | विषय सम्बन्धी - <ul style="list-style-type: none"> • ग्रामीण खेलों को समझा, अपने जीवन से जोड़ने में सक्षम हुए । • पाठ की कहानी को समझकर प्रश्नों का उत्तर देने में सक्षम हुए • वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक कौशल का विकास कला संबंधी - <ul style="list-style-type: none"> • बाल मानसिकता की समझ उत्पन्न हुई । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>tch?v=oszJuWLCJWc</p> <ul style="list-style-type: none"> कहानी ईदगाह दिखाना <p>बहुविषयक सहलग्नता(संगीत, कम्प्यूटर) -</p> <ul style="list-style-type: none"> विद्यार्थी स्वयं द्वारा खेले जाने वाले किसी ग्रामीण खेल का वीडियो भेजेंगे । | | <ul style="list-style-type: none"> सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> वाचन कौशल का विकास । श्रवण कौशल का विकास । रचनात्मक लेखन का विकास हुआ । कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य-</p> <ul style="list-style-type: none"> उचित - अनुचित कार्य की समझ उत्पन्न हुई |
| | समास | <ul style="list-style-type: none"> ई-पुस्तक से पठन श्याम पट्ट पुस्तक से अभ्यास एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण समास का वीडियो दिखाना <p>https://www.youtube.com/watch?v=Ubv5ygeji6M</p> <ul style="list-style-type: none"> दोहराई के लिए वीडियो <p>https://www.youtube.com/watch?v=XZvWHItPOno</p> | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी बहुवैकल्पिक प्रश्न | <p>आइसब्रेकिंग गतिविधि-</p> <ul style="list-style-type: none"> बोर्ड पर कुछ वाक्य लिखकर अध्यापिका कुछ वाक्यों के लिए एक शब्द पूछेंगी । बच्चों द्वारा शब्दों को बताने के लिए प्रयास किया जाएगा । उचित शब्द मिलने पर शब्दों पर चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> समास का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास । | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> समास का भाषा में महत्व समझा सके। शब्द तथा वाक्यों में उनकी पहचान करना सीखे । सामासिक शब्द का विग्रह करने में सक्षम हुए । प्रत्येक भेद की पहचान में सक्षम हुए। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | महाभारत - विराट पर्व | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?D-1qp9nqRKI | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य | <p>पूर्व ज्ञान परीक्षण</p> <ul style="list-style-type: none"> पुनरावृत्ति <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना विद्यार्थियों द्वारा पाठ का पठन । पुनरावृत्ति प्रश्नों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> महाभारत के रचियता का ज्ञान हुआ । अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए । |
| | वसंत भाग - 2 कविता - एक तिनका | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पुनरावृत्ति <p>https://www.youtube.com/watch?v=8dtvHPHgO9o</p> | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> निर्जीव वस्तुओं पर संवाद लिखवाना । कबीर के दोहे व कविता में समानता व अंतर लिखवाना <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> कविता का दो के समूह में अभिनय । | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिकपरीक्षा बहुवैकल्पिकप्रश्न | <p>आइसब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अध्यापिका कक्षा में कुछ घास के तिनके लेकर जाएँगी तथा सभी बच्चों से इसके बारे में कुछ कहने के लिए कहेंगी । अवांछित वस्तुओं के महत्त्व पर बातचीत। <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> कविता के सारांश पर चर्चा कविता का पुस्तक से अध्ययन व सरल अर्थ समझाना । <p>विषय का विस्तार</p> <ul style="list-style-type: none"> कविता वचन | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> कोई भी वस्तु अनुपयोगी नहीं होती, उनके महत्त्व की जानकारी मिली । कविता भावार्थ समझ सके । कल्पनशीलता का विकास हुआ । रचनात्मकता का विकास हुआ । वाचन कौशल का विकास। लेखन कौशल का विकास हुआ । कविता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <p>अभ्यास</p> <ul style="list-style-type: none"> • चर्चा • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • कविता का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <ul style="list-style-type: none"> • कला संबंधी - • अभिनय तथा वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य-</p> <ul style="list-style-type: none"> • किसी को भी छोटा मानकर अपमानित न करना तथा सबका सम्मान करना - भावना का विकास हुआ । |
| | <p>वसंत भाग - 2 निबंध -खान -पान की बदलती तस्वीर</p> | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पाठ की पुनरावृत्ति । <p>https://www.youtube.com/watch?v=lqFrb3cREc8</p> | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • अपने घर में बनने वाले किसी अन्य व्यंजन को घर में बनाकर खाना व बताना कि वह आपके घर में कैसे आया ? • अपने क्षेत्र के स्थानीय व्यंजन का पता करना व घर में उसे बनाकर खाना । | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | <p>आइसब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • अध्यापिका बच्चों से पूछेंगी कि उन्होंने घर में क्या खाना खाया - • उत्तर मिलने पर विभिन्न प्रकार के व्यंजनों पर चर्चा • भारतीय तथा तुरंत भोजन की तस्वीरें दिखाना । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • खान -पान की मिश्रित संस्कृति का ज्ञान हुआ । • सेहत स्वाद से बढ़कर है इस बात को समझे । • स्थानीय व्यंजनों की जानकारी मिली । • पाठ के मूल भाव को समझकर पूछे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | https://www.youtube.com/watch?v=Iuvo_hxP0cY https://www.youtube.com/watch?v=Iuvo_hxP0cY | <p>सहलग्नता (कला + सामाजिक अध्ययन)</p> <ul style="list-style-type: none"> विभिन्न प्रकार के व्यंजनों की वीडियो दिखाना विद्यालय के चिकित्सक द्वारा द्वारा संतुलित भोजन और स्वास्थ्य पर बात की जाएगी <p>https://www.youtube.com/watch?v=Iuvo_hxP0cY</p> <ul style="list-style-type: none"> भारत के किन्ही पांच राज्यों का स्थानीय व्यंजन पता करते हुए उनके नाम सहित सुंदर कोलाज बनाना | | <ul style="list-style-type: none"> बाज़ार में उपलब्ध अनेक प्रकार के खानों पर बात <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> पुस्तक से पाठ का अध्ययन <p>विषय का विस्तार -</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <p>गए किसी भी प्रश्न का उत्तर देने में सक्षम हुए </p> <ul style="list-style-type: none"> रचनात्मकता का विकास हुआ वाचन कौशल का विकास लेखन कौशल का विकास हुआ <p>कला संबंधी -</p> <ul style="list-style-type: none"> वाचन कौशल का विकास श्रवण कौशल का विकास रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार <p>नैतिक मूल्य-</p> <ul style="list-style-type: none"> विभिन्न प्रकार के खानों के लिए सम्मान की भावना उत्पन्न हुई |
| | तृतीय इकाई परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई करवाना | | | | | |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| अक्टूबर- 21 दिन | वसंत भाग - 2 रेखाचित्र - नीलकंठ | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड वीडियो द्वारा पाठ की पुनरावृत्ति । <p>https://www.youtube.com/watch?v=BK5mAX1ZgHc</p> | <p>आनुभविक ज्ञानार्जन गतिविधि -</p> <ul style="list-style-type: none"> अपने किसी पालतू पशु की विशेषताएं लिखिए । <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> नानी तेरी मोरनी को मोर ले गए ----गाना दिखाना https://www.youtube.com/watch?v=yrynT4T55Xc महादेवी वर्मा की पुस्तक मेरा परिवार की जानकारी देना तथा अपनी पसंद की कोई एक कहानी कक्षा में सुनाना । <p>कला समेकित/ बहुविषयक सहलग्नता (कंप्यूटर)</p> <ul style="list-style-type: none"> मोर को राष्ट्रीय पक्षी क्यों चुना गया - जानकारी एकत्रित कीजिए तथा पी पी टी तैयार कीजिए । | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य लिखित परीक्षा | <p>आइसब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> नानी तेरी मोरनी को मोर ले गए ----गाना दिखाना https://www.youtube.com/watch?v=yrynT4T55Xc https://www.youtube.com/watch?v=dhPi8PDCXXU गाने पर बातचीत राष्ट्रीय पक्षी मोर पर चर्चा <p>विषय की घोषणा</p> <ul style="list-style-type: none"> पुस्तक से पाठ का अध्ययन <p>विषय का विस्तार -</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> पालतू पशुओं के व्यवहार तथा प्रेम को समझे । प्रेम देने से प्रेम मिलता कई - भावना का विकास हुआ। भाषा का विकास हुआ । पाठ के मूल भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए । रचनात्मकता का विकास हुआ । वाचन कौशल का विकास। लेखन कौशल का विकास हुआ । <p>कला संबंधी -</p> <ul style="list-style-type: none"> वाचन कौशल का विकास । श्रवण कौशल का विकास । रचनात्मक लेखन का विकास हुआ । कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य-</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <ul style="list-style-type: none"> विद्यार्थियों में भाषा के प्रति रुचि उत्पन्न हुई जीव जंतुओं के प्रति सवदेना व सहानुभूति जागृत |
| | वसंत भाग - 2 कविता - भोर और बरखा | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड पुनरावृत्ति के लिए वीडियो दिखाना <p>https://www.youtube.com/watch?v=WvaNq_dtfPcw</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=XqfOQg6n0L4 | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> अपने अनुभव के आधार सावन के बारे में लिखिए। कला समेकित ज्ञानार्जन / परियोजना कार्य - <ul style="list-style-type: none"> मीराबाई के जीवन पर आधारित गाने दिखाना। https://www.youtube.com/watch?v=9Cjyc3L8uaQ https://www.youtube.com/watch?v=XqfOQg6n0L4 g6n0L4 टी वी पर मीराबाई नाटक दिखाया जाएगा मीराबाई की कहानी पता कर लिखना। | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइसब्रेकिंग गतिविधि <ul style="list-style-type: none"> मीराबाई का गाना दिखाना https://www.youtube.com/watch?v=9Cjyc3L8uaQ गाने के बारे में चर्चा मीराबाई का संक्षिप्त जीवन परिचय विषय की घोषणा - <ul style="list-style-type: none"> कविता का पुस्तक से अध्ययन व सरल अर्थ समझाना। विषय का विस्तार - <ul style="list-style-type: none"> पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित | विषय सम्बन्धी - <ul style="list-style-type: none"> ईश्वर प्रेम के की जानकारी हुई। ब्रज की सुबह का पता चला। प्रकृति की सुन्दरता का ज्ञान हुआ। श्रीकृष्ण के बालरूप को समझने में सक्षम हुए। कविता के सरल अर्थ को समझकर प्रश्न का उत्तर देने में सक्षम। कला संबंधी - <ul style="list-style-type: none"> वाचन कौशल का विकास। श्रवण कौशल का विकास। रचनात्मक लेखन का विकास हुआ। कंप्यूटर दक्षता में |

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| | | | | | प्रश्नों पर चर्चा | सुधार नैतिक मूल्य- • भक्तिकाल की कवयित्री के जीवन को जान सके। |
| | वसंत भाग - 2 विभागीय - वीर कुंवर सिंह | <ul style="list-style-type: none"> ई-पुस्तक से पठन एकस्ट्रा मार्क्स से प्रस्तुतिकरण चॉक डस्टर ब्लैक बोर्ड पाठ की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=mFHbcOjFu4s https://www.youtube.com/watch?v=gDP_oq1NfzA | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> किन्ही दो स्वतंत्रता सेनानियों के बारे में जानकारी एकत्रित। किसी एक के जीवन से कोई किस्सा सुनाना। <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> कुंवर सिंह की बहादुरी पर गीत दिखाना https://www.youtube.com/watch?v=gDP_oq1NfzA कुंवर सिंह के जीवन पर आधारित लोकगीत दिखाना https://www.youtube.com/watch?v=y17vqry2CQ4 <p>बहुविषयक सहलग्नता / कला समेकित परियोजना कार्य -</p> <ul style="list-style-type: none"> कुंवर सिंह जैसे वीर स्वतंत्रता सेनानियों पर पोस्टर बनाना। आज़ादी का कोई नारा लिखना। | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | <p>आइसब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अध्यापिका कविता रानी लक्ष्मी बाई के कक्षा में सुनाएंगी। स्वतंत्रता में उनके सहयोगियों पर बातचीत। विषय की घोषणा - पाठ का पुस्तक से अध्ययन व सरल अर्थ समझाना। विषय का विस्तार - पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव पुस्तक से सम्बंधित प्रश्नों पर चर्चा। | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> एक नए स्वतंत्रता सेनानी की जानकारी प्राप्त आज़ादी के लिए बलिदान व संघर्ष को समझ सके। कुंवर सिंह की बहादुरी को जान सके। कुंवर सिंह के जीवन की कर्मठता तथा उदारता से परिचित हुए। पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए। कला संबंधी - वाचन कौशल का विकास। श्रवण कौशल का विकास। रचनात्मक लेखन का |

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| | | | | | | विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- • उदारता, साहस, बहादुरी जैसे जीवन मूल्यों के लिए प्रेरित हुए । |
| | पत्र व अनुच्छेद लेखन, संवाद लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण वीडियो दिखाना चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> लिखित कार्य लिखित अभ्यास लिखित परीक्षा | पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा <ul style="list-style-type: none"> औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना । | विषय सम्बन्धी - <ul style="list-style-type: none"> औपचारिक तथा अनौपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए । परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |
| | अर्थ के आधार पर वाक्य भेद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से प्रस्तुतिकरण वीडियो दिखाना चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना रूप परिवर्तन बताते हुए अभ्यास । | <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य । एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम |
| | महाभारत -उद्योग पर्व तथा भीष्म पर्व | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स से | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति | विषय सम्बन्धी - <ul style="list-style-type: none"> महाभारत के रचियता का ज्ञान |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> प्रस्तुतिकरण वीडियो दिखाना चॉक डस्टर ब्लैक बोर्ड | कला समेकित ज्ञानार्जन - <ul style="list-style-type: none"> महाभारत के लिए छोटी सी फिल्म दिखाना https://www.youtube.com/watch?v=D-1qp9nqRKI | <ul style="list-style-type: none"> लिखित परीक्षा | विषय की घोषणा <ul style="list-style-type: none"> महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना विद्यार्थियों द्वारा पाठ का पठन पुनरावृत्ति प्रश्नों पर चर्चा | <ul style="list-style-type: none"> अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए |
| | समास | <ul style="list-style-type: none"> पी डी एफ पुस्तक से अभ्यास एक्स्ट्रा मार्क्स से प्रस्तुतिकरण वीडियो दिखाना चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी लिखित परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा - समास का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा समास विग्रह सामासिक शब्द तथा समास के भेदों से परिचित करवाना | <ul style="list-style-type: none"> समास का भाषा में महत्व समझ सकें। शब्द तथा वाक्यों में उनकी पहचान करते हुए सामासिक शब्द का विग्रह करने में सक्षम हुए शब्दों में उन्हें पहचानने में सक्षम |
| नवंबर - 11 दिन | वसंत भाग - 2 साक्षात्कार - संघर्ष के कारण मैं तुनुकमिजाज़ हो गया - धनराज पिल्लै | <ul style="list-style-type: none"> ई-पुस्तक से पठन वीडियो दिखाना पी पी टी | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> अपने घर में किसी भी बड़े व्यक्ति जैसे माता -पिता /दादा-दादी या किसी अन्य | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइसब्रेकिंग गतिविधि <ul style="list-style-type: none"> चक दे इंडिया का वीडियो दिखाना गाने के बारे में | विषय सम्बन्धी - <ul style="list-style-type: none"> हाँकी खिलाड़ी धनराज पिल्लै के बारे में जान सके |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चॉक • डस्टर • ब्लैक बोर्ड • चक दे इंडिया.....गाना दिखाना https://www.youtube.com/watch?v=2V7GFP11eTk | <p>व्यक्ति का साक्षात्कार लेना।</p> <ul style="list-style-type: none"> • हॉकी हमारा राष्ट्रीय खेल क्यों बना - जानकारी एकत्रित करना । <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> • धनराज पिल्लै का साक्षात्कार दिखाना । • https://www.youtube.com/watch?v=zgQqWTRfzFk • चक दे इंडियागाना सुनाना • धनराज का वीडियो दिखाना • https://www.youtube.com/watch?v=Co8pp5gi38U <p>बहुविषयक सहलग्नता (कला + खेल)</p> <ul style="list-style-type: none"> • हॉकी पर अनुच्छेद लेखन • आज के हॉकी के खिलाड़ियों का कोलाज बनाना । | | <p>बातचीत</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> • पुस्तक से पात्र बनाकर अभिनय व सरल अर्थ समझाना । <p>विषय का विस्तार -</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा । | <ul style="list-style-type: none"> • संघर्ष का महत्व समझ सकें । • पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए • मेजर ध्यान चंद के बारे में जान सके । • साक्षात्कार विधा से परिचित हुए • पाठ के भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए । <p>कला संबंधी -</p> <ul style="list-style-type: none"> • वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । • साक्षात्कार विधा में विस्तार • अभिनय कौशल में विस्तार <p>नैतिक मूल्य-</p> <ul style="list-style-type: none"> • धनराज पिल्लै के |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | जीवन से हिम्मत व कभी हार न मानने के लिए प्रेरित हुए। |
| | महाभारत द्रोण पर्व से लेकर अंत तक | <ul style="list-style-type: none"> ई-पुस्तक से पठन एकस्ट्रा मार्क्स से प्रस्तुतिकरण वीडियो दिखाना चॉक डस्टर ब्लैक बोर्ड | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा महाभारत कथा का संक्षिप्त परिचय पुस्तक से पाठ का सरल अर्थ समझाना । विद्यार्थियों द्वारा पाठ का पठन । पुनरावृत्ति प्रश्नों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> महाभारत के रचयिता का ज्ञान अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए । |
| | पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ | <ul style="list-style-type: none"> पाठ्यपुस्तक से अभ्यास कक्षा में श्यामपट पर अभ्यास वीडियो दिखाना पी. पी टी चॉक डस्टर ब्लैक बोर्ड | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण पुनरावृत्ति कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास । श्यामपट पर उदाहरण देकर समझाना। सबका अभ्यास करवाना । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> शब्द भंडार में वृद्धि हुई भाषा का विकास हुआ। परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य वाक्य में इन्हें पहचानकर समझने में सक्षम |

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| | वसंत भाग - 2 लेखा - जोखा -आश्रम का अनुमानित व्यय (केवल पढ़ने के लिए) | <ul style="list-style-type: none"> ई-पुस्तक से पठन वीडियो दिखाना पी पी टी चॉक डस्टर ब्लैक बोर्ड साबरमती आश्रम का वीडियो दिखाना https://www.youtube.com/watch?v=phTSAQjx-84 पाठ का वीडियो द्वारा प्रस्तुतिकरण https://www.youtube.com/watch?v=3C38akvMW2U | आनुभविक जानार्जन - <ul style="list-style-type: none"> अपने घर के खर्चों का लेखा-जोखा (बजट) बनाना कला समेकित जानार्जन साबरमती आश्रम का वीडियो दिखाना https://www.youtube.com/watch?v=phTSAQjx-84 गाना दिखाना - दे दी हमें आज्ञादी https://www.youtube.com/watch?v=w999fBZs8MY | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न | आइसब्रेकिंग गतिविधि <ul style="list-style-type: none"> गाना दिखाना - दे दी हमें आज्ञादीगाने पर बात गाँधी जी पर बातचीत साबरमती आश्रम आश्रम पर चर्चा विषय की घोषणा - पाठ का पुस्तक से सरल अर्थ समझाना विषय का विस्तार - पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ पाठ का मूल भाव समझाना | विषय सम्बन्धी - <ul style="list-style-type: none"> साबरमती आश्रम को बनाने के लिए किए गए संघर्ष तथा योजना से परिचित हुए लेखा - जोखा आदि की जानकारी मिली खर्चों का हिसाब किताब रखना सीखे कला संबंधी - <ul style="list-style-type: none"> वाचन कौशल का विकास श्रवण कौशल का विकास रचनात्मक लेखन का विकास हुआ कंप्यूटर दक्षता में सुधार अपने घर के खर्चों का ज्ञान मिला बजट बनाना सीखे नैतिक मूल्य - <ul style="list-style-type: none"> धन का सही प्रयोग करने के लिए जागरूक होंगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | वसंत भाग - 2 कविता - विप्लव गायन(केवल पढ़ने के लिए) | <ul style="list-style-type: none"> ई-पुस्तक से पठन चॉक डस्टर ब्लैक बोर्ड वीडियो दिखाना द्वारा कविता का पठन https://www.youtube.com/watch?v=fchBvqR2kg0 | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> कक्षा में वीर रस की कोई एक कविता सुनाना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> फ्लिप ग्रिड वीर रस की कविता का अपना वीडियो भेजना। | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न | आइसब्रेकिंग गतिविधि <ul style="list-style-type: none"> पुराने कपड़े, चीज़ें आदि दिखाकर उन पर चर्चा । हिरोशिमा और नागासाकी पर चर्चा क्या जापान में इसके बाद कोई बदलाव आया विषय पर सामूहिक चर्चा विषय की घोषणा - <ul style="list-style-type: none"> कविता का पुस्तक से सरल अर्थ समझाना । विषय का विस्तार - <ul style="list-style-type: none"> पठन अभ्यास चर्चा खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ कविता का मूल भाव । | <ul style="list-style-type: none"> कविता के नए विषय से परिचित हुए । विनाश के बाद ही नव निर्माण संभव है -ये बात समझ सके । कविता का मूल भाव समझे । कला संबंधी - <ul style="list-style-type: none"> वाचन कौशल का विकास । श्रवण कौशल का विकास । रचनात्मक लेखन का विकास हुआ । कंप्यूटर दक्षता में सुधार । विनाश को सकारात्मक रूप में समझ सके । नैतिक मूल्य - <ul style="list-style-type: none"> नकारात्मकता में भी कुछ न कुछ अच्छाई है - आशावादी बनने के लिए प्रेरित हुए |
| दिसम्बर -13 दिन | वार्षिक परीक्षा | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: VII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| UNIT-I FEB 6 days + MAR 3days | Chapter:2 Fractions and Decimals | <ul style="list-style-type: none"> Learning by doing Activity Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT HandoutSource: <ul style="list-style-type: none"> i). Diksha e-learning Portal ii). Vidya Dan Multi-Media Links <ul style="list-style-type: none"> i). Fractions and its types https://www.youtube.com/watch?v=kCIkeSoCd8Q ii). Decimal Basics https://www.youtube.com/watch?v=3gaBpdEj8oM iii). Multiplications of Decimals by 10, 100 and 1000 https://www.youtube.com/watch?v=kHWnoC-B2bo | <ul style="list-style-type: none"> Experiential Learning Pour water from 1 liter water bottle in glasses in a manner that all glasses should equally filled and note down the observation Inter disciplinary linkage(with Science): What eatables you include in balance diet while having breakfast? Make a table showing the following in fraction: <ul style="list-style-type: none"> i) Fats ii) Proteins iii) Carbohydrates iv) Vitamins Skill Assessments: To visit field for Tree plantation and plant some sapling with equal distance clear the concept of sum of like fractions Practical: Lab Activity to build the concept of multiplication of fractions by paper folding | <p>The L.O. will be assessed through</p> <ul style="list-style-type: none"> Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test | <ul style="list-style-type: none"> PK Testing Ask the child to tell different methods how they cut fruits such as pear, apples before eating Ice Breaking Session Session will start with cutting an apple Green Board Explanation: <ul style="list-style-type: none"> i). To draw some polygons on the green board and shade some parts of it and clear the concept of: <ul style="list-style-type: none"> a). Fractions and types b). representing fractions on a number line ii). Multiplication of <ul style="list-style-type: none"> a). fractions b). decimals iii). Division of fractions <ul style="list-style-type: none"> a). fractions b). decimals iv). To identify the place value for a decimal number v). To write decimals in words vi). To write decimals in standard form. vii). To write decimals as fractions | <p>Child will be able to comprehend:</p> <ul style="list-style-type: none"> The concept of fraction and its types The concept of decimal <ul style="list-style-type: none"> i). whole part ii). decimal part Concept of converting decimals into fractions and vice versa To draw the fraction on a number line Concept of multiplying and dividing decimal number with <ul style="list-style-type: none"> i). 10 ii). 100 iii). 1000 to solve statement problems related to decimals, fractions in daily life situation |
| MAR 8days | Chapter:9 Rational | <ul style="list-style-type: none"> Learning by doing | <ul style="list-style-type: none"> Experiential learning: | <p>The L.O. will be assessed through:</p> | <ul style="list-style-type: none"> PK Testing Recall integers | <p>Child will be able to understand</p> |

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| | Numbers | <p>Activity</p> <ul style="list-style-type: none"> • Smart Class Extra marks module • PDF of the Chapter • Projector • Mind Maps • PPT Handout <p>Source:</p> <p>i). Diksha portal e-learning Portal</p> <p>ii). Vidya Dan</p> <ul style="list-style-type: none"> • Multi-Media Links: <p>i) Introduction: https://www.youtube.com/watch?v=SQ4cB9yXkHM</p> <p>ii). Rational Number: https://www.youtube.com/watch?v=9yvtLN_24G0</p> <p>iii). To find rational numbers between two rational numbers https://www.youtube.com/watch?v=lg04THe8wfY</p> <p>iv). Additive and Multiplicative Inverse of Rational Numbers https://www.youtube.com/watch?v=dhdvEPIExlg</p> | <p>To teach the concept of Rational number through outdoor activity</p> <ul style="list-style-type: none"> • Inter disciplinary Linkage Walk some distance towards east and west from one marked point. Find the distance travelled? Write your answer in rational number with appropriate sign. • Project: Write some rational numbers of your choice and perform all the four basic operations on them and write the result. In which of the cases is the resultant number not a rational number? • Practical: Lab Activity to find the sum of two rational numbers by using colorful chart papers. | <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <p>i). positive ii). negative</p> <ul style="list-style-type: none"> • Ice breaking Session: Session will start by introducing the concept of Rational number by extending the system of fractions where denominator will never ever be zero • Green Board Explanation: i). Concept of positive and negative rational number by drawing a number line ii). To choose any two rational numbers from the number line and explain how to i) Multiply ii) Divide • Outdoor Activity: To clear the concept how to add, subtract the rational numbers i). Child will be made stand on a marked point ii). Child will be asked to move towards east and west direction iii). Child will be asked to calculate the total distance covered by him with suitable sign | <ul style="list-style-type: none"> • The term Rational Number • To represent rational number on a number line • To understand the concept of: i). additive inverse ii). multiplicative inverse • To arrange the rational numbers in ascending/descending order. • The concept of addition, subtraction, multiplication and division of rational numbers. • Concept of finding equivalent fractions of a given fraction. |
| MAR 8days + 7 days (revision) | Chapter:4 Simple Equation | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules | <ul style="list-style-type: none"> • Experiential Learning: To clear the concept of variable and constant by | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments | <ul style="list-style-type: none"> • PK Testing (Survey): Make a record how many classes have sections and how many don't have? • Ice breaking Session: | <p>Child will be able to understand:</p> <ul style="list-style-type: none"> • How to balance equation by putting the given value of |

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| | | <ul style="list-style-type: none"> • PDF of the Chapter • Projector • Mind Maps • PPT Handout <p>Source:</p> <ol style="list-style-type: none"> i). Dikshae-learning Portal ii). Vidya Dan <ul style="list-style-type: none"> • Multi-Media Links: <ol style="list-style-type: none"> i). Equation: https://www.youtube.com/watch?v=O65fxp7DKMc <p>Method to solve an equation:</p> <ol style="list-style-type: none"> i). Trial and Error Method: https://www.youtube.com/watch?v=Up-6LkPG1XM ii). Transpose method to solve an equation: https://www.google.com/search?channel=crow2&client=firefox-b-d&q=transpose+method | <p>taking imaginary ages of a parent and son and form an equation</p> <ul style="list-style-type: none"> • Art Integration (with sports) During Inter house soccer Match, keep a record of runs scored and wicket taken by both teams and form an equation • Lab activity: To solve simple equation in one variable experimentally using colored chart papers and glazed paper stripes of different colors. | <p>(CW & HW)</p> <ul style="list-style-type: none"> • Remedial Worksheets • Mental Math • Paper/Pen Test | <p>Session will start to write on the Green-Board</p> <ol style="list-style-type: none"> i). Class with Section e.g. 7A, 7B, 7C ii). Class without any Section e.g. 7 <p>and clear the difference of Variable and constant</p> <ul style="list-style-type: none"> • Rapid-Fire To find whether given variable is solution or an equation or not? • Green-Board Explanation: Methods to solve an equation: <ol style="list-style-type: none"> i). Trial and Error ii). Systematic iii). Transpose • Flip Teaching: Translate word problems into equations and vice versa | <p>variable and find whether the equation:</p> <ol style="list-style-type: none"> i). satisfies ii). not satisfy <ul style="list-style-type: none"> • How to solve an equation by <ol style="list-style-type: none"> i). Trial and error method ii). Systematic method iii). Transpose method • How to solve word problems related to daily life. |
| <p>UNIT-II</p> <p>APRIL to MAY</p> <p>APR 8 days</p> | <p>Chapter: 1 Integers</p> | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps | <ul style="list-style-type: none"> • Experiential Learning: To check the temperature of any ten cities including hottest and coldest cities and write the temperature in ascending order | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math | <ul style="list-style-type: none"> • PK Testing: Recall natural numbers and whole numbers and difference between them • Ice breaking Session: A bank passbook will be shown and to motivate the child to find the difference | <p>Child will be able to understand:</p> <ul style="list-style-type: none"> • The difference between Integers and whole numbers and natural numbers • How to represent |

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| | | <ul style="list-style-type: none"> • PPT Handout Source: <ul style="list-style-type: none"> i) Diksha e-learning Portal ii) Vidya Dan • Multi-Media links: <ul style="list-style-type: none"> i). Introduction : https://www.youtube.com/watch?v=oj5IZBbzVck ii). Integers on a number line: https://www.youtube.com/watch?v=o3kIi8g3mwI iii). Properties of Integers: https://www.youtube.com/watch?v=TPmiS5Z74tk iv). Additive Identity: https://www.youtube.com/watch?v=QCNDDMkH5co v). Multiplicative Identity: https://www.youtube.com/watch?v=3A6oZDW_Ofo | <ul style="list-style-type: none"> • Art Integration: Plotting of Integers on Number Line and represent whole numbers, natural numbers using different color pencil • Project: To cover a distance from one marked place to east and move to west direction, how much distance you covered and what is the sign of an integer? • Practical: Multiplication of integers and verify through the number line. | <ul style="list-style-type: none"> • Paper/Pen Test | <p>between:</p> <ul style="list-style-type: none"> i). Withdrawal ii). Deposit <ul style="list-style-type: none"> • Green-board Explanation: Properties of Integers <ul style="list-style-type: none"> i). Closure ii). Commutative iii). Associative iv) Distributive property of multiplication over: <ul style="list-style-type: none"> a). Addition b). Subtraction v). Additive Identity vi) Multiplicative Identity <p>Solve the problem of Integers using different mathematical operators.</p> | <p>integers on a number line</p> <ul style="list-style-type: none"> • Properties of Integers • How to apply integers in daily life situations |
| APR 8 days | Chapter:5 Lines and Angles | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps PPT Handout Source: <ul style="list-style-type: none"> i) Diksha e-learning Portal | <ul style="list-style-type: none"> • Experiential Learning: Take two pencils and tie in a manner as they form a English letter 'X' and to show <ul style="list-style-type: none"> i). Adjacent angles ii). Liner pair of angles iii). Vertically pair of angles • Inter | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing Recall session by showing some objects: <ul style="list-style-type: none"> i). Corner of a book for a line segment ii). Corners of a road for a line iii). Bulb rays for a ray • Ice Breaking Session A wall clock will be shown keeping seconds and minute hand straight and by moving hour hand of a clock | <p>Child will be able to understand</p> <ul style="list-style-type: none"> i). the concept of the different types of angles. ii). How to correlate the angles which are formed with the combination of parallel lines and transversal with daily life situation. |

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| | | <p>ii)Vidya Dan</p> <ul style="list-style-type: none"> Multi-Media Links: <ul style="list-style-type: none"> i). Types of angles: https://www.youtube.com/watch?v=7hL0EN2VmVc ii).Complementary and supplementary angles: https://www.youtube.com/watch?v=rsi-55qbLJY ii).Angles formed by a transversal with two parallel lines https://www.youtube.com/watch?v=6RMN5PfiFHU | <p>disciplinary Linkage (with Physical Education-PT display)</p> <p>Make students stand in two parallel lines of children and one more line showing transversal line and to show:</p> <ol style="list-style-type: none"> Corresponding angles Alternate interior angles Alternate exterior angles Co-interior angles <ul style="list-style-type: none"> Art Integration (with Physical Education) Perform some yoga asana and to display different types of angles Lab Activity: To find the relationship between angles made by parallel lines and transversal | | <p>and clear the concept of the following angles:</p> <ol style="list-style-type: none"> Complementary Supplementary <ul style="list-style-type: none"> Green-board Explanation: To recapitulate the concept of line, line segment, rays and angles, parallel lines, transversal line To clear the concept of <ol style="list-style-type: none"> complementary supplementary angles adjacent angles Linear pair of angles vertically opposite angles To clear the concept of angles formed on a transversal line <ol style="list-style-type: none"> Alternate interior angles Alternate exterior angles Co-interior angles or angles on the same side of transversal line. To prove <ol style="list-style-type: none"> how two lines are parallel if transversal line is given how a line is called transversal if two parallel lines are given. | |
| <p>APR 6days + MAY 5days</p> | <p>Chapter: 10 Practical Geometry</p> | <ul style="list-style-type: none"> Learning by doing Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handout <p>Source:</p> <ol style="list-style-type: none"> Diksha-e-learning Portal Vidya Dan Multi-Media Links Geometrical tool box https://www.youtube.com/watch?v=yTFfWM | <ul style="list-style-type: none"> Experiential learning: Concept clearance of a parallel line to a given line through paper folding Art Integration(with art) Construct a flow map of your own house using tools in your geometry box. Practical: Lab Activity on constructing a line parallel to a given line particular | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test | <ul style="list-style-type: none"> PK Testing Audio visual of Geometrical instruments will be shown Ice breaking session Session will start by discussing types of triangles on the basis of: <ol style="list-style-type: none"> sides angles Green- Board discussion <ol style="list-style-type: none"> To construct the parallel line to a given line through a given point but not on the line. To construct a triangle: <ol style="list-style-type: none"> when all three sides | <p>Child will be able to comprehend:</p> <ul style="list-style-type: none"> How to draw different angles (multiples of 15) with the help of scale and compass By just mere observation how to find the difference between the types of triangle on the basis of angles and sides. the difference between parallel lines and perpendicular |

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| | | <p>CZYK4 ii). Constructing a parallel through a given point https://www.youtube.com/watch?v=im81vHHhZS8 iii). Construction of a triangle if One side and two angles are given https://www.youtube.com/watch?v=Pi5fOkupINg</p> | segment example | | <p>are given b).one side and two angles are given c)two sides and one angle are given. d)concept of Pythagoras Theorem for constructing right angle triangle.</p> | <p>lines</p> <ul style="list-style-type: none"> • How to draw a triangle by applying angle sum property, when two/three angles are given. • The difference between hypotenuse, base and perpendicular and application in daily life • To solve statement problems related to Pythagoras Theorem |
| <p>MAY 6 days + MAY 7 days revision</p> | <p>Chapter: 15 Visualizing Solid Shapes</p> | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps • PPT Handout Source: i)Diksha e-learning Portal ii)Vidya Dan • Multi-Media Links: i)Comparison of 2D and 3D shapes difference https://www.youtube.com/watch?v=WPB1S-julEQ ii).3D Shapes https://www.youtube.com/watch?v=3-QwWFkz5hw iii). Faces, Vertices and Edges of 3D shapes https://www.youtube.com/wa | <ul style="list-style-type: none"> • Art Integration: Make a castle including all 3D shapes through waste chart paper and color it. • Experiential learning(with Science) Observe the cross sections of some vegetables, when they are cut from the purposes of cooking in the kitchen and draw a table. • Practical: Keep torch-light right in the front of 4 different types of solid shapes in a dark room and write down the observations. • Activity: To draw a cube with an edge 5cm long on a graph paper. | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Match the following • MCQ Test • Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing Collect 3 types of objects available in the class which look same in size and shape • Ice breaking Session Show circle, square, rectangle shape objects and co-relate with sphere, cube and cuboid shape objects and to introduce the concept of plane figures/2D and solid shapes/3D shapes • Green Board Discussion i). To draw some stationary items on the Board and clear the concept of: a). Faces b). Vertices c). Edges ii). How to observe 3d objects: a). Top view b). Front view c). Side view iii). Nets of a solid • Flip Teaching Show different types of 3D shapes and to discuss each shape in detail i). Appearance ii). Faces iii). Vertices | <p>Child will be able to understand</p> <ul style="list-style-type: none"> • The difference between the concept of 2D and 3D shapes • How to differentiate between pyramid and prism • How to draw 3 D solid shapes with dot method • How to identify Faces, vertices, and edges of 3 D shapes. |

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| | | tch?v=3nLpD6bE4fE iv).Nets of a solid https://www.youtube.com/watch?v=hQG5kd3Q28g | | | iv). Edges v). Net vi). Similar objects available in the class | |
| UNIT III JULY to SEP JULY 11 days | Chapter:6 Triangle & Properties | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Skill Assessment • Mind Maps • PPT Handout Source: <ul style="list-style-type: none"> i)Diksha e-learning Portal ii)Vidya Dan • Multimedia links <ul style="list-style-type: none"> i). Median and Altitude and difference between them https://www.youtube.com/watch?v=ZIEAYFEgCH4 ii).Centroid and orthocenter https://www.youtube.com/watch?v=WXbM-CWw-zY iii). Exterior angle property https://www.youtube.com/watch?v=EZ6dOIRQDBo iv).Pythagoras Theorem https://www.youtube.com/watch?v=JH9V3bWA1T0 | <ul style="list-style-type: none"> • Art Integration: Cut a thread into three parts and by applying triangle inequality property verify are these pieces of can be sides of a triangle • Inter disciplinary linkage (with Social Science-waste management) Verify the angle sum property with used straws of different sizes for: <ul style="list-style-type: none"> i). Scalene triangle ii). Isosceles triangle iii). Equilateral triangle • Experiential learning: Take a picture frame. Measure it's dimension and find it's diagonal using Pythagoras Theorem • Lab Activity: To verify Pythagoras theorem using a squared paper by shading the squares | The L.O. will be assessed through: <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing Recall the types of triangles on the basis of: <ul style="list-style-type: none"> i). sides ii). Angles • Ice breaking Session: Through paper folding following concepts will be introduced: <ul style="list-style-type: none"> i). Median of a triangle and it's centroid ii). Altitudes of a triangle and it's orthocenter • Green Board Explanation: <ul style="list-style-type: none"> i). Elements of a triangle ii). Exterior angle property iii). Angle sum property for: <ul style="list-style-type: none"> a). Scalene triangle b). Isosceles triangle c). Equilateral triangle iv).Inequalityproperty v). Right Angle Triangle and Pythagoras property v). Pythagoras Theorem and its application | Child will be able to understand: <ul style="list-style-type: none"> • How to differentiate between: <ul style="list-style-type: none"> i). Centroid ii). Orthocenter • The properties of triangle and its application. • Can three different sides form <ul style="list-style-type: none"> i). a triangle ii).a right angletriangle • Concept of Pythagoras Theorem and its application in real life. • How to solve word problems |

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| <p>9 JULY 9 days</p> | <p>Chapter:8 Comparing Quantities</p> | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps • PPT Handout Source: <ul style="list-style-type: none"> • i) Diksha e-learning Portal ii) Vidya Dan • Multi-Media Links <ul style="list-style-type: none"> i). Ratio https://www.youtube.com/watch?v=B4T6-rc35Y ii) Percentage https://www.youtube.com/watch?v=Uf-Rl1e2I4Q iii). Profit and Loss https://www.youtube.com/watch?v=w8G3rhw12s iv). Simple Interest https://www.youtube.com/watch?v=vjl-jbKsg6E | <ul style="list-style-type: none"> • Art Integration: (Collage making) Cut ads of festival offer sale from newspaper of different shoe brands and make a collage. Draw a table to show their original price, discount % and net price after discount. Which brand is more reasonable? • Inter disciplinary linkage (with Science) Write down all the components of a balanced diet in percent form. • Project: Social Service Collect some amount from your pocket money for a week and donate it to some needy people and calculate what % of pocket money you donated? • Experiential learning: Ask parents to show Bank pass book (RD) and check: <ul style="list-style-type: none"> i). Principal ii) Rate iii). Time Calculate: <ul style="list-style-type: none"> i) SI ii) Amount • Practical: To check last year report card and verify whether the % calculated in report card is correct. | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing Fill water bottle with water. What is the capacity of water bottle in liter? Convert into ml. • Ice Breaking Session Session will be started by asking children about class attendance, number of boys and number of girls present and absent from the class • Green Board explanation <ul style="list-style-type: none"> i). Concept of Ratio ii) Concept of Percentage iii) Profit and Loss iv) Formula to calculate: <ul style="list-style-type: none"> a). CP if SP and P% or L% is given b). SP if CP and P% or L% is given • Flip Teaching To create a shop and clear the concept of <ul style="list-style-type: none"> i). Cost Price ii). Selling Price iii). Profit iv). Loss | <p>Child will be able to understand</p> <ul style="list-style-type: none"> • How to apply the concept of percentage in their daily life situations. • How to differentiate between RD and FD. • How to Calculate Rate of Interest given by the bank on deposited amount • How to calculate <ul style="list-style-type: none"> i). CP, SP ii). P%, L% |
| <p>10 JULY 3 days</p> | <p>Chapter:3 Data Handling</p> | <ul style="list-style-type: none"> • Learning by doing Activity | <ul style="list-style-type: none"> • Experiential learning: Collect the | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword | <ul style="list-style-type: none"> • PK Testing Collect the information how many children of a | <p>Child will be able to understand</p> <ul style="list-style-type: none"> • How to |

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| <p>+ AUG 9 days</p> | | <ul style="list-style-type: none"> Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handout <p>Source: i) Diksha e-learning Portal ii) Vidya Dan Multi-Media Links i) Mean Median and Mode https://www.youtube.com/watch?v=5C9LBF3b65s ii). Bar Graph https://www.youtube.com/watch?v=uY9gsuVlkuc iii). Double bar Graph https://www.youtube.com/watch?v=IUS2IVZZV0 iv). Probability https://www.youtube.com/watch?v=7jwK51yWo4g</p> | <p>information how many students wearing particular school shoe number and record the data and will apply the formula and calculate Mean, Media & Mode</p> <ul style="list-style-type: none"> Project: Collect the data of last year Unit-I and Unit-II marks and to plot a double bar graph using graph paper and how interpret double bar graph Art Integration (with Social Science) Find and count number of countries in each continent of the world, Prepare a Graph Activity: To Collect some pencils, erasers and sharpeners in one bag and discuss the child <ul style="list-style-type: none"> i). event ii). outcomes iii). how to calculate Probability | <p>Puzzles</p> <ul style="list-style-type: none"> MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test | <p>class like art, dance, sports and find which is most favorite hobby?</p> <ul style="list-style-type: none"> Ice Breaking Session To show five flowerpots lying on a corridor. Count number of flowers and ask to divide by number of flowerpots Green Board explanation <ul style="list-style-type: none"> i). Data and its types ii) Range iii) Arithmetic Mean, Median and Mode iv) Graph and its types v). Choosing a Scale vi). Simple Bar Graph vii) Double Bar Graph viii) Interpretation of Probability <ul style="list-style-type: none"> a) Events b) Outcomes c) Application of Formula | <p>calculate and apply in their daily life</p> <ul style="list-style-type: none"> i) Mean ii) Median iii) Mode Differentiate between Bar Graph & Double Bar Graph and how to interpret it. The term probability and its application in daily life. |
| <p>11 AUG 11 days</p> | <p>Chapter: 12 Algebraic Expression</p> | <ul style="list-style-type: none"> Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handout <p>Source: i) Diksha e-learning Portal ii) Vidya Dan Multi-Media links i) Introduction https://www.youtube.com/watch?v=5Q0</p> | <ul style="list-style-type: none"> Experiential learning: How can you write and evaluate an expression that represents a real life situation Give one example with <ul style="list-style-type: none"> i). addition ii). subtraction iii). multiplication iv). division Art Integration: Draw a colorful <ul style="list-style-type: none"> a) a quadrilateral b). a pentagon | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test | <ul style="list-style-type: none"> PK Testing Recall the definition of an equation and child will tell about: <ul style="list-style-type: none"> i). variable ii). constant Ice Breaking Session Different algebraic terms will be shown and child will count the terms Green Board Discussion <ul style="list-style-type: none"> i). Types of polynomials ii). coefficients iii). numerical coefficients | <p>Child will be able to understand</p> <ul style="list-style-type: none"> the types of algebraic expression How to identify like terms and to add, subtract them and to find the value perfectly How to solve the algebraic expressions related problems by putting the |

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| | | <p>FlxcEEIw</p> <p>ii)Polynomial https://www.youtube.com/watch?v=xmJjQ3KyTdw</p> <p>iii). Like and unlike terms of algebraic expressions https://www.youtube.com/watch?v=Jw-toLAUqPg</p> <p>iv). Addition and sub of like terms https://www.youtube.com/watch?v=4vgZJbM4t0I</p> <p>v). Patterns and algebra https://www.youtube.com/watch?v=PhFhnUJIhw0</p> | <p>c). a hexagon. Form an algebraic expression for the number of diagonals of n number of sides.</p> <ul style="list-style-type: none"> • Inter disciplinary linkage(with art and craft) Make the pattern using straws of length 5cm and generalize the pattern. • Lab Activity: To write algebraic expressions for a given pattern by using square grid paper | | <p>iv). Terms of an expression</p> <p>a). Like b). Unlike</p> <ul style="list-style-type: none"> • Forming Algebraic expression i)Types ii)Factors iii)Coefficient • Green-Board explanation: i)Addition and Subtraction of like term and unlike term ii)finding the value of an expression iii). using algebraic expression a)formula like area of 2D shapes b). rulesfor number pattern | <p>value of the given variables (one or more than one variables)</p> |
| <p>12 SEP 11 days + 16 days revision</p> | <p>Chapter: 13 Exponents & Powers</p> | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps • PPT Handout <p>Source:</p> <p>i) Diksha e-learning Portal ii). Vidya Dan</p> <ul style="list-style-type: none"> • Multi-Media Links i). Introduction https://www.youtube.com/watch?v=WwHyPoqUQec ii). Rules of exponents: https://www.youtube.com/watch?v=FZh-U18y4HU iii). large expression in | <ul style="list-style-type: none"> • Inter-disciplinary linkage (social Science) To make a solar distance showing planets with different size of balls and mention the actual distance between sun and all planets and convert answer in standard form. • Art Integration (Science): Draw 5 smallest cells present in our body and write their measurement in standard form and arrange them in ascending order • Activity: To find the value of exponential notation of a number by paper folding | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test • Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing To ask the child to calculate LCM of some digits like 16, 27 and 64 • Ice Breaking Session Some stationaries will be displayed and child will be asked to count and the term exponent will be introduced • Green Board explanation i)To make understand the different laws of exponent and how to apply them ii)Conversion of decimal no system in exponential form and vice versa iii). Law of Exponents and its Application iv). Decimal Number System v)Expressing Large Numbers in the Standard form & Standard form to Usual form | <p>Child will be able to comprehend:</p> <ul style="list-style-type: none"> • The laws of exponents and its application. • Convert exponent value into standard form. • Convert Standard form to usual form. |

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| | | standard form https://www.youtube.com/watch?v=O1BFg1pZfC0 | | | | |
| 13 UNIT IV OCT to DEC OCT 14 days | Chapter: 11 Perimeter and Area | <ul style="list-style-type: none"> Learning by doing Activity Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handout <p>Source :</p> <ul style="list-style-type: none"> i).Diksha e-learning Portal ii).Vidya Dan Multi-Media links <p>i).2-D shapes https://www.youtube.com/watch?v=i_hMPyqBh8k</p> <p>ii).Area and Perimeter of square and rectangle https://www.youtube.com/watch?v=1xfo5aLn2IU</p> <p>iii). Area of a triangle:</p> <ul style="list-style-type: none"> a). rigt angled b). isosceles <p>https://www.youtube.com/watch?v=Dt5fi89gA-0</p> <p>iv). Parallelogram https://www.youtube.com/watch?v=PKzE3OWxDfQ</p> <p>v). Circle https://www.youtube.com/watch?v=c1FLzA2FjX8</p> | <ul style="list-style-type: none"> Art Integration: Take a colorful wastepaper and cut in the shape of right angled triangle and an isosceles triangle. Measure them and note down their area and perimeter. Experiential Learning: Take one quarter paper plate and one half paper plate. Roll once each of them. Which plate covers more distance in one complete revolution? Interdisciplinary linkage (with art): Draw a photo frame with waste paper and paste your painting leaving a certain margin. Find the area of a margin | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test | <ul style="list-style-type: none"> PK Testing Child will be asked to find the similarity in NCERT Math book, notebook and a slide of bread, chess board? Ice Breaking Session A rectangular frame and a chessboard will be shown and the term area and perimeter will be introduced Green Board explanation <ul style="list-style-type: none"> i). 2D figures and how they are different to each other ii). Area and perimeter of: <ul style="list-style-type: none"> a) Square b) Rectangle c) Parallelogram d) Triangles e) Circle f). concentric circles iii).How to calculate area of a rectangle and square if path is mentioned: <ul style="list-style-type: none"> a). inside the figure b).outside the figure iv)Concept of crossroads and calculation of area | <ul style="list-style-type: none"> Child will be able to differentiate between: <ul style="list-style-type: none"> i)Area ii)Perimeter Child will be capable to comprehend: <ul style="list-style-type: none"> i). difference between 2D and 3D shapes the use of area and perimeter in his/her daily life situation. |
| 14 OCT: 7 days + | Chapter: 7 Congruence of Triangle | <ul style="list-style-type: none"> Learning by doing Activity Smart Class | <ul style="list-style-type: none"> Experiential learning: Collect some similar objects | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> Crossword Puzzles | <ul style="list-style-type: none"> PK Testing Two erasers of same brand will be shown and child will be asked | <p>Child will be able to understand</p> <ul style="list-style-type: none"> The term Congruence |

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| NOV 2 days | | <p>Extra marks modules</p> <ul style="list-style-type: none"> • PDF of the Chapter • Projector • Mind Maps • PPT Handout <p>Source :</p> <p>i).Diksha e-learning Portal</p> <ul style="list-style-type: none"> • ii).Vidya Dan • Multi-media links <p>i).Introduction https://www.youtube.com/watch?v=86iU3fypTd4</p> <p>ii).Condition for triangle congruence https://www.youtube.com/watch?v=LyiXr-li7yg</p> | <p>available at home and paste them in your scrap book e.g. bangles, two Cd's. What do you observe</p> <ul style="list-style-type: none"> • Art Integration: Collect 5 logos of different organization or co. from old newspaper and magazines which are made of congruent figures. Draw the basic figures of all collected logos • Activity: To explore all the conditions of congruence of two triangles with the pairs of straw of different lengths, protractor or ruler and paper | <ul style="list-style-type: none"> • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <p>to speak about their size and shape.</p> <ul style="list-style-type: none"> • Ice Breaking Session Class VII NCERT two Math Books will be shown to the students and the concept of congruency will be introduced • Green Board explanation <ol style="list-style-type: none"> Symbol of congruency Congruency by superposition method Congruence of : <ol style="list-style-type: none"> Plane Figure Line Segments Angles Triangles Condition of Congruency of triangles: <ol style="list-style-type: none"> SSS condition SAS condition ASA condition RHS condition | <ul style="list-style-type: none"> • Criteria <ol style="list-style-type: none"> SSS SAS ASA RHS • Application of Congruency in daily life |
| 15 NOV 9 days + DEC 13 days Revision and exam | Chapter: 14 Symmetry | <ul style="list-style-type: none"> • Learning by doing Activity • Smart Class Extra marks modules • PDF of the Chapter • Projector • Mind Maps • PPT Handout <p>Source :</p> <p>i).Diksha e-learning Portal</p> <ul style="list-style-type: none"> • ii).Vidya Dan • Multi Media Links <p>i). Symmetry https://www.youtube.com/watch?v=MtqtliJsfiE</p> <p>ii). Rotational Symmetry https://www.youtube.com/watch?v=s4tS-</p> | <ul style="list-style-type: none"> • Experiential learning: Observe the cross sections of some vegetables, when they are cut for the purposes of cooking in the kitchen and draw a table. • Activity: To Divide the class in teams and asked to collect all items available in the class and check their: <ol style="list-style-type: none"> Line Symmetry Rotational Symmetry <ul style="list-style-type: none"> • To clear the concept of symmetry and their types. • To make understand the child how to find the lines of symmetry of any | <p>The L.O. will be assessed through:</p> <ul style="list-style-type: none"> • Crossword Puzzles • MCQ Test Assignments (CW & HW) • Remedial Worksheets • Mental Math • Paper/Pen Test | <ul style="list-style-type: none"> • PK Testing Fold used paper and check whether all corner overlaps or not • Ice Breaking Session To write English alphabet A, H, M, O, X on the Green Board and introduce the concept of symmetry • Green Board explanation concept of: <ol style="list-style-type: none"> Line Symmetry for a regular polygon Rotational Symmetry Centre of Rotation Angle of Rotation Order of rotation | <p>Child will be able to understand</p> <ul style="list-style-type: none"> • the different types of symmetry <ol style="list-style-type: none"> Line Rotational Central angle Order of Rotation. |

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| | | ZmpJfw | polygon | | | |
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PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: SCIENCE
Class: VII
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|--|--|--|
| <p>Month: Feb/ March</p> <p>No. of Periods:9</p> | <p>Topic/Chapter: NUTRITION IN PLANTS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <p>Art Integration</p> <ul style="list-style-type: none"> • Diagram on photosynthesis, stomata, pitcher plant, plant cell and animal cell. <p>Experiential Learning</p> <ul style="list-style-type: none"> • Activity: To detect the presence of starch in leaves. | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to be taught after getting the expected response from the students. • Discussion on the modes of nutrition with the example of Lichen and pitcher plant. • Developing hypothesis by : Brainstorming • Lecture Discussion. • Activities • Video: Different modes of nutrition. • Photosynthesis • Plant and animal cell | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of photosynthesis. • Different types of nutrition in plants. • How nutrients are replenished in the plants. • Plant and animal cell. • Comprehend the concept of condition necessary for photosynthesis and importance of photosynthesis. • -Differentiate between autotrophs and heterotrophs. • Differentiate between saprophytes and parasites • Represent the plant and animal cell diagrammatically. • Draw the inference from a given diagram |
| <p>Month: March</p> | <p>Topic/Chapter: NUTRITION IN ANIMALS</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> • Diagram on human digestive system, structure of tooth, different types of | <ul style="list-style-type: none"> • Oral test were conducted • Written test | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to | <p>The students will be able to understand:</p> <ul style="list-style-type: none"> • The concept of how different animals take |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------------------|---|---|--|--|---|---|
| No. of Periods: 9 | https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | | teeth and tongue with taste buds <ul style="list-style-type: none"> Diagrammatically and flowchart method feeding and digestion in Amoeba Understanding diagrammatically how digestion in grass eating animals takes place. Practical – to study the effect of saliva on starch present in food. | <ul style="list-style-type: none"> MCQs testing and Quizzes | be taught after getting the expected response from the students. <ul style="list-style-type: none"> Developing hypothesis by : Brainstorming Lecture Discussion. Video: Human digestive system. Digestive system of cow. Structure and function of different types of teeth and tooth decay. Different taste areas of the tongue. | in food. <ul style="list-style-type: none"> Human digestive system. Structure and function of different types of teeth. Tooth decay. Digestion in grass eating animals. Comprehend the concept of digestion in Human Beings and ruminants. |
| Month: March No. of Periods:8 | Topic/Chapter: FIBRE TO FABRIC https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Diagram on Life cycle of silk moth Flowchart on how to obtain wool from sheep. Activity: Burning test of wool, silk, nylon etc. | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion. Video: Production of wool from sheep. Life cycle of silk moth. Production of silk | The students will be able to: <ul style="list-style-type: none"> Understand the characteristics of silk and wool. Selective breeding, Extraction of wool from sheep. Life cycle of silk moth. processing and production of silk. Comprehend the concept of Selective breeding to get superior variety. Differentiate between silk and wool |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <ul style="list-style-type: none"> • Represent the life cycle of silk moth diagrammatically. • Draw the inference from a given diagram |
| Month: March/ April No. of Periods:9 | Topic/Chapter: HEAT https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> • Diagram on different types of thermometer, land breeze and sea breeze • Practical: Transfer of heat by conduction, convection and radiation | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by : Brainstorming • Lecture Discussion. • Video: Different thermometers • Ways of transferring heat i.e Conduction, Convection, Radiation | The students will be able to understand: <ul style="list-style-type: none"> • The concept of heat and temperature. • Different types of thermometer. • Transfer of heat by conduction, convection and radiation. • Uses of good and poor conductors of heat. • Land and Sea breeze. • Absorbers and emitters of heat. • Comprehend the concept of heat and temperature. • Transfer of heat. • Differentiate between good and poor conductors of heat • Differentiate between conduction, convection and radiation. • Calculate the temperature in $^{\circ}\text{K}$ and $^{\circ}\text{C}$. • Draw the inference from a given diagram |
| Month: April | Topic/Chapter: ACIDS, BASES and SALTS https://www.youtube.com/watch?v=B3A-UzEN7lw | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> • Practical: Uses of indicators to determine that given substance is acidic or basic in nature. | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to be taught after getting the expected response from the students. | The students will be able to understand: <ul style="list-style-type: none"> • The concept of acid, bases and salts. • Uses of acids and bases. • Indicators, |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|---|--|--|--|--|
| No. of Periods:9 | https://www.youtube.com/watch?v=9aEx067YkDE https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | | <ul style="list-style-type: none"> Neutralization reaction To find out different acids and bases in a given substances. | | <ul style="list-style-type: none"> Developing hypothesis by : Brainstorming Lecture Discussion. Video: Acids, bases and salts Indicators Neutralization reaction | <ul style="list-style-type: none"> neutralization reaction in everyday life. Different types of salts with examples. Comprehend the concept of indicators used to determine acid and base Differentiate between acids and bases. Differentiate between Acidic, basic and neutral salts. Determine whether given substance is acid or base. |
| Month: April No. of Periods:9 | Topic/Chapter: PHYSICAL AND CHEMICAL CHANGES https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Art integrated: draw flowchart on physical and chemical changes. Experiments: <ul style="list-style-type: none"> Burning of magnesium ribbon Reaction between baking soda and vinegar Reaction between copper sulphate solution and iron Activity: Rusting of iron | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion. Video: Physical and chemical changes. Rusting of iron. Crystallization process to obtain pure crystals of CuSO_4 | The students will be able to understand: <ul style="list-style-type: none"> The concept of Physical and chemical change. Importance of chemical change. Rusting of iron, methods to prevent rusting. Process of crystallization. Comprehend the concept of physical and chemical change. Differentiate between physical and chemical change. Chemical reactions |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <ul style="list-style-type: none"> Process of crystallization | | | <p>and activities</p> <ul style="list-style-type: none"> Condition and measures to prevent rusting Draw the inference from a given table |
| <p>MONTH - APRIL</p> <p>No. of Periods:9</p> | <p>Topic/Chapter: WEATHER, CLIMATE and ADAPTATIONS OF ANIMALS TO CLIMATE</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Project: Collect the data on minimum and maximum temperature of different places. Graphical Representation of Weather Collect information on migratory birds of India. | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Video : Weather and climate Adaptations in animals found in tropical rainforest | <p>The students will be able to understand the concept of :</p> <ul style="list-style-type: none"> Weather and climate To study the weather report Comprehend the concept of factors which affect climate Differentiate weather and climate Understanding how adaptations are related to climate Understanding the concept of adaptations in polar bears and |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|---|--|---|--|
| | | | | | | <p>Penguins.</p> <ul style="list-style-type: none"> • Imparting knowledge about migratory birds • Comprehend the concept related to animals found in the tropical rain forest i. e. elephants, Red eyed frog, Monkey and Lion Tailed Macaque • Draw the inference from a given adaptations |
| <p>MONTH - MAY</p> <p>No. of Periods:18</p> | <p>Topic/Chapter: WINDS, STORMS and CYCLONES</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> • Project: Collect information in dormant and active volcano in the world. • Activity: Different properties of air. • Art Integrated: Draw diagram on the cyclone | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Discussion on the state of rest or motion with the example of travelling by train. • Developing hypothesis by: Brainstorming Lecture Discussion. • Video : • Wind • Cyclone • Thunderstorm • tornado | <p>The students will be able to understand the concept of :</p> <ul style="list-style-type: none"> • Winds, storms and cyclones • Comprehend the concept of on different properties of air. • Understanding on how wind is produced • Imparting knowledge on as to what is thunderstorm. • Precautions to be taken during thunderstorm • Comprehend the concept on cyclone, how is it formed and destruction caused by cyclone |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|--|---|--|---|--|
| | | | | | | <ul style="list-style-type: none"> Understanding the concept on tornado, destruction caused by tornadoes and protection from tornado. Differentiate between wind and thunderstorm Differentiate between cyclone and tornado |
| <p>MONTH - JULY</p> <p>No. of Periods: 9</p> | <p>Topic/Chapter: SOIL</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> Project: Collect the sample of soil from different areas. Collect information on how pollution is harmful for plants and animals. Collect information on what causes soil pollution and what are the causes of soil pollution. Art Integrated: Draw soil profile Activity: To find the percentage of water absorbed by a soil. To measure the percolation rate of water in soil. | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Video : <ul style="list-style-type: none"> Soil Soil profile Composition of soil Types of soil Soil erosion Soil pollution | <p>The students should be able to understand :</p> <ul style="list-style-type: none"> The concept of soil and soil profile. Comprehend the concept of composition of soil. Differentiate between top soil and sub soil Differentiate between different types of soil. Concept clarity on seepage of water into soil Calculate the water content in the given sample of soil. Calculate the percolation of water in the sandy clayey and loamy soil. Understanding the concept of soil erosion, |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|--|---|--|---|---|
| | | | | | | <p>its cause, effect and ways to prevent it.</p> <ul style="list-style-type: none"> • Concept clarity on soil pollution and different methods to prevent it |
| <p>MONTH - JULY</p> <p>No of Periods: 9</p> | <p>Topic/Chapter: RESPIRATION IN ORGANISMS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> • Class discussion on – Harmful effect of smoking • Diagram on the human respiratory system • Project– Mechanism of breathing • Activity – To show that carbon dioxide is produced during respiration • Class discussion on – Breathing and | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by : Brainstorming • Video : • Aerobic and anaerobic respiration • Mechanism of respiration • The human respiratory system • Breathing and respiration | <p>The students are able to Understand :</p> <ul style="list-style-type: none"> • The concept of respiration • Different types of respiration • Human respiratory system • Mechanism of respiration • Mechanism of respiration • Breathing and respiration in other |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|---|---|--|---|---|
| | | | respiration in other animals. | | <ul style="list-style-type: none"> in other animals. Respiration in plants. | <ul style="list-style-type: none"> animals Respiration in plants through root, stem and leaves |
| <p>MONTH – JULY / AUGUST</p> <p>No of Periods:9</p> | <p>Topic/Chapter: TRANSPORT IN ANIMALS AND PLANTS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Discussion on transport in animals and plants Art Integrated: Draw different types of blood cell. Draw structure of heart Flowchart on working of heart Draw stethoscope Draw human excretory system. ACTIVITY: To show that water moves upward through xylem vessel. ACTIVITY: Transport of water in a potato | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Discussion on circulatory system, components of blood, pulse rate. Finding the pulse rate of the desk partner. Developing hypothesis by Brain storming. Video: Animations on heart structure and function. Blood vessels Video on working of excretory system. Dialysis Transport in plants. | <ul style="list-style-type: none"> The students should be able to understand: The concept of transport in humans Comprehend the concept of on different blood vessels Understanding different components of blood |
| MONTH – AUGUST | <p>Topic/Chapter: REPRODUCTION IN PLANTS</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Flowchart on different method of reproduction Art Integration-draw different methods of | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. | <ul style="list-style-type: none"> Understand the concept of reproduction, types and its role. Comprehend the concept of vegetative |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| No of Periods: 9 | https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | | <ul style="list-style-type: none"> vegetative propagation and asexual reproduction Draw structure of a flower Diagrammatically explain cross and self pollination Diagram of fertilization. Activity: Germination and dispersal of seeds | | <ul style="list-style-type: none"> Developing hypothesis by : Brainstorming Spell check Demonstration of flower Flip teaching Video: <ul style="list-style-type: none"> Asexual and sexual reproduction Different methods of multiplication/ vegetative propagation Structure of flower Pollination and fertilization Different ways of seed dispersal | <ul style="list-style-type: none"> propagation Understanding the concept of asexual reproduction by enlisting examples Imparting knowledge on reproduction in flower with reference to pollination and fertilization Comprehend the concept on seed dispersal, different ways of dispersal of seeds. Understanding the concept of germination and formation of fruits Differentiate between asexual and sexual reproduction Differentiate between pollination and fertilization |
| MONTH – AUGUST No of Periods: 9 | Topic/Chapter: MOTION AND TIME https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Graphically explain uniform and non uniform motion Draw a pie chart and bar graph Draw sand clock Draw simple pendulum | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Debate on motion and rest. Developing hypothesis | The students should be able to understand : <ul style="list-style-type: none"> Uniform and non Uniform motion graphically Draw pie chart and bar graph Draw sand clock |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <ul style="list-style-type: none"> • Discussion on motion and time and how pendulum works • Experiments: pendulum • Practical : How to calculate speed | | by : Brainstorming <ul style="list-style-type: none"> • Spell check • Demonstration of uniform and non uniform motion • Flip teaching • Video: <ul style="list-style-type: none"> • Motion and time • Speed • Uniform and non uniform motion • Simple pendulum and its working | <ul style="list-style-type: none"> • Draw simple pendulum • Working of Pendulum ; Amplitude, Time Period and Frequency • Calculate and compare speed |
| MONTH – SEPTEMBER No of Periods: 9 | Topic/Chapter: ELECTRIC CURRENT AND ITS EFFECT https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> • Draw symbols for electrical components • Draw open and close circuit. • Debate on applications of heating effect of electric current • Draw an electric fuse • Project: Explain magnetic effect of electric current. • Project: explain heating effect of electric current. • Activity: To make | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning • Introducing the topic to be taught after getting the expected response from the students. • Debate on heating effect of electric current • Developing hypothesis by : Brainstorming • Spell check • Demonstration of Overloading and short circuiting • Flip teaching • Discussion on symbols used in electric circuit.. • Lecture method. | The student should be able to : <ul style="list-style-type: none"> • Draw symbols for electrical components • Draw open and close circuit. • explain applications of heating effect of electric current • Draw an electric fuse • Explain magnetic effect of electric current. • Explain heating effect of electric current. • To make an electromagnet |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>an electromagnet</p> <ul style="list-style-type: none"> Art integrated: Draw electric bell | | <ul style="list-style-type: none"> Video: Open circuit and closed circuit. Application of heating effect of electric current. Short circuit and overloading. Fuses and MCB. Magnetic effect of electric current. Electromagnets and its uses Structure and working of electric bell | <ul style="list-style-type: none"> Draw electric bell |
| <p>MONTH – SEPTEMBER</p> <p>No of schools: 9</p> | <p>Topic/Chapter: LIGHT</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> Draw regular and irregular reflection Draw image formed by a plane mirror Draw concave and convex mirror Draw images formed by concave and convex mirror Discussion: how concave mirror is a converging mirror and convex mirror is a diverging mirror Draw concave and convex lens Draw images formed by convex lens and concave lens | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Debate on images formed by lenses and spherical mirrors. Developing hypothesis by : Brainstorming Spell check Demonstration of lenses and spherical mirrors Flip teaching Video: Reflection of light Real and virtual image Characteristics of image formed by a plane mirror Spherical mirrors and image formed by them. | <p>The students should be able to understand :</p> <ul style="list-style-type: none"> The concept of reflection of light. Comprehend the concept of real and virtual image. Understanding the concept of image formed by a plane mirror Imparting knowledge on different types of spherical mirrors Comprehend the concept of images formed by concave and convex mirror Understanding the concept of spherical lenses and images formed by convex and concave lens. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <ul style="list-style-type: none"> Discussion: how convex lens is a converging lens and concave lens is a diverging lens | | <ul style="list-style-type: none"> Lenses and image formed by them Dispersion of light and formation of rainbow | <ul style="list-style-type: none"> Understanding dispersion of light and formation of rainbow Differentiate between real and virtual image Differentiate between convex and concave lens Differentiate between concave and convex mirror |
| MONTH – SEPTEMBER No of Periods: 8 | Topic/Chapter: WATER A PRECIOUS RESOURCES https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Flowchart on depletion of water Diagram to show water table, groundwater and aquifer. Project work on distribution of water on the earth surface. Discussion on proper management of water Debate on how human being is depleting the underground water Diagram on rainwater harvesting | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Debate on how human being is leading to depletion of water Developing hypothesis by : Brainstorming Spell check Demonstration of different states of water Flip teaching Video: <ul style="list-style-type: none"> Importance of water Different forms of water Groundwater Depletion of water table Proper management on | <ul style="list-style-type: none"> Understand the concept water: A precious resources Comprehend the concept of different states of water Understanding the concept of scarcity of water and its adverse effect. Imparting knowledge on groundwater as an important source of water. Comprehend the concept of depletion of water table. Understanding the concept of distribution of water and its proper management. Understanding the role |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <ul style="list-style-type: none"> water Rainwater harvesting | <ul style="list-style-type: none"> to human being in minimizing waste of water. Differentiate between three states of water Differentiate between drought and flood |
| MONTH – OCTOBER No of Periods: 8 | Topic/Chapter: FORESTS: OUR LIFELINE https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Videos, Charts, Extra marks, board and chalk | <ul style="list-style-type: none"> Flowchart on components of forest Diagram on how minerals are returned back to the soil. Flowchart on food chain occurring in the forest Draw the structure of a forest showing the various layers of vegetation. Project: how cutting of trees is effecting the climatic condition of the entire world | <ul style="list-style-type: none"> Oral test were conducted Written test MCQs testing and Quizzes | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Spell check Demonstration of different layers of forest and food chain Flip teaching Video: <ul style="list-style-type: none"> Components of a forest. Scavengers and decomposers as environment cleaner. The forest is an ecosystem. Different layers of forest Importance of forests Effects of deforestation | The students should be able to understand: <ul style="list-style-type: none"> The importance of forest Comprehend the concept of components of a forest Imparting knowledge on the forest is an ecosystem Comprehend the concept on food chain in forest. Understanding the alternate arrangement of trees in the forest. Imparting knowledge on role of decomposers in a forest. Understanding the concept of importance of forests and adverse effect of deforestation. Putting emphasis on |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>conservation of forests.</p> <ul style="list-style-type: none"> • Differentiate between different layers of forest • Differentiate between abiotic and biotic components |
| <p>MONTH – NOVEMBER</p> <p>No of Periods: 9</p> | <p>Topic/Chapter: WASTEWATER STORY</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | <p>PPT, Videos, Charts, Extra marks, board and chalk</p> | <ul style="list-style-type: none"> • Mind maps • Flow chart on different tanks used in WWTP • Visit to the school's STP. • Art integration: sketch on school's water supply system and recycle of water. • Project: Find out different methods of minimizing the wastage of water. • Project on sanitation and diseases | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | <ul style="list-style-type: none"> • Discussions. • Debate • Quiz • Survey • Developing hypothesis by: Brainstorming • Video: Animations on waste water treatment plant, sewer and sewage system, sanitation and diseases, different types of tanks, sanitation at public places | <p>The students should understand :</p> <ul style="list-style-type: none"> • Comprehend the concept of the sewerage system • what is sewage and its composition • Understanding the importance of waste water treatment plant • Imparting knowledge on different kinds of tanks used in WWTP • Comprehend the concept on sanitation and diseases. • Understanding the alternate arrangement of sewage disposal • Imparting knowledge on septic tank. Composting toilets, chemical toilets, vermin composting toilets and toilets in airplane. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <ul style="list-style-type: none"> • Differentiate between sludge and sewage • Differentiate between sewers and sewage system |

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan (SOCIAL SCIENCE)
Class: VII Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|--|--|
| February (6 Days) | Chapter Civics Chapter 1 Equality No. of Periods:04 | <ul style="list-style-type: none"> • PPT • Video: Equal Pay- an experiment on monkeys • Video on Equality https://www.youtube.com/watch?v=iurhMy1I7EU • Various types of equality using animations of Smart Class • Video on summary of chapter https://www.youtube.com/watch?v=MIXZyNtaoDM • Mind maps • Wall map of the world • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Experiential learning Students will be given assignments to share their experiences when their dignity was violated. They can share the experience of someone else's dignity being violated witnessed by them. • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) Critical Thinking (Students will observe positive and negative behavior in scenarios that are common to their lives) • Art Integration Students will prepare posters on | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Developing knowledge of concept by: Examining Prior Knowledge about the fundamental rights of the citizens • Ice Breaking Activity: Using videos, of equality to make students observe positive and negative behavior in scenarios that are common to their lives, becoming aware that actions have consequences and able to identify the concept of equality. • General discussions. Connecting real life situations. • Introduction of the chapter by discussions and interactions | <ul style="list-style-type: none"> • The Students will be understanding the concept of Universal adult Franchise and Dignity • To familiarize students with the clauses of the constitution about equality • To acquaint students with the issue of inequality in so called developed democracies of the world • Students will be able to reason why despite equal rights provided by the constitution inequality still exists in society • They will appreciate the efforts of government in bringing out equality through certain initiatives like Mid-day meals • They will develop an understanding about the challenges democratic countries are facing. • Students will be able to implement the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | equality | | <ul style="list-style-type: none"> Video on summary of chapter | <p>knowledge gained through chapter in their real life by treating everyone with respect and dignity irrespective of their financial status, religion, caste, gender.</p> |
| March (26 Days) | <p>Chapter Geography Chapter 1 Environment No. of Periods:05</p> | <ul style="list-style-type: none"> PPT Globe Wall map of the world Flow Charts Video: on Environment https://www.youtube.com/watch?v=x3Dqco-NEGk Black board for diagram of ecosystem E-Book Chalk and Board | <ul style="list-style-type: none"> Art integration: Drawing of domains of the environment FLIP LEARNING Students to be given a small portion of chapter independently to prepare and explain to the class. They are free to use blackboard for making diagrams Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing as they have studied the concept in previous classes. Ice Breaking Activity: Challenge your students to make the classroom more environmentally friendly – what would they change? Encourage the children to reuse old carrier bags, recycle their paper, turn the lights off. How difficult are their suggestions to put into practice? Could some of their ideas be used in the classroom from now on? After | <p>Students will be able to</p> <ul style="list-style-type: none"> Enlist the components of environment Differentiate between natural – man made components. Classify the natural environment and describe each component. To Critically analyze the need to preserve the ecosystem Students will develop gratitude towards the components of environment and ecosystem surrounding them and will try to protect the environment |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>collecting their suggestion facilitator will introduce the concept of environment</p> <ul style="list-style-type: none"> Students can use pictures, diagrams and black board to teach the class as they are familiar with the concept of environment and its components (they have already covered this topic in Science) Introduction of the chapter by discussions and interactions | |
| March | Chapter History 1 Tracing Changes Through a Thousand Years No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: on Our past history Wall map of the India Black board for flow charts to show chronology of events E-Book | <ul style="list-style-type: none"> Practical Students were told to compare map 1 and map 2 and find out similarities and differences between two maps Art Integration Presentation by students on comparison of map 1 and map 2 similarities and differences. Skill assessment Reading skills | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: Asking students to share the facts they know and motivate them to discuss more and more facts after that asking them to write the source of facts (from where they have collected information about that facts) than telling them about | <ul style="list-style-type: none"> Students would be able to understand The significance of periodization in the studying history and about the major sources of information regarding the medieval period of Indian history. The major sources of information regarding the medieval period of Indian history. Power struggles among Rajput's, Pala's, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> Chalk and Board | (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | | the sources of information in history and its importance (literary sources and archeological sources) <ul style="list-style-type: none"> Developing knowledge of concept by: Examining Prior Knowledge about Indian History ancient period (which they have studied in class VI) by asking Random Questions. Introducing The topic after getting the expected response from the students by connecting this information to the medieval period. Interactions/Discussions | Pratiharas, Rashtrakutas and Cholas. <ul style="list-style-type: none"> Calligraphy and Cartography developed during medieval period. New social and political groups emerged such as Rajputs, Sikhs, Jats. Changes in Hinduism, worshipping of new deities, the construction of temples, and growing importance of Brahmins The students will understand the importance of unity and harmony especially in today world where the tensions among countries are growing. |
| March | Chapter 2 Geography Inside Our Earth No. of Periods:05 | <ul style="list-style-type: none"> PPT Video: On Rocks and Minerals Video on Inside our Earth | <ul style="list-style-type: none"> Inter disciplinary linkage. The chapter will be connected with History to explain | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment | <ul style="list-style-type: none"> Ice Breaking Activity: (Agree or Disagree FUN GAME) One rock can | <ul style="list-style-type: none"> After going through this unit, the students would be able to: Explain the layered structure of the Earth. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>https://www.youtube.com/watch?v=pbfi0FDJnoQ</p> <ul style="list-style-type: none"> • Wall map of the India • Use of Globe • Black board for diagram of interior structure of earth and rock cycle • E-Book • Chalk and Board | <p>how Taj Mahal and Red Fort are built with different types of rocks</p> <p>With Science to explain the composition of rocks</p> <ul style="list-style-type: none"> • Art integration: Drawing of interior structure of the earth and rock cycle • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test | <p>change into another type of rock. Humans have a right to mine the Earth for things like oil, minerals, etc.</p> <ul style="list-style-type: none"> • Developing knowledge of concept by: • Checking their previous knowledge about earth by random questioning about types of rocks (which they have already studied in Science) Video on Inside our Earth • Introduction of the chapter by discussions and interactions | <ul style="list-style-type: none"> • Differentiate between types of rocks by referring to their properties and methods of formation • Differentiate between the different types of rocks and understand the way in which they must have been formed • The phenomena of rock cycle • The students will understand importance of inexhaustible sources of energy after knowing that how mineral oil and other sources of energy, we are presently using, are limited and will be exhausted one day. They will develop an attitude of sustainable development. |
| March | Chapter 2 History New Kings and Kingdoms No. of Periods:06 | <ul style="list-style-type: none"> • PPT • Video: Temple of Gangaikondacholapuram <p>https://www.youtube.com/watch?v=i5Kw0fAIy8E</p> | <ul style="list-style-type: none"> • Map Activity Show major kingdoms on the political map of India. • Art integration: Colouring the map | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) | <ul style="list-style-type: none"> • Ice Breaking Activity: The teacher will show the images, discuss about the various forms of architecture, material used for construction and kings of medieval | <ul style="list-style-type: none"> • Students would be able to understand: • Emergence of new dynasties for seventeenth century and the importance of kannuj and tripartite struggle. • The three kingdoms – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|--|---|
| | | <ul style="list-style-type: none"> • Video on GST by Pallavi Joshi • Video on Prashast is and land grants • Wall map of the India • Black board for making flow charts to explain chronology of events • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> • Pen paper test | <p>period etc. and changes that took place with time.</p> <ul style="list-style-type: none"> • Developing knowledge of concept by: • Checking their previous knowledge about Kings and their Kingdoms by random questioning. • Introduction of the chapter by discussions and interactions • Video: Temple of Ganga ikon dacholapuram (for Virtual visit) | <p>Gurjaras, Palas and Rashtrakutas and their constant struggle to acquire control over Kannuj, termed as Tripartite Struggle.</p> <ul style="list-style-type: none"> • Mahmud of Ghazni • The emergence of Cholas as the most powerful kingdoms • The role of Ur, Sabha and Nagaram in Cholas village administration • The students will compare the taxes levied in medieval time and the taxes levied in modern times by explaining the concept of GST in simple way. |
| March | Chapter 2 Civics Role of the Government in Health No. of Periods:04 | <ul style="list-style-type: none"> • PPT • Video: Costa Rican approach https://www.youtube.com/results?search_query=Costa+Rican+approach • Video on Kerala health Status https://www.youtube.com/results?search_query=Kerala+health+status | <p>Practical: Debate on the topic whether government should spend more money on national security than on public health services. For this student will be divided into two groups one in favour, the other against.</p> <ul style="list-style-type: none"> • Art integration: Debate (Students will | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Ice Breaking Activity: • Brainstorming: Students aided by open ended questions to draw comparisons between public and private health care service • Developing knowledge of concept by: | <ul style="list-style-type: none"> • To familiarize the students with the concept of health • To acquaint the students with the status of public health system in India • To apprise the students about Costa Rican approach and Efforts of Indian government to improve the health status in India through case study of Kerala. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>e.com/watch?v=rUm6r-pDTmk</p> <ul style="list-style-type: none"> • Wall map of world to show Costa Rica • Wall map of India to show Kerala • E-Book • Chalk and Board | <p>express their views on the given topic)</p> <ul style="list-style-type: none"> • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | | <ul style="list-style-type: none"> • Interactive dialogue connecting real life situations. • Introduction of the chapter by discussions and interactions • Video: Costa Rican approach (for Virtual visit) • Video on Kerala health Status (for Virtual visit) | <ul style="list-style-type: none"> • They will be able to distinguish between private and public health services. • Through debates critical thinking of the students will be developed Students will be sensitized towards the problems faced by poor people because of lack of proper health facilities in India |
| April (22 Days) | Chapter 3 History The Delhi Sultans No. of Periods:07 | <ul style="list-style-type: none"> • PPT • Video: Delhi Sultans https://www.youtube.com/watch?v=L4E6tT85JWU • Video on Circle of justice • Wall map of India Political • Black board to explain chronology of the events • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Activity A map to show Alauddin Khalji's campaign into South India was taken up. • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> <p>Critical Thinking (Discuss and Debate Activity)</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Ice Breaking Activity: (Discuss and Debate) The Architecture of Today v/s The Architecture of the Sultanate • Introduction of the chapter with the help of interactions and discussions • Video on Delhi Sultanate (for Virtual visit) • Real life examples and stories of Sultans | <ul style="list-style-type: none"> • Students would be able to understand about Delhi Sultan how they set up their rule in Indian sub-continent. • Learn about important dynasties of Delhi Sultans were Slave dynasty, Khalji dynasty, Tughlaq dynasty, Sayyid dynasty and Lodi dynasty. • Iqta System • Learn about Muhammad Tughlaq, Alluddin Khilji and comparisons between the policies adopted by both • Learn about currency of that time. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <ul style="list-style-type: none"> Through the comparison of Alauddin Khalji and Muhammad Tughlaq, the students will come to know that it's your deeds which make your image. Both rulers of Delhi Sultanate had altogether different approach. While Alauddin was appreciated for his good work, Tughlaq was criticised for his wrong policies. |
| April | Chapter 3 Geography Our Changing Earth No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: Volcano https://www.youtube.com/watch?v=VNGUdObDoLk Video on Earthquake Video for work of Sea, river, sea waves, ice and sand Wall map of India Political Black board to explain flow chart of Endogenic and | <ul style="list-style-type: none"> Art integration: A coloured diagram of volcano to be drawn by the students Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (CURIOSITY BASEDQUESTION) Have you ever seen a volcano? Answer-Yes/no What could have caused a volcano to erupt? Answer- They may tell about the endogenic forces/ lava inside the earth Developing knowledge of concept by: Introduction of | <ul style="list-style-type: none"> To Familiarize with the basics of Lithospheric plates and plate tectonics Differentiate and understand between Endogenic Forces and exogenic forces Identify the structure and cause of Volcanoes and Earthquakes Identify the landforms caused by the agents of denudation like, river, sea waves, glacier and wind. They would be able to reason why Earthquakes happen. |

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| | | <p>Exogenic resources and drawing diagram of volcano and work of sea, river, ice and sand</p> <ul style="list-style-type: none"> E-Book Chalk and Board | | | <p>the chapter with the help of interactions and discussions</p> <ul style="list-style-type: none"> Video on Volcanic eruption (for Virtual Experience) Real life examples of earthquakes. | <ul style="list-style-type: none"> Children will experience the intensity of the volcano through real video shoot and will be able to differentiate it with the visualization, which they might have visualized while going through animations of volcano. |
| April | Chapter 4 History The Mughal Empire No. of Periods:07 | <ul style="list-style-type: none"> PPT Video: Mughal succession https://www.youtube.com/watch?v=rap7egq3Xd0 Video on Muhammad Tughlaq's policies Video on Razia Sultana Black board to make flow chart to show sequence of events Wall map of India Political E-Book Chalk and Board | <ul style="list-style-type: none"> Project: Students will be asked to make a small project on any of the Mughal Emperor Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) Akbar was the first Mughal emperor of India. The Mughals did not believe in democracy. Checking their previous knowledge about Mughal rulers by random Questioning Introduction of the chapter with the help of interactions and discussions Video: Mughal succession (for Virtual | <ul style="list-style-type: none"> Students would be able to Understand who Mughals were and how the Mughal rule started in the Indian subcontinent and appreciate the efficient administration of Akbar. Learn about Trace the impact of the imperial administration at the local and regional levels. Learn about new administrative measures like Mansabdari system and Jagirdari system. Understand Akbar's secular religious policy and advanced the concept of Sulh-i-kul or Universal peace |

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| | | | | | Experience) | <ul style="list-style-type: none"> Know about emergence of new regional powers under Aurangzeb <p>Through the story of Razia Sultana they will come to know status of women in Mughal period. Students will compare Razia with present women leaders to know whether women leaders are accepted readily today.</p> |
| April | Chapter 4 Geography Air No. of Periods:04 | <ul style="list-style-type: none"> PPT Video: Layers of the atmosphere https://www.youtube.com/watch?v=DftEDVzGnMg Video on experiment of ball and feather Video on Razia Sultana Videos on types of rainfalls Black board to make diagrams of structure of atmosphere, | <p>Art integration: A coloured diagram of pressure belts and types of rainfalls to be drawn by the students</p> <p>Interdisciplinary Science Composition of atmosphere, humidity</p> <ul style="list-style-type: none"> Skill assessment <p>Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers &</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Discuss and Debate) Pollution the major cause of Global Warming. Ways to cope up with the Natural Disasters. Introduced the chapter with Interactive session on air Discussion on the meaning of various layers of atmosphere with the help of | <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the importance of each component of the atmosphere relating to presence of life on earth – nitrogen, oxygen, carbon dioxide water vapour and dust particles Outline the characteristics of the layers of atmosphere. Differentiate between the terms weather and climate. Identify the elements determining the weather i.e. temperature, air pressure, winds and rainfall. |

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| | | pressure belts and types of rainfalls <ul style="list-style-type: none"> E-Book Chalk and Board | test) | | acronyms and mnemonics (Trust Surely Me in The Exams) <ul style="list-style-type: none"> Video: Layers of the atmosphere (for Virtual Experience) | <ul style="list-style-type: none"> Diagrammatically explain the pressure belts, planetary winds and types of rainfall Comprehend the factors affecting atmospheric temperature and pressure in relation to altitude, temperature and water vapour. <p>Besides students would be sensitized towards environment after knowing the importance of different layers of atmosphere</p> |
| May (18 Days) | Chapter 5 History Rulers and Buildings No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: Brihdeswar temple https://www.youtube.com/watch?v=D3yBuyu_FOA Video Sun temple https://www.youtube.com/watch?v=9ZVndhJCiG8 Video on Rulers and the monuments they constructed | <ul style="list-style-type: none"> Activity: Students in groups of five to be told to gather information about any great monument constructed in the modern period like Statue of Unity and the information so gathered with all the students Skill assessment Reading skills (Loud reading of the chapter) Writing skills | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (CURIOSITY BASEDQUESTION) How many of you have seen Brihdeswar temple? and Sun Temple? Do you know the reason, why Brihdeswar temple, being so old and so high is not tilting like 'Leaning Tower of Pisa' and 'Big Ben of London'? Video Sun temple | Students would be able to: <ul style="list-style-type: none"> Familiarize about the art of medieval period and illustrate different forms of art and architecture Students will critically think about the medieval period Enhance their creativity, focusing on a distinct style of architecture developed which was marked by red sandstone, marble and double domed structures under the Mughals Children will come to know |

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| | | Black board to draw different styles of techniques used in the construction like Corbelled, true arch <ul style="list-style-type: none"> E-Book Chalk and Board | (Assignments, Question answers & test) | | (for Virtual Visit) <ul style="list-style-type: none"> Introduction of the chapter with the help of interactions and discussions. Video: Brihadeshwar temple (for Virtual Visit) | about <ul style="list-style-type: none"> Students would learn to appreciate the rich cultural heritage of India after knowing the peculiar features, Science and advanced techniques behind these structures. |
| May | Chapter 5 Geography Water No. of Periods:05 | <ul style="list-style-type: none"> PPT Video: Tsunami Video Spring tides and Neap tides https://www.youtube.com/watch?v=HdIPyMFNro Video on Ocean currents Wall world map Black board for making diagrams of water cycle, spring tides and neap tides E-Book Chalk and Board | <ul style="list-style-type: none"> Activity: Physical map of the world showing continents and oceans to be done by students. Diagrams of water cycle, spring tides and neap tides Art integration: Food for thought fun game Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Food for Thought FUN GAME) If flora (plants) and fauna (animals) were brother and sister, their parents would be called... All eating and killing of all animals should be banned, otherwise... shortages, because... The best cities in the world have a lot of common-property resources such as parks and community | Students will be able to: <ul style="list-style-type: none"> Understand the water cycle and how it is caused Understand the formation of waves Understand the cause and effect of Tides Understand the cause and effect of ocean currents Tsunami with the help of case study. They will be sensitized towards the water scarcity, the biggest problem of the world today. |

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| | | | | | <p>centres, because...</p> <ul style="list-style-type: none"> Discussed water cycle in class as introduction to the chapter Video Spring tides and Neap tides (for Virtual Experience) Explained and discussed the major difference between Waves and tides. Tsunami was explained through real life case study. | |
| May | Chapter 3 Civics How the State Government Works No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: Scene of State assembly https://www.youtube.com/watch?v=3mxmtYrFbyc Wall map of India political to explain constituency Black board for helping in practical for depicting constituency, calculating majority, | <ul style="list-style-type: none"> Practical: The class to be divided into constituencies. Mock elections to be held. Students contest elections representing themselves different parties/ individual contestants. The government to be formed. Ministers to be chosen and allocated portfolios and a topic to be debated in the mock assembly. | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Virtual Experience) Chapter to be introduced after showing the scene of state assembly through video. Developing knowledge of concept by: (Example of MUN was given to relate the concept) Lectures and discussions | <ul style="list-style-type: none"> To enable students to gain a sense of the nature of decision-making within State government. To acquaint the students the domain of power and authority exercised by the state government over people's lives. To familiarize the students with the functioning of legislative assembly An understanding of the formation and functioning of |

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| | | <p>selection of ministers etc.</p> <ul style="list-style-type: none"> E-Book Chalk and Board | <ul style="list-style-type: none"> Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | | | <p>government</p> <ul style="list-style-type: none"> To develop understanding to distinguish between an MLA and a minister. Students will develop a civic sense and will come to know how actually a democratic set up works. <p>Through Inter House MUN (Model United Nation), they will get an idea how topics are debated, and resolutions are passed in the assembly.</p> |
| May | Chapter 4 Civics Growing Up as Boys and Girls No. of Periods:05 | <ul style="list-style-type: none"> PPT Video: Girls toys Vs Boys toys https://www.youtube.com/watch?v=OKgKaQzil1A Video: Unequal wages for same work on the basis of gender Wall map of India to show the sex ratio and status of women in different states of India | <ul style="list-style-type: none"> Activity: Students in a group of five to be enacting a role play to show growing up as boys and girls Art integration: Role play Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers &</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (CURIOSITY BASED QUESTION) <p>Do you have sibling of opposite sex? Do your parents treat you and your sibling of opposite sex equally? Video: Girls Vs Boys (for Virtual Experience)</p> | <p>The students will be able:</p> <ul style="list-style-type: none"> To familiarize the students with the issue of gender discrimination in our society through two contrast case studies of growing up in Samoa in the 1920s and growing up in Madhya Pradesh in the 1960s. To understand gender as a social construct, not determined by biological difference. To understand the role of government in reducing the inequality on the basis of gender |

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| | | <ul style="list-style-type: none"> E-Book Chalk and Board | test) | | <ul style="list-style-type: none"> Interactive dialogue Connecting real life situations. | <ul style="list-style-type: none"> by taking certain initiatives like anganwadis etc. To apprise them with the pitiable condition of domestic helpers They will develop a sympathetic attitude towards domestic helpers and will learn to give respect to their helpers Students will learn to value the work done by their mothers |
| June (4 Days) | Activities Term 1 No. of Periods:05 | <ul style="list-style-type: none"> Wall Map of India New political boundary Map of India on the projector E-Book Chalk and Board | <ul style="list-style-type: none"> Practical: A Map Activity will be done in the class to show all states, union territories and their capitals in their notebooks. Art integration They will also draw map on the chart and show the capitals of states and union territories on the chart as a team of five members each Skill assessment | <ul style="list-style-type: none"> Written test of location of states and union territories and their capitals | <ul style="list-style-type: none"> Students will be shown the Wall political map of India. They will be shown the latest political map of India (after revoking section 377) on the projector They would be given tips to remember seven sisters of India (north eastern states) and for | <ul style="list-style-type: none"> To familiarize the students with the Indian States and Union Territories of India To acquaint the students with the capitals of States and Union territories of India] <p>Students will come to know how political boundaries within India has changed after revoking 370</p> |

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| | | | <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | | locating the capitals of various states and union territories | |
| July (23 Days) | Chapter 6 History Town Traders and Craft persons No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: temple towns Video: Case study of Surat, Hampi and Masulipatnam https://www.youtube.com/watch?v=Chc hmDc_OhI Wall map of India to show important trade centres, port cities and temple towns E-Book Chalk and Board | <p>Activity: Students will show two pilgrim centers, one administrative center, two port cities and two temple towns on the India Political map</p> <ul style="list-style-type: none"> Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Real life examples) Chapter to be introduced after discussing about present port cities, like Chennai, Mumbai etc. and pilgrim centers like Haridwar, Mathura etc. Developing knowledge of concept by: Lecture and discussion method Video on Hampi (for Virtual Experience) | <p>Students would be able to:</p> <ul style="list-style-type: none"> To examine the differences between founded towns and those that grows as a result of trade. To trace the origins and histories of towns, many of which survive today To understand the growth of towns as the result of trade Know about the temples, which were often central to the economy and society. Association of traders Case study of Surat, Masulipatnam and Hampi <p>Students will understand centers like Haridwar converted into towns in</p> |
| July | Chapter 6 Geography Natural Vegetation and Wildlife No. of Periods:06 | <ul style="list-style-type: none"> PPT Video: Evergreen forest https://www.youtube.co | <ul style="list-style-type: none"> Practical: Students will be doing wallpaper activity. They will collect information/ | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment | <ul style="list-style-type: none"> Ice Breaking Activity: (Food for Thought FUN GAME) The destruction of Earth's tropical | <p>Students will be able to:</p> <ul style="list-style-type: none"> To familiarize the students with the factors those, influence the natural vegetation of a |

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| | | <p>m/watch?v=DM8GVVbWOQU</p> <ul style="list-style-type: none"> • Video: Deciduous vegetation • Video: Deciduous forest • Video: Coniferous Forests • Video: Desert Vegetation • Wall map of India to show important trade centers, port cities and temple towns • E-Book • Chalk and Board | <p>pictures of various types of vegetations. They will be allowed to use their creativity in making charts on natural vegetation.</p> <ul style="list-style-type: none"> • Art integration: Food for thought : Fun Game • A Map Activity will be done in the class to show different types of vegetations on the world map • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> <ul style="list-style-type: none"> • Collaborative Learning with English (Desert) | <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test | <p>rainforests results in the death and extinction of many birds and animals, because... Wasting paper results in cutting down of more forests, because...</p> <ul style="list-style-type: none"> • During winters, many migratory birds travel long distances across the world in search of warmer climates. • Developing knowledge of concept by: Chapter to be introduced by asking few questions from the students about the type of vegetation grown in the area, they belong to. • Video: Evergreen forest (for Virtual Experience) • General discussions and lecture method • Collaborative Learning with | <p>place.</p> <ul style="list-style-type: none"> • To acquaint the students with the locations where different types of natural vegetation flourish • Students will be able to compare various types of natural vegetation and wildlife living in different types of forests, grasslands and shrubs. • They will develop environment sensitivity through the activity of tree plantation as this is monsoon season so students will be involved in the activity of tree plantation |

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| | | | | | English (Desert) – Write a story on Once I went on a Safari trip. | |
| July | Chapter 5 Civics Women Change the World No. of Periods:06 | <ul style="list-style-type: none"> PPT to revise the whole chapter at the end Video on Tessy Thomas, Project director of Agni IV and Agni V projects Video on women empowerment https://www.youtube.com/watch?v=1rs24NPbmdI E-Book Chalk and Board | <ul style="list-style-type: none"> FLIP LEARNING Students to be given a small portion of chapter independently to prepare and explain to the class. They are free to cite examples from the real life, use blackboard for making flow charts and present data as teaching aid. Art integration: Flip Teaching (students will give presentation on the given topics) Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <p>Ice Breaking Activity: (Discuss and Debate) Men and Women have equal rights. It is necessary to educate men in order to empower women. Women are less privileged than men.</p> <ul style="list-style-type: none"> Developing knowledge of concept by: FLIP LEARNING Students can use Flow charts. Statistical data, discussion method, question answer method Video on women empowerment (for Virtual visit Experience) | <p>Students would be able to:</p> <ul style="list-style-type: none"> To familiarize the students with the concept of stereotype To acquaint the students with the struggle done by women in India to break the stereotype about their capabilities To apprise them about the various methods adopted by women to fight against discrimination <p>Students will be sensitized towards the problems of women in India. They will be able to comprehend the role of various movements started by women</p> |
| July | Chapter 7 History Tribes, Nomads and Settlement Communities | <ul style="list-style-type: none"> PPT Video: Ahom society | Activity: They will show location of different tribal societies on the | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers | <ul style="list-style-type: none"> Ice Breaking Activity: (Discuss and Debate) Hunting and | <p>Students would be able to</p> <ul style="list-style-type: none"> Examine considerable social changes took place in the |

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| | No. of Periods:07 | <ul style="list-style-type: none"> Video: Gonds Society https://www.youtube.com/watch?v=kbocArx3EWY Wall map of India to show location of important Indian tribes Mind Maps E-Book Chalk and Board | <p>political map of India</p> <ul style="list-style-type: none"> Art integration: Debate (Students will express their views on the given topic) Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> Written assignment Weekly conceptual test (MCQ based) Pen paper test | <p>Gathering v/s Agriculture Nomadic life v/s Settled life</p> <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> Checking their previous knowledge about Tribes by random Questioning Introduction of the chapter with the help of interactions and discussions and giving real life examples of tribal people. Video on Gond society (for Virtual Experience) | <p>subcontinent during this period.</p> <ul style="list-style-type: none"> Learn about the interaction caused both (Varna –based society and tribal society) kind of societies to adapt and change. Build citizenship as they will be able to identify the areas in which tribal people may have lived. A case study of Ahoms and Gonds Students will be sensitized towards the problems of tribal societies and will be able to understand why government has made special provisions for these societies like reservation in jobs and educational institutions |
| July | Chapter 6 Civics Understanding Media No. of Periods:04 | <ul style="list-style-type: none"> PPT Video: relationship between media and business houses https://www.youtub | <p>Practical: Students will be divided into groups and told to compare the two newspapers on the coverage of any latest topic and write down</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment | <ul style="list-style-type: none"> Ice Breaking Activity: (Brainstorming) Students aided by open ended questions brainstorm and | <ul style="list-style-type: none"> To familiarize the students with the various forms of media To elucidate the role of media in a democracy To illustrate the importance of setting |

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| | | <p>e.com/watch?v=rKti_jMCqmvM</p> <ul style="list-style-type: none"> • Video: Media and democracy • Video: Advertisement of Comfort Fabric Conditioner • E-Book • Chalk and Board | <p>similarities and differences in their report and analyse the reasons for the differences</p> <ul style="list-style-type: none"> • Skill assessment • Reading skills (Loud reading of the chapter) • Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test | <p>find out the what TV does to us and what can we do with TV.</p> <ul style="list-style-type: none"> • PK Testing Interactive dialogue connecting real life situations. • Collaborative Project with English on “Media” – Children will prepare questionnaire from the HRD Minister on the given topic. • Video: How to use social media for business (for Virtual Experience) | <p>agendas and its impact on people’s lives and choices</p> <ul style="list-style-type: none"> • Students will be able to reason why in spite of democratic structure of India and freedom of press, they do get biased reports. • The students will develop an understanding of role of the media in facilitating interaction between the government and citizens. • They will be able to understand the importance of a balanced report • They will be able to comprehend the link between information and power • Besides the students will understand that while reading news from newspaper or while watching it on television, instead of getting influenced and forming opinion based on one source, they need to go through the other side of the story from other newspaper or channel and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|--|--|
| | | | | | | rationally analyses the complete news. |
| August (20 Days) | Chapter 8 History Devotional Paths to the Divine No. of Periods:07 | <ul style="list-style-type: none"> • PPT • Video: Bhajan of Mirabai • Video: Sufism • Video: Story based on preaching of Guru Nanak Dev ji • Mind Maps • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Project: Children will make a project on the major religious beliefs prevailing in India and will write the similarities in all the religions. • Art integration: Agree and disagree fun game • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) People who pray are healthier than those who don't. Shiv, Vishnu, and Durga are different names of the same power. • Developing knowledge of concept by: • Introduction of topic by asking them to speak few lines from various Sufi songs, Shabad of Gurbani and couplets of Rahim • Interactive session and discussions | <ul style="list-style-type: none"> • To understand that intense devotion or love of god is the legacy of various kinds of Bhakti and Sufi movements that have evolved since the eighth century. • Students would be able to examine the difference between the history of followers of Baba Guru Nanak and the history of the followers of the other religious figures of the Medieval centuries • To understand how saints challenged the formal traditions. • Besides the students will develop tolerance and respect for the other religions as well after finding a lot of similarities in the preaching of all the religions |
| August | Chapter 7 Human Environment – Settlement, Transport and Communication No. of Periods:07 | <ul style="list-style-type: none"> • PPT • Video: Fastest train of the world https://www.youtube.com/watch?v=Dw4z | <ul style="list-style-type: none"> • Experiential Learning: Solving imaginary case studies to choose the mode of communication and transportation as per | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment | <ul style="list-style-type: none"> • Ice Breaking Activity: (Food for Thought FUN GAME) India has the largest network of railways in the | <ul style="list-style-type: none"> • To familiarize the students with the dwellings and their types • To acquaint the students with the different modes of transportation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p><u>n-qw1oM</u></p> <ul style="list-style-type: none"> Video: 5G technology Wall map of World Political to show location of busiest seaports and airports Chalk and Board | <p>situation.</p> <ul style="list-style-type: none"> A Map Activity will be done in the class to show five busiest airports and five busiest seaports of the world in the world map Art integration: Food for thought: Fun game Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | <ul style="list-style-type: none"> Weekly conceptual test (MCQ based) Pen paper test | <p>world, because... We should walk or use a bicycle to travel short distances, because... New technologies and software like Whatsapp, Skype, etc. have made the world a smaller place, because...</p> <ul style="list-style-type: none"> Discussions on the topic "Changes in the style of human settlement over years" Lecturing method Video: Fastest train of the world (for Virtual Experience) | <p>and their importance</p> <ul style="list-style-type: none"> To apprise the students about the development taking place in the field of transportation and communication Students will be able to identify what kind of transportation and communication facilities required in different situations and in different times Through solving imaginary case studies to choose the mode of communication and transportation as per situation, students will get an insight into reality. It will help them in problem solving in future |
| August | <p>Chapter 8 Geography Human Environment Interactions- The Tropical and the Subtropical Region</p> <p>No. of Periods:06</p> | <ul style="list-style-type: none"> PPT Video: Life in the Amazon Basin https://www.youtube.com/watch?v=mfgCM6d69Do Video: Life in the Ganga Brahmaputra Basin https://www.youtube.com/watch?v=mfgCM6d69Do | <p>A Map Activity will be done in the class to show Amazon Basin and Ganga Brahmaputra Basin on the world map</p> <ul style="list-style-type: none"> Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Virtual Experience and Discussion) <p>The chapter would be introduced by showing the students the location of Amazon Basin and Ganga Brahmaputra Basin followed by a small group</p> | <ul style="list-style-type: none"> To familiarize the students with the diversity in world through examples of Amazon Basin and Ganga Brahmaputra Basin. To acquaint the students with the features of tropical and subtropical regions Students will be able to compare these two |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|---|
| | | <p>e.com/watch?v=_AqPOlINvvg</p> <ul style="list-style-type: none"> Wall map of World Political to show location Amazon Basin and Ganga Brahmaputra Basin E-Book Chalk and Board | (Assignments, Question answers & test) | | <p>discussion on the topic “Similarities in the economic life of people of Amazon Basin and Ganga Brahmaputra Basin”</p> <ul style="list-style-type: none"> Lecture method | <p>regions and will be able to comprehend how flora, fauna, climate and lifestyle of people are interrelated terms</p> <ul style="list-style-type: none"> Students will acknowledge the importance of flora and fauna for any place which will ultimately sensitize them towards environment and they would make effort to protect flora and fauna. |
| August | <p>Chapter 7 Civics Markets Around Us</p> <p>No. of Periods:04</p> | <ul style="list-style-type: none"> PPT Video: Shani Bazaar’s short documentary on weekly market Video: Chain of markets Flow Charts E-Book Chalk and Board | <ul style="list-style-type: none"> Practical: Children will be given a question to discuss in the class.” Do you think shopping in Malls is more efficient than shopping in local market” Group discussion will be conducted in the class Art integration: Food for thought fun game Skill assessment <p>Reading skills (Loud reading of the chapter)</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Food for Thought FUN GAME) According to me, internet shopping is... My favorite shop is... Online shopping can be done by... Weekly markets are not daily markets because... The chapter will be introduced by asking them about the types of shops they visit and what difference they found in various types of markets. | <ul style="list-style-type: none"> To familiarize the students with the concept of market and its various types To acquaint students with the chain of market from the producer to the final consumer To apprise the students about the problems faced by buyers and sellers Students will be able to differentiate between weekly markets from permanent market. <p>Besides through this chapter an effort will be made to reduce</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | Writing skills (Assignments, Question answers & test) | | | 'Brand Consciousness' from the minds of the new generation. This coming generation is too much obsessed with brands; thus, by explaining them the importance of small shops, they will be encouraged to buy all kinds of products irrespective of brands. |
| September (27 Days) | Chapter 8 Civics A Shirt in the Market No. of Periods:04 | <ul style="list-style-type: none"> PPT Video: on Life cycle of T Shirt Video: Chain of markets Flow Charts E-Book Chalk and Board | <ul style="list-style-type: none"> Art Integration: Students will be divided into groups and made to prepare a chart/ collage to show how middlemen earn in the chain of market Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Learning by doing) The chapter to be introduced by involving students in an activity, where one of them producing any product and then selling through the chain of intermediaries to the final consumer; each one of them earning their margin of profit. Developing knowledge of concept by: Lecture and discussion method | <ul style="list-style-type: none"> To familiarize the students with the unequal markets' opportunities To acquaint the students with concept of putting Out System and Sharing resources Students will appreciate the role of cooperative marketing in suggesting viable avenues for equitable distributions Through the case study of a garment factory, the students will realise that in spite of earning huge profits out of his business, a manufacturer does not pay the labour in a just way. They will be sensitized towards the plight of labours and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | in future, when they would be acting as entrepreneur might pay well to their labours |
| September | Chapter 9 History The making of regional cultures No. of Periods:07 | <ul style="list-style-type: none"> PPT Video: Jagannath Yatra Video: Different styles of paintings Wall map of India to show the places of origin of Kathak, Odissi, Kuchipudi, Kathakali, Bharatnatyam and Manipuri E-Book Chalk and Board | <ul style="list-style-type: none"> Activity: The students will be told to talk to their parents/ grandparents and the story of any local fair/ local festival which is held in the areas, they reside. They would be encouraged to share their knowledge with their friends. Art integration: Correlating concept with the famous movie Padmavat Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Correlating concept with the famous movie Padmavat) The chapter will be introduced with correlating the chapter with the Johar scene of movie Padmavat. Developing knowledge of concept by: Lecture and discussion method | <ul style="list-style-type: none"> Students would be able to understand the making of regional cultures Students will be able to understand the connection between language and region, connection between religious traditions and region, cultural tradition and regions, growth of regional languages as well as food habits are generally based on locally available items of food. Students will analyse the change in the course of painting and themes. Students will differentiate the Kangra school of painting with Basohli. After familiarising with the tradition of heroism in the Rajputs the students will appreciate India's strong value system and they would develop a sense of pride for our culture. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|--|
| September | Chapter 9 Civics Struggles for Equality No. of Periods:05 | <ul style="list-style-type: none"> PPT Video on Apartheid Movement https://www.youtube.com/watch?v=Byo2w4Ck9n0 Video: Civil Right Movement Wall map of India to show the origin of movement by Tawa Matsya Sangh E-Book Chalk and Board | <ul style="list-style-type: none"> Practical: Children will be given a question to discuss in the class “Why there is so much disparity in the lives of people in India?” Group discussion will be conducted in the class Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Ice Breaking Activity: (Inter-chapter linkage and Virtual Experience) The chapter to be introduced linking with the first chapter” Equality” Video on Apartheid Movement (for Virtual Experience) Developing knowledge of concept by: Discussion and interactive session | <ul style="list-style-type: none"> To familiarize the students with the significance of constitution in peoples struggle for equality To acquaint the students with the various ways in which people have struggled against inequality To apprise the students that India’s constitution is a living document Students will develop an empathetic attitude towards the people who face inequality through case study of Tawa Matsya Sangh Students will develop an understanding of the plight of the people displaced in the name of development or faced any injustice. They will appreciate the struggles of different people who have come together to fight against inequality for the issues of justice. |
| October (21 Days) | Chapter 10 History Eighteenth Century Political Formations No. of Periods:06 | <ul style="list-style-type: none"> PPT Video on formation of Khalsa https://www.youtube.com/watch?v=Byo2w4Ck9n0 | Activity: Map showing political formations in eighteenth century <ul style="list-style-type: none"> Art integration: Agree or Disagree | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on question answers Written assignment | <ul style="list-style-type: none"> Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) No Indian king or | <ul style="list-style-type: none"> Students would be able to emergence of new political groups in the subcontinent during the first half of the eighteenth century Describe the changes initiated by Aurangzeb and Khan after Bengal broke away |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|--|
| | | <p>e.com/watch?v=yBDhEon1d_U</p> <ul style="list-style-type: none"> • Video: Emergence of Hyderabad, Awadh and Bengal • Wall map of India to show political formations in eighteenth century • E-Book • Chalk and Board | <p>: Fun Game</p> <ul style="list-style-type: none"> • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers & test)</p> | <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test | <p>zamindar/landlord challenged the authority of Mughal emperors. Aurangzeb was the last powerful Mughal emperor.</p> <ul style="list-style-type: none"> • Chapter to be introduced with the interesting and inspiring story of emergence of Khalsa • Video on formation of Khalsa (for Virtual Experience) • Lecture and Discussion method | <p>control.</p> <ul style="list-style-type: none"> • Describe the three common features found amongst Hyderabad, Awadh and Bengal during Later Mughals period. • Describe the reasons responsible for the decline of the Mughal Empire • Through the case study of 'French Revolution' the students will understand the concept of liberty, equality, fraternity and nation. |
| October | Chapter 9 Geography Life in the Deserts No. of Periods:05 | <ul style="list-style-type: none"> • PPT • Video on Hot Desert Sahara https://www.youtube.com/watch?v=mjaVm0vs2HY • Video: Cold Desert Ladakh • Wall map of World Political to show the | <ul style="list-style-type: none"> • Map Activity will be done in the class to show Sahara Desert and Ladakh on the world map • Skill assessment <p>Reading skills (Loud reading of the chapter)</p> <p>Writing skills (Assignments, Question answers &</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Ice Breaking Activity: (Inter-chapter linkage and Virtual Experience) <p>The chapter to be introduced linking with chapter 6 natural vegetation and wildlife and through previous knowledge</p> | <ul style="list-style-type: none"> • To familiarize the students with the geographical location of the Sahara Desert and Ladakh Cold Desert on the map • To acquaint the students with the features of the Desert Vegetation • Students will be able to compare the aspects of climate, natural vegetation, wildlife and life of the people |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | location of Sahara and Ladakh <ul style="list-style-type: none"> • E-Book • Chalk and Board | test) | | testing trying to know about flora and fauna of desert vegetation. <ul style="list-style-type: none"> • Video on Hot Desert and Cold Desert (for Virtual Experience) • Developing knowledge of concept by: Lecture and discussion method | in two regions |
| November (11 Days) | Revision | | | | | |
| December (13 Days) | Final – Exam | | | | | |

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035

ਸਲਾਨਾ ਪੇਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ

ਕਲਾਸ: 7ਵੀਂ

ਸੈਸਨ 2020-21

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੇਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| ਮਾਰਚ / 9 ਕਲਾਸਾਂ | ਵਰਨਮਾਲਾ, ਮਾਤਰਾ | ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | | | | |
| | ਨਿੱਕੇ ਬੱਚੇ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਪ੍ਰੋਜੈਕਟ: ਅਭਿਆਸ ਵਿਚ ਰੰਗਾਂ ਨਾਲ ਚਿੱਤਰ ਭਰੋ ਅਤੇ ਤਸਵੀਰ ਦਾ ਵਰਣਨ ਕਰੋ ਵਿਹਾਰਕ: ਕਵਿਤਾ ਮੁਕਾਬਲੇ ਲਈ ਕਲਾਸ ਨੂੰ ਸਮੂਹਾਂ ਵਿੱਚ ਵੰਡਿਆ ਗਿਆ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਟੀਚੇ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਲੋੜੀਂਦੀ ਸਖਤ ਮਿਹਨਤ ਲਈ ਬੱਚਿਆਂ ਨਾਲ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਸ਼ਬਦ ਦੇ ਅਰਥ ਸਿੱਖਣਾ ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਾ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | ਪ੍ਰੀਖਿਆ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਹੁਨਰ ਮੁਲਾਂਕਣ: ਪੜ੍ਹਨ ਦੇ ਹੁਨਰ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਸਿੱਖਿਆ ਅਤੇ ਜੀਵਨ ਵਿਚ ਸਿੱਖਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਕੁਇਜ਼ ਨੂੰ ਕਿਵੇਂ ਹੱਲ ਕਰਨਾ ਹੈ ਇਸ ਬਾਰੇ ਸਿੱਖਣ ਵਾਕ ਬਣਾਉਣਾ ਸਿੱਖਣਾ |
| | ਏਕੇ ਵਿੱਚ ਬਲ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਅਧਿਆਇ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰੋਜੈਕਟ: ਅਧਿਆਇ ਦੇ ਵਾਂਗ ਉਸੇ ਨੈਤਿਕਤਾ ਨਾਲ ਕਹਾਣੀ ਲਿਖੋ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਗੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਟੀਮ ਦੇ ਕੰਮ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਕਹਾਣੀ ਲਿਖਣਾ ਸਿੱਖਣਾ |
| ਅਪ੍ਰੈਲ / 7 ਕਲਾਸਾਂ | ਆ ਜਾ ਤਾਰੇ | ਕਿਤਾਬ ਅਤੇ ਯੂਟਿ .ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=7e1dkaZa-5M | ਸਰਗਰਮੀ: ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਨੋਟਬੁੱਕ 'ਤੇ ਵਾਪਸ ਕਸਰਤ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ | ਕੁਦਰਤ ਦੀ ਮਹੱਤਤਾ 'ਤੇ ਵਿਚਾਰ-ਵਟਾਂਦਰੇ ਕੀਤੇ ਜਾਣਗੇ | ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਾ ਬੱਚਿਆਂ ਨੂੰ ਕੁਦਰਤ ਦੇ ਨੇੜੇ ਲਿਆਉਣਾ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | | ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | | |
| | ਪਿਕਨਿਕ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਚੈਪਟਰ ਨਾਲ ਸਬੰਧਿਤ ਸਕੂਲ ਪਾਰਕ ਵਿਚ ਕਲਾਸ ਪਿਕਨਿਕ ਤਜਰਬੇਕਾਰ: ਪਰਿਵਾਰ ਨਾਲ ਪਿਕਨਿਕ ਦੇ ਤਜਰਬੇ ਬਾਰੇ ਗੱਲ ਕਰੋ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਨਿਯਮ ਵਿਚ ਰਹਿਣ ਅਤੇ ਇਕੱਠੇ ਰਹਿਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਪਿਕਨਿਕ ਤੋਂ ਬਾਅਦ ਬੱਚਿਆਂ ਵਿੱਚ ਸਕਾਰਾਤਮਕ ਵਿਚਾਰ ਆ ਜਾਵੇਗਾ |
| ਮਈ / 5 ਕਲਾਸਾਂ | ਅਜਾਦੀ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਸੁਤੰਤਰਤਾ ਦੇ ਗੀਤ ਗਾਓ ਪ੍ਰੋਜੈਕਟ: ਆਜ਼ਾਦੀ ਘੁਲਾਟੀਏ ਦੇ ਕਿਸੇ ਵੀ ਕਿਰਦਾਰ ਦਾ ਚਿਤਰਣ ਕਰੋ ਅਤੇ ਜਾਣ-ਪਛਾਣ ਦਿਓ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਸੁਤੰਤਰਤਾ ਸੰਗਰਾਮੀਆਂ ਦੀਆਂ ਕਹਾਣੀਆਂ ਸੁਣਾ ਦਿੱਤੀਆਂ ਜਾਣਗੀਆਂ | ਬੱਚਿਆਂ ਨੂੰ ਰਾਸ਼ਟਰ ਦੇ ਨੇੜੇ ਲਿਆਉਣਾ ਆਜ਼ਾਦੀ ਪੰਛੀਆਂ ਲਈ ਵੀ ਕਿਉਂ ਮਹੱਤਵਪੂਰਨ ਹੈ ਸਿੱਖੇਗਾ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | ਰੁੱਖ ਲਗਾਓ | ਕਿਤਾਬ ਅਤੇ ਯੂਟਿ . ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=bYXLWrwroIQ | ਸਰਗਰਮੀ: ਬੱਚੇ ਰੁੱਖ ਲਗਾਉਣਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਪਿਛਲੀ ਕਸਰਤ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਰੁੱਖਾਂ ਦੇ ਫਾਇਦਿਆਂ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਵਣਨ ਦੀ ਲੋੜ ਕਿਉਂ ਹੈ ਧਰਤੀ ਉੱਤੇ ਇਸ ਦੇ ਪ੍ਰਭਾਵ ਹਨ |
| ਜੁਲਾਈ / 7 ਕਲਾਸਾਂ | ਖੇਡ ਦਿਵਸ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਖੇਡਾਂ ਵਿਚ ਆਪਣੀ ਭਾਗੀਦਾਰੀ ਅਤੇ ਆਪਣੀਆਂ ਮਨਪਸੰਦ ਖੇਡਾਂ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ ਸਰਗਰਮੀ: ਮਸ਼ਹੂਰ ਸਪੋਰਟਸਪਰਸਨ 'ਤੇ ਕੁਝ ਕਤਾਰਾਂ ਲਿਖਣਗੇ ਜੋ ਪਿਛਲੇ ਅਭਿਆਸ ਵਿਚ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਸਿਹਤ ਲਈ ਸਕੂਲ ਵਿਚ ਖੇਡਾਂ 'ਤੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ | ਬੱਚੇ ਖੇਡਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖਣਗੇ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | ਦਿੱਤੀਆਂ ਗਈਆਂ ਹਨ | | | |
| | ਭੂਮੀਏ ਦਾ ਉੱਧਾਰ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਡਸਟਰ ਅਤੇ ਯੂਟਿ .ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=Meq01CKjUcM | | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਚੋਰੀ ਕਿਉਂ ਮਾੜੀ ਹੈ ਇਸ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਇਮਾਨਦਾਰ ਹੋਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖੇਗਾ |
| | ਪਿਆਰੇ ਅਬਦੁੱਲ ਕਲਾਮ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਪ੍ਰੋਜੈਕਟ: ਕੋਲਾਜ ਬਣਾਉਣਗੇ ਅਤੇ ਅਬਦੁੱਲ ਕਲਾਮ 'ਤੇ ਕਵਿਤਾ ਲਿਖਣਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਅਬਦੁੱਲ ਕਲਾਮ ਦੇ ਸੰਪਰਸ਼ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਬੱਚੇ ਮਿਹਨਤ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਨੂੰ ਸਮਝ ਜਾਵੇਗਾ |
| ਅਗਸਤ / | ਕਿਸੇ ਦਾ ਦਿਲ ਨਾ ਦੁਖਾਓ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, | ਸਰਗਰਮੀ: ਪਿਛਲੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, | ਦੂਜਿਆਂ ਨਾਲ ਆਦਰ ਅਤੇ | |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| 7 ਕਲਾਸਾਂ | | ਚਾਕ ਅਤੇ ਡਸਟਰ | ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ | ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਬਰਾਬਰ ਵਿਵਹਾਰ ਕਰਨ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਹਰ ਕਿਸੇ ਨਾਲ ਪਿਆਰ ਨਾਲ ਪੇਸ਼ ਆਉਣਾ ਸਿੱਖ ਜਯੇਗਾ |
| | ਜਾਦੂਈ ਬੋਲ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਪਿਛਲੇ ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਨਰਮ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਚੰਗੀਆਂ ਆਦਤਾਂ ਦੀ ਸਮਝ |
| ਸਤੰਬਰ / 5 ਕਲਾਸ | ਬਿੱਲੀ ਦੀ ਚਤੁਰਾਈ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਬੱਚੇ ਸਮੂਹਾਂ ਵਿਚ ਕਵਿਤਾ ਬੋਲਣਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ | ਸਰਗਰਮ ਰਹਿਣ ਅਤੇ ਹਰੇਕ ਤੋਂ ਸੁਚੇਤ ਰਹਿਣ ਬਾਰੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ | ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖੇ ਜਾਗਰੂਕ ਅਤੇ ਕਿਰਿਆਸ਼ੀਲ ਰਹਿਣਾ ਸਿੱਖੇ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---------------------------------|-------------------|---|---|--|--|---|
| | | | | ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | | |
| | ਇਮਾਨਦਾਰੀ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ ਅਤੇ ਯੂਟਿ .ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=rgGFBTe3F9M | ਪ੍ਰੋਜੈਕਟ: ਬੱਚੇ ਇਮਾਨਦਾਰੀ 'ਤੇ ਕਹਾਣੀ ਬੋਲਣਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਟੈਸਟ | ਟੀਚਿਆਂ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਹਰ ਕੰਮ ਵਿਚ ਇਮਾਨਦਾਰ ਹੋਣ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਕਹਾਣੀ ਲਿਖਣਾ ਸਿੱਖੇ ਇਮਾਨਦਾਰੀ ਦੀ ਭੂਮਿਕਾ ਨੂੰ ਸਮਝੇਗਾ |
| ਅਕਤੂਬਰ / 8 ਕਲਾਸਾਂ | ਗੋਵਿੰਦ ਅਤੇ ਕਾਨ੍ਹਾ | ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਕ੍ਰਿਸ਼ਨ 'ਤੇ ਲੇਖ ਮੁਕਾਬਲੇ ਤਜਰਬੇਕਾਰ: ਤੁਹਾਡੇ ਘਰ ਅਤੇ ਸੁਸ਼ੋਭਿਆਂ ਵਿੱਚ ਮਨਾਏ ਗਏ ਕ੍ਰਿਸ਼ਨ ਜਨਮ ਅਸ਼ਟਮੀ ਬਾਰੇ ਗੱਲ ਕਰੋ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਕਵਿਤਾ ਸੰਬੰਧੀ ਟੈਸਟ | ਮਾਪਿਆਂ ਦਾ ਕਹਿਣਾ ਮੰਨਣਾ ਸਿਖਾਉਣਾ ਸਭ ਕੁਝ ਪ੍ਰਾਪਤ ਕਰਨ ਵਿਚ ਸਹਾਇਤਾ ਕਰਦਾ ਹੈ ਬਾਰੇ ਗੱਲ ਕੀਤੀ ਜਾਏਗੀ | ਵਿਸ਼ਵਾਸ ਸਭ ਕੁਝ ਪ੍ਰਾਪਤ ਕਰਨ ਵਿਚ ਸਹਾਇਤਾ ਕਰਦਾ ਹੈ |
| | ਸੇਧ | | | | | |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---|------------------|--|---|---|---------------------------|----------------|
| ਨਵੰਬਰ / 3 ਕਲਾਸਾਂ | ਸ਼ੇਧ | ਕਿਤਾਬ, ਨੋਟਬੁੱਕ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ ਟੈਸਟ- ਲਿਖਤੀ ਅਤੇ ਮੌਖਿਕ ਸਹੀ / ਗਲਤ ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ | | ਟੈਸਟ: ਲਿਖਤੀ ਅਤੇ ਜੁਬਾਨੀ ਸਹੀ / ਗਲਤ ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : संस्कृत

कक्षा : 7

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------|---|--|--|---|--|
| फरवरी (6) | स्तुति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> सरस्वती देवी का चित्र बनाना व उसमें रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल श्लोक लिखवाना वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> माता-पिता व गुरु के सम्मान करने की भावना का विकास <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मार्च (26) | संस्कृत वर्णमाला | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> वर्णों को सही क्रम में लगाना खेल -खेल में वर्णों का ज्ञान करवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अ से ज तक के चित्रों में रंग | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> विद्यार्थियों से वर्णों के बारे में बातचीत करना वर्णमाला का अनुकरणात्मक वाचन <p>विषय की घोषणा</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वर्णों की पहचान वर्णों को सही रूप में पढ़ना तथा लिखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------|---|---|--|--|--|
| | | | <p>भरवाना</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>वर्णों का सामूहिक वाचन</p> <ul style="list-style-type: none"> लेखन कौशल <p>वर्णों को क्रम से लिखना</p> | | <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | शब्द :परिचय- | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> आपके बस्ते में क्या -क्या चीजे रखी हैं उनके नाम संस्कृत में सुनाओ <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> एक चार्ट पर शरीर के अंगों के चित्र बनाकर उनके नाम संस्कृत में लिखो <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल <p>कक्षा में आस पाई जाने वाली चीजों के नाम संस्कृत में सुनाओ</p> <ul style="list-style-type: none"> लेखन कौशल <p>आकारान्त स्त्रीलिंग के पाँच शब्द लिखो</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> संस्कृत भाषा से अन्य भाषाओं की उत्पत्ति के बारे में चर्चा करना संस्कृत के तीनों लिंगों के बारे में जानकारी दी जाएगी संस्कृत के तीनो वचनों के बारे में बताया जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <p>शब्द ज्ञानं</p> <ul style="list-style-type: none"> पुल्लिङ्गम स्त्रीलिंगं नपुंसकलिंगं <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | सर्वनाम :परिचय - | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> दस संज्ञा शब्दों के स्थान पर सर्वनाम शब्दों का प्रयोग | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> प्रथम मध्यम , तथा उत्तम पुरुष के बारे में जानकारी दी | <p>विषय संबंधी</p> <ul style="list-style-type: none"> प्रथम ,मध्यम तथा उत्तम पुरुष के बारे में जानकारी होना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> द्रश्य - श्रव्य साधन | <p>करने के लिए कहा जायेगा</p> <ul style="list-style-type: none"> सअश तथा तत : का प्रयोग करना सिखाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> प्रोजेक्ट वर्क तीनों लिंगों के दो – दो सर्वनाम शब्दों को लिखकर अर्थानुसार चित्र बनाने के लिए कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल एक छात्र वक्ता तथा दूसरे को वक्ता बना कर संवाद करवाया जायेगा लेखन कौशल उत्तम पुरुष के सर्वनामों के उदाहरण लिखने के लिए कहा जायेगा | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | <p>जाएगी</p> <ul style="list-style-type: none"> अस्मद तथा युष्मद शब्दों में अंतर समझाया जायेगा बच्चों से पूछा जायेगा की तत तथा एतत में क्या अंतर हैं <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> सर्वनाम शब्दों का प्रयोग करने योग्य होना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | धातु अवबोध - | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> मूल धातु के क्रिया रूप को संस्कृत हिंदी तथा , अंग्रेजी में बताया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> दस धातुओं के लट लकार प्रथम पुरुष | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> प्रतिदिन की जाने वाली क्रियाओं की दस धातुओं को अर्थ सहित लिखने के लिए कहा जायेगा <p>विषय की घोषणा विषय विस्तार</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> क्रिया रूपों का तीनों पुरुषों तथा वचनों में प्रयोग करना सीखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जीवन में आगे |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>एकवचन के रूप फाइल में चित्र सहित लिखने के लिए कहा जायेगा</p> <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> • वाचन कौशल क्रिया रूपों का तीनों पुरुषों तथा वचनों में शुद्ध उच्चारण करवाया जायेगा • लेखन कौशल संज्ञा के साथ क्रिया का प्रयोग करते हुए पाँच वाक्य लिखने के लिए कहा जायेगा | | <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | <p>आने के लिए गतिशीलता जरूरी हैं</p> <ul style="list-style-type: none"> • लक्ष्य प्राप्ति के लिए सम्यक ज्ञान तथा आत्मविश्वास जरूरी हैं |
| अप्रैल (22) | सः कः अस्ति ? (प्रथम पुरुष) | <ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> • तीनों पुरुषों का ज्ञान कक्षा के तीन छात्रों के संवाद द्वारा करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> • कक्षा में दस – दस स्त्रीलिंग पुल्लिंग तथा नपुंसकलिंग की वस्तुओं के नाम चार्ट पर लिखने के लिए कहना <p>कौशल मूल्यांकन:</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> • बच्चों से पूछा जायेगा की प्रथम पुरुष का प्रयोग किसके साथ किया जाता है ? • तत शब्द के प्रथम पुरुष तीनों लिंगों के रूप में सुनाने के लिए कहा जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना | <p>विषय संबंधी</p> <ul style="list-style-type: none"> • प्रथम पुरुष तीनों वचनों में पथ धातु के रूप का ज्ञान होना <p>कला संबंधी</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • हमें बालक-बालिकाओं में भेद नहीं करना चाहिए • छोटे-छोटे जीव – जन्तुओं को देखकर हमारे मन में |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • वाचन कौशल तीनों पुरुषों का ज्ञान कक्षा के तीन छात्रों के संवाद द्वारा करवाया जायेगा • लेखन कौशल किन्ही पाँच सर्वनाम शब्दों से वाक्य बनाने के लिए देना चित्र देखकर संस्कृत में वाक्य लिखना | | <ul style="list-style-type: none"> • पुनरावृत्ति | उनकी रक्षा करने के विचार आने चाहिए |
| | तत त्वं असि मध्यम) पुरुष(| <ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • कक्षा के छात्र स्वच्छता विषय पर आपस में दो-दो का समूह बनाकर वार्तालाप करेंगे कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> • चार्ट पेपर पर कार्टून चित्र बनाकर उस पर चार वाक्य बनाने के लिए कहा कौशल मूल्यांकन: <ul style="list-style-type: none"> • लेखन कौशल चित्रों को देखकर मध्यम पुरुष के वाक्य बनाने के लिए कहा जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> • कक्षा के छात्र स्वच्छता विषय पर आपस में दो-दो का समूह बनाकर वार्तालाप करने के लिए कहा जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> • त्वं के स्थान पर भवान तथा भवती का प्रयोग करना सीखना • सीतथास्थ : स्थ, का प्रयोग करना सीखना • लिख तथा नम धातु के रूप मध्यम पुरुष के तीनों वचनों का ज्ञान होना कला संबंधी <ul style="list-style-type: none"> • रचनात्मकता का विकास |
| | अहम आत्मा अस्मि उत्तम) (पुरुष | <ul style="list-style-type: none"> • पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • वर्ग पहेली में से | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> • खुले अंत वाले प्रश्न | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> • कक्षा में समूह | विषय संबंधी <ul style="list-style-type: none"> • आमी तथा : आव, का प्रयोग: आम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>प्रथममध्यम पुरुष , तथा उत्तम पुरुषके कर्ता पद चुनकर लिखना</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> चार्ट पेपर पर कार्टून चित्र बनाकर उस पर चार वाक्य बनाने के लिए कहा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल स्व – परिचय लिखिए | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>बनाकर मध्यम तथा उत्तम पुरुष पर वातालाप किया जायेगा</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>करके मूल धातु के क्रिया रूप बनाना सीखना</p> <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मई (18) | अव्यय – पदानि | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> अव्यय के समान अन्य भाषाओ के शब्द भी बताये जायेगे जिनके रूप नहीं बदलते <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> वाक्यों में अव्ययो का प्रयोग करते हुए दस वाक्य चित्र सहित लिखने को कहना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल परिश्रम के महत्व पर भाषण बोलना लेखन कौशल दस अव्ययो को संस्कृत | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> वाक्य में एक साथ प्रयोग किये जाने वाले अव्ययो का अभ्यास करवाया जायेगा बच्चों को बताया जायेगा कि च का प्रयोग शब्द के बाद में होता है तथा अर्थ पहले आता है इसीप्रकार किन्ही पाँच शब्दों का अभ्यास करवाया जायेगा <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वाक्य में एक साथ प्रयोग किये जाने वाले अव्ययो का ज्ञान होना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हमे सदैव सत्य बोलना चाहिए परिश्रम करना सफलता की कुंजी है |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | कारक – परिचय : (:विभक्ति) | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> सातो विभक्तियों को अंग्रेजी भाषा के द्वारा समझाया जायेगा कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> प्रत्येक विभक्ति का एक – एक वाक्य संस्कृत में लिखिए तथा चित्र भी बनाओ कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल चित्र देखकर संस्कृत में वाक्य लिखना सिखाया जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> चार्ट की सहायता से कारक चिन्हों के बारे में बताया जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> अकर्मक तथा सकर्मक वाक्यों की पहचान होना कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | अब तक किये गए सारे कार्य की दोहराई | | | | | |
| जुलाई (23) | कर्ता कारक प्रथमा) (:विभक्ति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में एक छात्र संस्कृत में अनुवाद नहीं कर पा रहा है वह आपसे मदद मांगता है तो आप क्या करेंगे हम उसे अनुवाद करने का | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> कर्ता किसे कहते है कर्ता कारक में कौन सा चिन्ह होता है कर्ता कारक में कौनसी विभक्ति होती है ? आदि प्रश्नों पर चर्चा करते | विषय संबंधी <ul style="list-style-type: none"> कर्ता, कर्ता कारक व कर्ता कारक में विभक्ति का ज्ञान होना कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>तरीका समझायेंगे</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> अस्मद तथा युष्मद के कर्ता द्वारा एक लघु संवाद चित्र सहित चार्ट पेपर पर लिखिए <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल लेखन कौशल <p>आपके आस –पास काम करने वाले भिन्न – भिन्न दस व्यक्तियों के नाम लिखिए जैसे -मजदूर</p> | | <p>हुए विषय की घोषणा की जाएगी</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | |
| | स ग्रामं :गच्छति - कर्म) (:द्वितीयाविभक्ति) (कारकं | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कर्मकारक के वाक्य बोलने के लिए बच्चों को प्रोत्साहित करना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> परिवार में होने वाले दस कामों के चित्र बना कर द्वितीय विभक्ति का रूप लिखो <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल चित्र को पहचान कर द्वितीय विभक्ति एकवचन का रूप बोलना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कोई पाँच वाक्य जिसमें क्रिया विशेषण का प्रयोग हुआ हो, पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> वाक्यों में क्रिया विशेषण का प्रयोग करना सीखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हमें जीवन में अच्छे कर्म करने चाहिए बुरे कर्म करने से जगत में निंदा होती है |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|---|---|--|--|---|
| | | | <ul style="list-style-type: none"> लेखन कौशल श्री कृष्ण द्वारा गीता में दिए गये कर्मोपदेश के दस वाक्य लिखने के लिए कहा जायेगा | | | |
| | स्वभावों परोपकारी भवेत करणकारकं तृतीया) (:विभक्ति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कर्मकारक के चिन्हों से तथा के द्वारा लगाकर हिंदी भाषा में वाक्य बनाना जैसे - कलम से, गेंद से , पुस्तक से आदि शब्द बोलकर संस्कृत में अनुवाद करना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> तीसरी विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल कर्मकारक के चिन्हों का प्रयोग करते हुए दस वाक्य लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> तीसरी विभक्ति के उदाहृतों की सहायता से चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> बच्चों को अंग विकार (विकलांग) के बारे में ज्ञान होना कि इसमें हमेशा तीसरी विभक्ति लगती है। कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |
| अगस्त (26) | विद्या ज्ञानाय धनं च दानाय सम्प)र्दान - (:कारकं चतुर्थी विभक्ति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कस्मै लगाकर प्रश्न पूछने व चतुर्थी विभक्ति में उत्तर देने का अभ्यास | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों को बताया जायेगा कि आदर , सम्मान सूचक शब्दों में हमेशा चतुर्थी | विषय संबंधी <ul style="list-style-type: none"> कस्मै लगाकर प्रश्न पूछने व चतुर्थी विभक्ति में उत्तर देने का ज्ञान होना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | साधन | करना कला समेकित ज्ञानार्जन: • चतुर्थी विभक्ति विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: • लेखन कौशल चतुर्थी विभक्ति विभक्ति के दस वाक्य चार्ट पेपर पर लिखना | • लिखित परीक्षा | विभक्ति लगती है विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | कला संबंधी • रचनात्मकता का विकास |
| | परिश्रमात् बिना सफलता न भवति] अपादान-कारकं पंचमी)विभक्ति [(: | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: • वाक्यों की सहायता से तीसरी व पांचवी विभक्ति में अंतर स्पष्ट करना कला समेकित ज्ञानार्जन: • पंचम विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: • लेखन कौशल पंचम विभक्ति के दस वाक्य चार्ट पेपर पर लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: • बच्चों को बताना की किसी व्यक्ति या वस्तु के अलग होने का भाव हो, उस शब्द को अपादान कारक कहते हैं विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | विषय संबंधी • वाक्यों में अपादान कारक का प्रयोग करना सीखा कला संबंधी • रचनात्मकता का विकास |
| | अस्माकं राष्ट्रं संबंध कारक- षष्ठीविभक्ति | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर | आनुभविक ज्ञानार्जन गतिविधि: • महान देशभक्तों की कहानी सुनना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: • परिवार व मित्रों से सम्बन्धित सम्बन्ध | विषय संबंधी • सम्बन्ध कारक का वाक्यों में प्रयोग करना सीखा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन | कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> भारत का मानचित्र बनाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल शब्दों की सहायता से वाक्य बनाकर लिखना | <ul style="list-style-type: none"> कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | कारक के वाक्यों पर चर्चा करना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |
| सितंबर (26) | उद्याने वृष्टि: | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> सप्तम विभक्ति में तीनो लिंगो व सर्वनाम शब्दों का अभ्यास करना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> सप्तम विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल सप्तम विभक्ति के दस वाक्य चार्ट पेपर पर लिखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> सप्तमी विभक्ति के रूप बनाने का अभ्यास छात्रों को करवाया जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> विभक्तियों का प्रयोग करने में सक्षम होना व संस्कृत भाषा में वाक्य निर्माण में निपुण होना कला संबंधी <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | अब तक किये गए सारे कार्य की दोहराई | | | | | |
| अक्टूबर (21) | भगवान् राम (सम्बोधन): | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में रामायण से सम्बन्धित विडियो | छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों से रामायण के पात्रों में चर्चा करते | विषय संबंधी <ul style="list-style-type: none"> सम्बोधन रूप के वाक्य बनाने सीखें कला संबंधी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> रंगीन चित्र द्रश्य - श्रव्य साधन | <p>दिखाना</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> भगवान श्री राम जी का चित्र बनाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल स्म्बंध का प्रयोग कर के बच्चों से संवाद करवाना लेखन कौशल भगवान राम जी के बारे में एक अनुच्छेद लिखना | <ul style="list-style-type: none"> कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>हुए विषय की घोषणा की जाएगी</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृति | <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> निःस्वार्थ भाव से परोपकार करना |
| किं भविष्यति लृट) (:लकार | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> जन्तुशाला का शैक्षणिक भ्रमण करवाना <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> विद्यालय में चलने वाली सह- शैक्षणिक गतिविधियों को चार्ट पेपर पर चित्र सहित चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल लट लकार:के रूपों को लृट लकार: में बदलकर छात्रों से बुलवाना लेखन कौशल जन्तुशाला पर संस्कृत भाषा में दस वाक्य लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से उनके प्रिय जन्तु के बारे में पूछते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> लट लकार:के रूपों को लृट लकार: में बदलकर वाक्य बनाना सीखा <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> पशु पक्षियों व जन्तुओ कर प्रति प्रेम व सहानुभूति की भावना रखना | |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | संख्याज्ञानम् | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को कक्षा में आस पास की वस्तुओं को गिन कर अंग्रेजी व संस्कृत भाषा में लिखने के लिए कहा जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> 1 से 50 तक की संख्याओं को संस्कृत में चार्ट पर लिखना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> वाचन कौशल संख्याओं का कंठस्थ वाचन लेखन कौशल एक से चार तक की संख्याओं के तीनो लिंगो के रूपों को लिखना | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में छात्रों से प्रश्न पूछ कर संख्यां रूप में उतर जानेंगें. <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> गिनती का संस्कृत भाषा में ज्ञान प्राप्त किया <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| नवंबर (11) | मधुरवचनानि | <ul style="list-style-type: none"> पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> नीति से सम्बन्धित श्लोकों को लिखवा कर कक्षा में श्लोक पाठ प्रतियोगिता आयोजित करवाना <p>कला समेकित ज्ञानार्जन:</p> | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर</p> <ul style="list-style-type: none"> खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से उनके शरीर के विभिन्न अंगों के नाम के बारे में पूछा जायेगा व उन्हें संस्कृत भाषा में बोलने के लिए कहा | <p>विषय संबंधी</p> <ul style="list-style-type: none"> श्लोकों का हिंदी अनुवाद करना शारीरिक अंगों के नाम संस्कृत भाषा में सीखना <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------------------------|---------------------------|---|--|--|------------------|
| | | | <ul style="list-style-type: none"> पाँच नीति श्लोकों को चार्ट पेपर पर अर्थ सहित लिखना कौशल मूल्यांकन: <ul style="list-style-type: none"> वाचन कौशल श्लोकों का सस्वर वाचन लेखन कौशल श्लोकों का अर्थ अन्वय पूर्वक लिखवाना | | जायेगा विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विकास |
| | अब तक किये गए सारे कार्य की दोहराई | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: VIII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|---|---|---|---|
| Month: Feb Teaching Days: 06 (1+2+3) | Grammar & Composition Application Writing Informal Letter | <ul style="list-style-type: none"> • PDF of Letter Writing Module • Extramarks module • PPT on Application writing • PPT on Informal Letter Writing • Video on Letter writing https://youtu.be/PgwmAUJx248 | <p>Inter disciplinary Linkages: Similarities between letter writing conventions in different languages discussed</p> <p>Art Integration: A song about the significance of Letters in human life played</p> <p>Experiential Learning: Letters written to parents and sent</p> <p>Practical: Application and Letter Writing tasks</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Practice writing an application and letter</p> <p>Oral: Discussion over the content</p> <p>Written: Writing tasks accomplished</p> <p>MCQ: Questions on significance of writing applications and letters</p> <p>Quiz: PK testing done using quizzes</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students will warm up to the new academic session through the following process: • Video on Application writing shown • PPT on Application Writing shown • Various examples of Letters and their writing styles discussed using Extramarks module <p>Guided practice followed by Independent Practice</p> | <p>The learner:</p> <ul style="list-style-type: none"> • Knows about different types of letters • Understands the utility of writing application • Is able to write application and informal letter • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading <p>Writing</p> |
| Month: March | Honeydew | NCERT digital book | Inter disciplinary | Assignment: Reading the | <ul style="list-style-type: none"> • Ice Breaking | The learner: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|--|--|--|
| Teaching Days: 26 (6+3+3+7+3+4) | The Best Christmas Present in the World Modals Determiners | PDF Extramarks module PPT about the author and story Short documentary film on the story https://youtu.be/fqL6bulBf0A | Linkages: Topic of WW-II from Social Studies discussed Atlas consulted to show how the world was divided into groups during WW-II Similarities between letter writing conventions in different languages discussed Art Integration: Drawing on the theme: values of love, peace & importance of family Experiential Learning: Viewing of Video and PPT Skill Assessments: (Listening, Reading, Writing, Speaking and Critical) | story, finding the meanings of new words and framing sentences. Oral: Discussion over the content Written: A written test with short questions based on the story. MCQ: Questions on relevance of war and peace in human life Quiz: PK testing done using MCQ Test | exercise: The students will warm up to the new academic topic • Brain Storming – The class would start with a discussion on importance of faith and hope. They would also be told – about the author - the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) • Introduction of the topic- PPT would be shared • Techniques to be used: Group Discussion Questioning Think Pair Share | <ul style="list-style-type: none"> • Knows about the situation during World War II. • Understands the irrelevance of war and destruction • Can express views on the importance of peace and harmony in making the world a better place • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Honeydew The Ant and The Cricket | NCERT digital book PDF Extramarks module PPT about the author and story | Inter disciplinary Linkages: Discussion over why food is scarce during winter related the topic to Social Studies while the importance of planning and hard work | Assignment: Reading the poem, finding the meanings of new words Oral: Discussion over the content Written: A written test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students will warm up to the new academic topic through the following process: | The learner: <ul style="list-style-type: none"> • Knows about the various kinds of stories namely fable, parable, myth etc. • Understands the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|---|---|
| | | <p>Book on Aesop's Fables</p> <p>Short documentary film on the story</p> <p>https://youtu.be/7IMZXa76Qc</p> | <p>concerns life skills.</p> <p>Art Integration: Drawing on the theme: love for nature and understanding its system</p> <p>Project: writing a poem based On a Fable.</p> <p>Experiential Learning: Asking a few students to teach the poem before explaining.</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Skills)</p> | <p>with short questions based on the poem.</p> <p>MCQ: Questions on relevance of planning for future and hard work</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> Brain Storming – The class would start with a discussion on importance of hard work. They would also be told – about the author -the significance of the topic that they would be studying. (Collaborative, Communication, Critical thinking) Introduction of the topic- PPT and Digital Content would be shared | <p>value of hard work and planning</p> <ul style="list-style-type: none"> Can express views on the importance of planning well in advance for hard times Knows how to convert a short story into a poem Enhancement of the following skills takes place: <ul style="list-style-type: none"> Listening Speaking Reading |
| | <p>IT SO HAPPENED...</p> <p>HOW THE CAMEL GOT HIS HUMP</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and story</p> <p>Book on parables</p> <p>Short video on the story</p> <p>https://youtu.be/9bE13T7qKLQ</p> | <p>Art Integration: Storytelling practiced</p> <p>Project: writing a short story on a given theme</p> <p>Skill Assessments:</p> <p>Listening skills (Students understand, respond and follow instructions</p> | <p>Assignment: Reading the story, finding the meanings of new words</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem.</p> <p>MCQ: Questions on importance of doing one's work with sincerity</p> | <ul style="list-style-type: none"> Ice Breaking exercise: The students will warm up to the new academic topic- importance of doing one's work with sincerity through the following process: Brain Storming – The class would start with a discussion on why | <p>The learner:</p> <ul style="list-style-type: none"> Understands the value of performing our duties with sincerity Can express views on the importance of division of labour and teamwork Knows how to write an interesting account of any event |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|--|
| | | | <p>Reading skills(Loud reading of the chapter)</p> <p>Writing skills (Writing question answers, class test, unit test)</p> <p>Speaking skills (classroom discussion, question answers)</p> | <p>Quiz: PK testing done using MCQ Test</p> | <p>it is important for each one of us to do our work with honesty. They would also be told – about the author</p> <ul style="list-style-type: none"> • Introduction of the topic- PPT and Digital Content would be shared • Guided practice | <ul style="list-style-type: none"> • Enhancement of the following skills takes place: • Listening • Speaking • Reading • Writing |
| | <p>IT SO HAPPENED...</p> <p>CHILDREN AT WORK</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and story</p> <p>Award winning video on Child Labour</p> <p>https://youtu.be/T5CO6AoqaEQ</p> | <p>Experiential Learning: Watching the documentary on child labour</p> <p>Inter disciplinary Linkages: Discussion over the causes of child labour under Humanities</p> <p>Art Integration: Extempore conducted on how to safeguard the rights of children</p> <p>Skill Assessments:</p> <p>Listening skills (Students</p> | <p>Assignment: Reading the chapter, finding the meanings of new words</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem.</p> <p>MCQ: Questions on importance of education and rights of children in society</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students will warm up to the new academic topic - importance of education through the following process: • Video on child labour will be shown • Discussion on Child Labour • The students would also be told – about | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the value of being a part of happy and healthy family • Can express views on the importance of education and rights of children • Knows how to write an article on a thought-provoking topic • Enhancement of the following skills takes place: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|---|--|
| | | | <p>understand, respond and follow instructions</p> <p>Reading skills(Loud reading of the chapter)</p> | | <p>the author</p> <ul style="list-style-type: none"> • Introduction of the topic- PPT and Digital Content would be shared • Guided practice | <ul style="list-style-type: none"> • Listening • Speaking • Reading Writing |
| | <p>Honeydew</p> <p>THE TSUNAMI</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and story</p> <p>A video by BBC of Tsunami</p> <p>https://youtu.be/Hh0M0Gtp5Co</p> | <p>Experiential Learning: Watching the documentary on the Tsunai</p> <p>Inter disciplinary Linkages: Discussion over the causes of tsunami covering Geography</p> <p>Art Integration: Speeches made by students on the causes and effects of natural disasters</p> <p>Skill Assessments:</p> <p>Listening skills (Students understand, respond and follow instructions</p> <p>Reading skills(Loud</p> | <p>Assignment: Reading the chapter, finding the meanings of new words</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem.</p> <p>MCQ: Questions on importance of education and rights of children in society</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students will warm up to the new academic topic – Natural disasters through the following process: • Video on the tsunami will be shown • Discussion on causes and effects of natural disasters • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by • Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the reasons behind natural disasters • Can express views on the importance of valuing and caring for our environment • Knows how to write an article on the causes and effects of a tsunami • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--------------------------------------|---|--|---|---|---|
| | | | reading of the chapter) | | | |
| | Honeydew Geography Lesson | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and story</p> <p>Video on the poem and poet</p> <p>https://youtu.be/hEe_UBzROC0</p> | <p>Experiential Learning: Sharing personal experiences of making a journey by aero planes</p> <p>Inter disciplinary Linkages: Discussion over the topic of aviation and altitude and visibility covering Science</p> <p>Art Integration: Artwork based on the theme of the poem</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Reading the poem, writing its summary and message</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem.</p> <p>MCQ: Questions on importance of living in harmony amidst diversity</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students will warm up to the new academic topic through the following process: • Video about the poet will be shown • Discussion on the reasons behind disharmony among people • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the uselessness behind disharmony among people • Can express views on the importance of living in harmony and appreciating the differences • Knows how to write an article on the value of understanding the essential unity among the inhabitants of our planet • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Honeydew GLIMPSES OF THE | NCERT digital book PDF | Inter disciplinary Linkages: Discussion over the Sepoy mutiny | Assignment: Reading the chapter and researching on the topic | <ul style="list-style-type: none"> • Ice Breaking exercise: The | The learner: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|---|
| | PAST | Extramarks module Comic strip PPT about the chapter Video on the chapter https://youtu.be/Wsb9wQisQVM | and First war of Indian independence connected to History Art Integration: Creation of comic strip on the life event of any freedom fighter of the student's choice Skill Assessments: Listening skills (Students understand, respond and follow instructions) Writing skills (Writing question answers, class test, unit test) Speaking skills classroom-chat | Oral: Discussion over the content Written: A written test with short questions based on the poem. MCQ: Questions on importance of living in harmony and unity Quiz: PK testing done using MCQ Test | students will warm up to the new academic topic through the following process: <ul style="list-style-type: none"> • Video shown about The events leading To the First war of Indian independence • Discussion on the reasons behind Indians falling into the hands of British. • Introduction of the topic- PPT and Digital Content would be shared • Guided practice | <ul style="list-style-type: none"> • Understands the reasons leading to British occupation of India • Can express views on the importance of living in harmony and being progressive • Knows how to draw a comic strip • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Honeydew MACAVITY the Mystery Cat | NCERT digital book PDF Extramarks module PPT about the author and the chapter Video of the poem recitation | Experiential Learning: Watching a dance drama based on the poem Inter disciplinary Linkages: Discussion over the problem of law and order and criminal activities concerning Humanities | Assignment: Learning the poem by heart and reciting it Oral: Discussion over the content Written: A written test with short questions based on the poem. | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a dance drama based on the poem • Video of the poem being recited by a | The learner: <ul style="list-style-type: none"> • Understands the challenges faced by society from anti-social elements • Can express views on the importance of maintaining law and order in society |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|---|--|--|---|--|
| | | https://youtu.be/QY3V0s8eRcs | <p>Art Integration: Students recite the poem effectively</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>MCQ: Questions on importance of maintaining law and order</p> <p>Quiz: PK testing done using MCQ Test</p> | <p>famous orator to be shown</p> <ul style="list-style-type: none"> • Discussion on the reasons behind law and order issues • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Knows how to recite the poem • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| <p>Month: May</p> <p>Teaching Days: 18 (5+3+3+3+3)</p> | <p>IT SO HAPPENEND...</p> <p>The Selfish Giant</p> <p>Diary Entry</p> <p>Short Story Writing</p> <p>Modals</p> <p>Past Tense</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and the chapter</p> <p>Video of the chapter</p> <p>https://youtu.be/RLFbtkpwSq0</p> | <p>Inter disciplinary Linkages: Discussion over the pitfalls of being self-centered concerning Psychology</p> <p>Art Integration: Students performed a small skit on the story</p> <p>Skill Assessments:</p> <p>Listening skills (Students understand, respond and follow instructions</p> | <p>Assignment: Reading the story and preparing a skit on it</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem.</p> <p>MCQ: Questions on importance of sharing and caring</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small movie based on the story • Discussion on the importance of caring and sharing • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of sharing and caring • Can express views on how taking care of others makes one happy • Knows how to tell this story in a dramatic style • Enhancement of the following skills takes place: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|---|---|--|--|---|
| | | | <p>Reading skills(Loud reading of the chapter)</p> <p>Writing skills (Writing question answers, class test, unit test)</p> | | Independent Practice | <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| <p>Month: July</p> <p>Teaching Days: 23 (5+3++6+4+5)</p> | <p>Honeydew</p> <p>Bepin Choudhury's Lapse of Memory</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and the chapter</p> <p>Video of the chapter</p> <p>https://youtu.be/H6Ac1Bhf7UY</p> | <p>Experiential Learning: A video on the story seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of helping your friends in times of need</p> <p>Art Integration: Students performed a small skit on the story</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Reading the story and preparing a skit on it</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the story</p> <p>MCQ: Questions on importance of helping a friend in need</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small movie based on the story • Discussion on the importance of caring and sharing • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of sharing and caring • Can express views on how taking care of others makes one happy • Knows how to tell this story in a dramatic style • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|--|
| | | | | | | |
| | Honeydew The Last Bargain | NCERT digital book PDF Extramarks module PPT about the poet and the poem Video of the poem https://youtu.be/q9yGE54FXt8 | Experiential Learning: A video on the poem seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life Art Integration: Students recited the poem Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | Assignment: Reading the poem and learning it by heart Oral: Discussion over the content Written: A written test with short questions based on the poem MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the poem • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | The learner: <ul style="list-style-type: none"> • Understands the importance of freedom over wealth, power and beauty • Can express views on how freedom of choice makes one happy and content • Knows how to recite this poem • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | It so happened... The Treasure Within | NCERT digital book PDF Extramarks module | Experiential Learning: A video on the chapter Inter disciplinary | Assignment: Reading the chapter Oral: Discussion over the content | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on | The learner: <ul style="list-style-type: none"> • Understands the importance of exploring one's |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|--|--|---|
| | | PPT about the chapter Video of the chapter https://youtu.be/LNA4S Jv8tic | Linkages: Discussion over the importance of discovering your talent Art Integration: Students spoke about their talents Skill Assessments: Listening skills (Students understand, respond and follow instructions Writing skills (Writing question answers, class test, unit test) | Written: A written test with short questions based on the chapter MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | the chapter <ul style="list-style-type: none"> • Discussion on the importance of identifying one's talents • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | hidden talents <ul style="list-style-type: none"> • Can express views on how doing what you are good at can make you happy and successful • Knows how to recite this poem • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Honeydew The Summit Within | NCERT digital book PDF Extramarks module PPT about the author and the write up Video of the chapter https://youtu.be/42Dmtj 1GQWU | Experiential Learning: A video on the chapter seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life Art Integration: Students recited the poem | Assignment: Reading the poem and learning it by heart Oral: Discussion over the content Written: A written test with short questions based on the chapter MCQ: Questions on importance of freedom in leading a happy life | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the poem • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and | The learner: <ul style="list-style-type: none"> • Understands the importance of staying grounded • Can express views on how freedom of choice makes one happy and content • Knows how to narrate incidents |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|--|--|
| | | | <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Quiz: PK testing done using MCQ Test</p> | <p>Digital Content would be shared</p> <ul style="list-style-type: none"> Guided practice followed by Independent Practice | <ul style="list-style-type: none"> Enhancement of the following skills takes place: <ul style="list-style-type: none"> Listening Speaking Reading Writing |
| | <p>Honeydew</p> <p>The School Boy</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the poet and the poem</p> <p>Video of the poem</p> <p>https://youtu.be/vP16B5uyvZ0</p> | <p>Experiential Learning: A video on the poem seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life</p> <p>Art Integration: Students recited the poem</p> <p>Skill Assessments:</p> <p>Listening skills (Students understand, respond and follow instructions)</p> <p>Reading skills(Loud reading of the chapter)</p> | <p>Assignment: Reading the poem and learning it by heart</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> Ice Breaking exercise: The students to be shown a small video based on the poem Discussion on the importance of freedom and free will Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> Understands the importance of informal and wholesome education Can express views on how freedom of choice makes one happy and content Knows how to recite this poem Enhancement of the following skills takes place: <ul style="list-style-type: none"> Listening Speaking Reading Writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|--|
| | <p>It so happened...</p> <p>Princess September</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the author and the story</p> <p>Video of the poem</p> <p>https://youtu.be/vP16B5uyvZ0</p> | <p>Experiential Learning: A video on the story seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life</p> <p>Art Integration: Students recited the poem</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Reading the story and word meanings</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the story • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of freedom and true love • Can express views on how freedom of choice makes one happy and content • Knows how to retell this story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | <p>Honeydew</p> <p>This is Jody's Fawn</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the story and the author</p> | <p>Experiential Learning: A video on the story seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of</p> | <p>Assignment: Reading the story</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the poem • Discussion on | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of wildlife and caring for it • Can express views |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|---|
| | | Video of the story https://youtu.be/cejhJj-rrmA | freedom and happiness in life Art Integration: Students recited the poem Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | based on the poem MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | the importance of freedom and free will <ul style="list-style-type: none"> • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | on how freedom of choice makes one happy and content <ul style="list-style-type: none"> • Knows how to retell this story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | Honeydew A Visit to Cambridge | NCERT digital book PDF Extramarks module PPT about the chapter Video of the chapter https://youtu.be/rDBmJy3qTXM | Experiential Learning: A video on the story seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life Art Integration: Students recited the poem Skill Assessments: | Assignment: Reading the story Oral: Discussion over the content Written: A written test with short questions based on the chapter MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content | The learner: <ul style="list-style-type: none"> • Understands the value of focus and will power in the face of challenges • Can express views on how freedom of choice makes one happy and content • Knows how to recite this poem • Enhancement of the following skills |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|---|--|
| | | | (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | | would be shared • Guided practice followed by Independent Practice | takes place: • Listening • Speaking • Reading • Writing |
| | Honeydew WHEN I SET OUT FOR LYONNESSE | NCERT digital book PDF Extramarks module PPT about the chapter Video of the chapter https://youtu.be/4EsKYmwiiXI | Experiential Learning: A video on the chapter seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life Art Integration: Students narrated experiences of journeys undertaken by them Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | Assignment: Reading the chapter and learning word meanings Oral: Discussion over the content Written: A written test with short questions based on the poem MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | The learner: <ul style="list-style-type: none"> • Understands the importance of exploring new places • Can express views on how freedom of choice makes one happy and content • Knows how to describe journeys • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|--|--|--|--|
| | | | | | | |
| Month: September Teaching Days: 27 (5+5+5+6+6) | It so happened... The Fight Letter to Editor Tenses Practice Integrated Grammar Practice | NCERT digital book PDF Extramarks module PPT about the story and its author Video of the story https://youtu.be/WtG1Olg1bp8 | Experiential Learning: A video on the story seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life Art Integration: Students recited the poem Skill Assessments: Listening skills (Students understand, respond and follow instructions Reading skills (Loud reading of the chapter) | Assignment: Reading the story Oral: Discussion over the content Written: A written test with short questions based on the poem MCQ: Questions on importance of freedom in leading a happy life Quiz: PK testing done using MCQ Test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the poem • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | The learner: <ul style="list-style-type: none"> • Understands the importance of childhood and innocence • Can express views on how freedom of choice makes one happy and content • Knows how to retell this story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading |
| | It so happened... The Open Window | NCERT digital book PDF Extramarks module | Experiential Learning: A video on the story seen by the students | Assignment: Reading the story Oral: Discussion over the content | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small | The learner: <ul style="list-style-type: none"> • Understands the importance of presence of mind |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|---|--|---|--|
| | | <p>PPT about the story and its author</p> <p>Video of the story</p> <p>https://youtu.be/EuX4mp70-wA</p> | <p>Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life</p> <p>Art Integration: Students recited the poem</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> <p>Quiz: PK testing done using MCQ Test</p> | <p>video based on the story</p> <ul style="list-style-type: none"> • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Can express views on how freedom of choice makes one happy and content • Knows how to retell this story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading |
| <p>Month: October</p> <p>No. of days: 21 (5+4+4+4+4)</p> | <p>It so happened...</p> <p>Jalebis</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the story</p> <p>Video of the story</p> <p>https://youtu.be/eXe9xF2fOKs</p> | <p>Experiential Learning: A video on the story seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of self discipline</p> <p>Art Integration: Students retold the story in their own words</p> | <p>Assignment: Reading the story</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the story • Discussion on the importance of self control and discipline • Introduction of the | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of moderation in whatever one does • Can express views on how freedom of choice comes with responsibility • Knows how to retell this story |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|---|---|
| | | | <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Quiz: PK testing done using MCQ Test</p> | <p>topic- PPT and Digital Content would be shared</p> <ul style="list-style-type: none"> • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Enhancement of the following skills takes place: • Listening • Speaking • Reading • Writing |
| | <p>Honeydew</p> <p>A Short monsoon Diary</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the chapter</p> <p>Video of the chapter</p> <p>https://youtu.be/fdyF7M9VhLo</p> | <p>Experiential Learning: A video on the chapter seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the significance of Monsoon for our country</p> <p>Art Integration: Students drew pictures of rainy season</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Reading the chapter and learning the word meanings</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of freedom and free will • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of writing regularly • Can express views on how every season has its own charm • Knows how to narrate incidents • Enhancement of the following skills takes place: • Listening • Speaking • Reading • Writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|---|
| | | | | | | |
| | <p>Honeydew</p> <p>On the Grasshopper and Cricket</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the poet and the poem</p> <p>Video of the poem</p> <p>https://youtu.be/pF9QIkxcv80</p> | <p>Experiential Learning: A video on the poem seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the beauty of nature</p> <p>Art Integration: Students recited the poem</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>Assignment: Reading the poem and learning it by heart</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the poem</p> <p>MCQ: Questions on importance of freedom in leading a happy life</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the poem • Discussion on the importance of elements of nature • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of love for nature • Can express views on beauty of nature and all its elements. • Knows how to recite this poem • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading |
| | <p>It so happened...</p> | <p>NCERT digital book PDF</p> | <p>Experiential Learning: A video on</p> | <p>Assignment: Reading the chapter</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The | <p>The learner:</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|---|--|
| | The Comet I | Extramarks module PPT about the chapter Video of the chapter https://youtu.be/QHYbTW4rjTw | the chapter seen by the students Inter disciplinary Linkages: Discussion over the significance of scientific enquiry Art Integration: Students told the story Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | Oral: Discussion over the content Written: A written test with short questions based on the poem MCQ: Questions on importance of scientific enquiry Quiz: PK testing done using MCQ Test | students to be shown a small video based on the chapter <ul style="list-style-type: none"> • Discussion on the importance of taking interest in Science • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Understands the importance of scientific enquiry • Can express views on how keen interest in Science helps one grow as a person • Knows how to write a scientific story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | It so happened... The Comet II | NCERT digital book PDF Extramarks module PPT about the chapter and its author Video of the chapter https://youtu.be/uqykD | Experiential Learning: A video on the chapter seen by the students Inter disciplinary Linkages: Discussion over the importance of freedom and happiness in life | Assignment: Reading the chapter Oral: Discussion over the content Written: A written test with short questions based on the poem MCQ: Questions on | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of taking interest in Science related | The learner: <ul style="list-style-type: none"> • Understands the importance of scientific enquiry • Can express views on how keen interest in Science helps one grow as a person |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|---|--|--|--|
| | | mSnuQA | <p>Art Integration: Students told their experiences of involving in Science</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed)</p> | <p>importance of scientific enquiry</p> <p>Quiz: PK testing done using MCQ Test</p> | <p>topics</p> <ul style="list-style-type: none"> • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Knows how to write a scientific story • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |
| | | | | | | |
| <p>Month: November</p> <p>No. of days: 21 (7+7+7)</p> | <p>Honeydew</p> <p>The Great Stone Face I</p> | <p>NCERT digital book PDF</p> <p>Extramarks module</p> <p>PPT about the chapter</p> <p>Video of the chapter</p> <p>https://youtu.be/x-GdoRfH9zI</p> | <p>Experiential Learning: A video on the chapter seen by the students</p> <p>Inter disciplinary Linkages: Discussion over the importance of art and culture</p> <p>Art Integration: Students narrated experiences of seeing new places</p> <p>Skill Assessments: (Listening, Reading, Writing, Speaking</p> | <p>Assignment: Reading the chapter and learning word meanings</p> <p>Oral: Discussion over the content</p> <p>Written: A written test with short questions based on the chapter</p> <p>MCQ: Questions on the importance of art and architecture</p> <p>Quiz: PK testing done using MCQ Test</p> | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of art and culture • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by | <p>The learner:</p> <ul style="list-style-type: none"> • Understands the importance of art and architecture • Can express views on how important it is to take interest in places and arts • Knows how to describe new places • Enhancement of the following skills takes place: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|---|
| | | | and Critical Thinking Skills were assessed) | | Independent Practice | <ul style="list-style-type: none"> • Listening • Speaking • Reading |
| | Honeydew The Great Stone Face II | NCERT digital book PDF Extramarks module PPT about the chapter Video of the chapter https://youtu.be/x-GdoRfH9zI | Experiential Learning: A video on the chapter seen by the students Inter disciplinary Linkages: Discussion over the importance of art and culture Art Integration: Students narrated experiences of seeing new places Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | Assignment: Reading the chapter and learning word meanings Oral: Discussion over the content Written: A written test with short questions based on the chapter MCQ: Questions on the importance of art and architecture Quiz: PK testing done using MCQ Test | <ul style="list-style-type: none"> • Ice Breaking exercise: The students to be shown a small video based on the chapter • Discussion on the importance of art and culture • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | The learner: <ul style="list-style-type: none"> • Understands the importance of art and architecture • Can express views on how important it is to take interest in places and arts • Knows how to describe new places • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading |
| | It so happened... | NCERT digital book PDF | Experiential Learning: A video on | Assignment: Reading the chapter | <ul style="list-style-type: none"> • Ice Breaking exercise: The | The learner: |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|--|
| | Ancient Education System of India | Extramarks module PPT about the chapter Video of the chapter https://youtu.be/wl_ckC51dPY | the chapter seen by the students Inter disciplinary Linkages: Discussion over the importance of knowing about our heritage Art Integration: Students brought information about different systems of education prevalent in India Skill Assessments: (Listening, Reading, Writing, Speaking and Critical Thinking Skills were assessed) | Oral: Discussion over the content Written: A written test with short questions based on the chapter MCQ: Questions on importance of valuing your culture Quiz: PK testing done using MCQ Test | students to be shown a small video based on the chapter <ul style="list-style-type: none"> • Discussion on the importance of one's country and its heritage • Introduction of the topic- PPT and Digital Content would be shared • Guided practice followed by Independent Practice | <ul style="list-style-type: none"> • Understands the importance of valuing one's culture and heritage • Can express views on the value of ancient Education system of our country • Knows how to describe a system • Enhancement of the following skills takes place: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : आठवीं

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| फरवरी 06 दिन, मार्च 20 दिन | ध्वनि (कविता) | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट वसंत ऋतु पर आधारित गीत का विडिओ https://youtu.be/Cz0jHM_HBN4 विषयवस्तु विस्तार वीडियो लिंक - https://youtu.be/9FmXtqhevX0 संगीत एकीकरण हेतु लिंक - | <ul style="list-style-type: none"> अनुभवजन्य ज्ञान - विद्यार्थियों को वसंत ऋतु पर आधारित गीत दिखाया जाएगा, तत्पश्चात उन्हें परिसर में ले जाकर इस गीत एवं वास्तविक रूप में परिसर में उपस्थित प्रकृति का अनुभव करके उस पर एक अनुच्छेद लिखने को कहा जाएगा। परियोजना: वसंत ऋतु में | <ul style="list-style-type: none"> कविता लिखिए। अभ्यास से प्रश्नों के उत्तर लिखिए। वस्तुनिष्ठ प्रश्न कक्षा परीक्षा। | <ul style="list-style-type: none"> वसंत ऋतु पर आधारित लघु गीत दिखाया जाएगा। आइस ब्रेकिंग- विद्यार्थियों से प्रकृति, पेड़ - पौधों एवं ऋतुओं के विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। | <ul style="list-style-type: none"> वसंत ऋतु में प्रकृति में विकास एवम् परिवर्तन के बारे में सोचते हैं, विचार करते हैं। युवाशक्ति को रचनात्मक कार्यों में रुचि लेने की शिक्षा मिलेगी। इस प्रकार वे अपने मस्तिष्क एवं समझ के अनुसार विभिन्न रचनात्मक कार्यों के बारे में सोचते हैं। वसंत ऋतु में प्रकृति के चित्रण |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | https://youtu.be/UNzsIcwWq_4 | <p>वृक्षों, फूलों, कलियों में आए परिवर्तनों के बारे में अपने 10-10 अनुभव लिखिए।</p> <ul style="list-style-type: none"> • कला एकीकरण - कविता को गीत बनाकर गवाया जाएगा। गीत का लिंक - https://youtu.be/UNzslcwWq_4 | | <ul style="list-style-type: none"> • विद्यार्थी अध्यापक के पीछे कविता को पढ़ेंगे। • वीडियो दिखाया जाएगा एवम् आवश्यकता अनुसार वीडियो को रोककर समझाया भी जाएगा। • पुनरावृत्ति के प्रश्न पूछे जाएंगे। • गृहकार्य। | <p>की संप्राप्ति (Outcomes) होने से प्रकृति में होने वाले परिवर्तनों के विषय में सोचते हैं।</p> <ul style="list-style-type: none"> • संगीत के माध्यम से प्रकृति के स्वरूप को जानते हैं एवम् संगीत में रुचि लेकर विषय के विस्तार को सहजता पूर्वक समझते हैं। • जीभ को छोड़कर अन्य सभी ज्ञानइंद्रियों का प्रयोग करते हैं। |
| | लाख की चूड़ियां | <ul style="list-style-type: none"> • पाठ्य पुस्तक • चाक | <ul style="list-style-type: none"> • अनुभव जन्य ज्ञान: (1) विद्यार्थियों को | <ul style="list-style-type: none"> • क्विज़ करवाई जाएगी। | <ul style="list-style-type: none"> • लाख की चूड़ियों पर आधारित | <ul style="list-style-type: none"> • लघु, कुटीर उद्योगों पर औद्योगिकरण |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> झाड़न श्यामपट्ट लाख पिघलाने एवम् उसे विभिन्न आकार देने का वीडियो - 1 https://youtu.be/UNfso1IKcZc विषयवस्तु विस्तार संबंधी विडिओ क्रमांक 2- https://youtu.be/UZ1f_nviQw4 लघु एवं कुटीर उद्योगों पर औद्योगिकरण प्रभाव वीडियो -3 https://youtu.be/Y942tcJTEq4 | <p>परिसर में कार्यरत चतुर्थ श्रेणी कर्मचारियों से उनके जीवन एवम् व्यवसाय पर बातचीत करवाई जाएगी।</p> <ul style="list-style-type: none"> (2) उनसे वैकल्पिक व्यवसाय एवम् प्राथमिकता, उसके कारण पर भी चर्चा करवाई जाएगी। (3) विद्यार्थियों से मिट्टी की गोलियां बनवाई जाएगी, उनमें रंग भरवाया जाएगा एवम् छोटे बच्चों के साथ बदलू तथा लेखक के अनुभव प्रयोग किए जाएंगे। | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखवाना। पाठ एक एवम् दो के अभ्यास के प्रश्नों की कक्षा परीक्षा भी ली जाएगी। | <p>विडिओ क्रमांक-1 दिखाना।</p> <ul style="list-style-type: none"> आइस ब्रेकिंग- विद्यार्थियों से लघु एवम् कुटीर उद्योगों के विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। कहानी को विडिओ क्रमांक-2 दिखाते हुए चूड़ियों का व्यवसाय बंद होने तक पढ़ाना ओर | <p>का दुष्प्रभाव जान पाएंगे।</p> <ul style="list-style-type: none"> प्राचीन ग्रामीण परिवेश के विषय में जान पाएंगे। आम की विभिन्न किस्मों को जानेंगे। बचपन के शौक एवम् रुचियों को जानेंगे। जीवन में हार ना मानने की शिक्षा प्राप्त करेंगे। अनुभव जन्य ज्ञान के माध्यम से मिट्टी की गोलियां बनाने एवम् बच्चों के उसके प्रति आकर्षण के बारे में जानेंगे। अपनी ज्ञान इंद्रियों का प्रयोग करेंगे। |

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| | | | | | <p>फिर बदलू का व्यवसाय बंद होने की जानकारी के पश्चात वीडियो - 3 दिखाया जाएगा। इसके पश्चात पाठ पूरा किया जाएगा।</p> <ul style="list-style-type: none"> • पुनरावृत्ति के प्रश्न एवेम गृहकार्य । | <ul style="list-style-type: none"> • पहले वीडियो से जानते हैं कि कुटीर उद्योग में कितनी मेहनत का काम हैं, इन व्यवसायों से जीवन यापन करने वालों की कर्मठता के बारे में जानते हैं। |
| | बस की यात्रा | <ul style="list-style-type: none"> • पाठ्य पुस्तक • चाक • झाड़न • श्यामपट्ट • बस की यात्रा का वीडियो -1 <p>https://youtu.be/fR2psF39w-o</p> <ul style="list-style-type: none"> • वीडियो-2 सविनय अवज्ञा आंदोलन - | <ul style="list-style-type: none"> • परियोजना एवम् कला एकीकरण: पुरानी टूटी - फूटी बस का चित्र बनाइए एवम् लिखिए कि उसमें क्या कमियां हैं और यात्रियों को क्या - क्या असुविधाएं हो सकती हैं। | <ul style="list-style-type: none"> • शब्दार्थ एवम् अभ्यास के प्रश्नों के उत्तर सभी विद्यार्थी अभ्यास पुस्तिका में लिखेंगे। • टूटी - फूटी बस में यात्रियों की समस्याओं पर परियोजना कार्य कीजिए। | <ul style="list-style-type: none"> • आइस ब्रेकिंग- विद्यार्थियों से बस में यात्रा करने के विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। • प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय | <ul style="list-style-type: none"> • विद्यार्थियों को हास्य व्यंग्य की जानकारी प्राप्त जिससे वे सभी हास्य के विषय में जानेंगे । • उपमा एवम् उपमेय के विषय में सीखेंगे। • वृद्धावस्था की कल्पना कर पाने में सक्षम होंगे । |

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| | | https://youtu.be/G23fg14dCIA | <ul style="list-style-type: none"> सामाजिक अध्ययन के विषय से सविनय अवज्ञा आन्दोलन के विषय में विस्तार से जानना। | <ul style="list-style-type: none"> सविनय अवज्ञा आन्दोलन के विषय में एक अनुच्छेद लिखिए। | <ul style="list-style-type: none"> की उद्घोषणा की जाएगी। वीडियो -1 को दिखाते हुए पाठ को आगे बढ़ाया जाएगा। असहयोग आन्दोलन के वर्णन के समय वीडियो 2 दिखाया जाएगा। इसके पश्चात पाठ को पूर्ण किया जाएगा। पुनरावृत्ति प्रश्न पूछे जाएंगे। गृहकार्य दिया जाएगा। | <ul style="list-style-type: none"> सीखेंगे कि धन से अधिक महत्व जीवन का होता है। सविनय अवज्ञा आन्दोलन एवम् स्वतंत्रता संघर्ष की कल्पना कर सकेंगे। |
| | दीवानों की हस्ती | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट | <ul style="list-style-type: none"> लेखन एवम् रचनात्मक कौशल - कविता में दर्शाए कवियों | <ul style="list-style-type: none"> कविता को अच्छे लेख में लिखिए। | <ul style="list-style-type: none"> आइस ब्रेकिंग- विद्यार्थियों से बस में यात्रा करने के | <ul style="list-style-type: none"> युवा पीढ़ी को देशहित में कार्य करने के लिए प्रेरित करने में |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> कविता से संबंधित एनसीईआरटी ऑफिशियल वीडियो - दीवानों की हस्ती गीत - https://youtu.be/n4LOnShHEC4 दीवानों कि हस्ती विषय वस्तु विस्तार वीडियो - https://youtu.be/pz0iwlT07m4 | <ul style="list-style-type: none"> के व्यवहार, दिनचर्या को एक सामाजिक कार्यकर्ता के साथ तुलनात्मक रूप में लिखकर लाइए। कविता को गीत बनाकर लयबद्ध करवाया जाएगा। संगीत अध्यापक की सहायता ली जाएगी। संगीत कौशल - विद्यार्थियों से कविता को लयबद्ध रूप में प्रस्तुत करने को कहा जाएगा एवम् उनके संगीत कौशल | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखिए। शब्दार्थ लिखकर लाइए। पाठ तीन एवम् चार के अभ्यास प्रश्नों की लिखित कक्षा परीक्षा ली जाएगी। कविता के लयबद्ध प्रस्तुतीकरण सम्बन्धी क्रियाकलाप। | <ul style="list-style-type: none"> विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। वीडियो -1 विषय विस्तार हेतु वीडियो -2 के साथ अध्यापक सभी पद्यांशों को स्पष्ट करेगा। इस प्रकार विषयवस्तु से सभी विद्यार्थियों को सुपरिचित करवाते हुए | <ul style="list-style-type: none"> कवियों व कविताओं की भूमिका जानते हैं। तुकबंदी एवम् लय - ताल में गाने का प्रयास करते हैं। कविता को कैसे एक गीत के रूप में गाकर रुचिकर बनाया जाता है यह अनुभव करते हैं। अपने व्यस्त क्षणों में से समाज सेवा के लिए समय निकालने को प्रेरित होते हैं। फकीरों, संतों की मनोवृत्ति, समाज सेवा की भावना एवम् दिनचर्या के विषय में |

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| | | | का आंकलन किया जाएगा। | | कविता पढ़ाई जाएगी। | जानते/समझते हैं। |
| | चिट्ठियों की अनूठी दुनिया | <ul style="list-style-type: none"> पत्र पेट्टी मनीऑर्डर फॉर्म अनेक प्रकार / मूल्य के टिकट / बार कोड RTGS फॉर्म पाठ्य पुस्तक चाक झाड़न श्यामपट्ट। पूर्वज्ञान प्रश्नों के बाद का विडिओ लिंक - https://youtu.be/u3rOmrDdPz0 | <ul style="list-style-type: none"> अनुभव जन्य ज्ञान : (1) विद्यार्थियों को विभिन्न डाक टिकट एकत्रित करने एवम् पत्र के भार अनुसार विभिन्न मूल्य के टिकट प्रयोग करने का कार्य दिया जाएगा जिससे वे अनुभव करते हुए सीखेंगे। (2) विद्यार्थियों से मनीऑर्डर फॉर्म भरवाए जाएंगे। | <ul style="list-style-type: none"> वैकल्पिक प्रश्न पूछे जाएंगे। अभ्यास के प्रश्नों के उत्तर एवम् शब्दार्थ लिखिए अभ्यास प्रश्नों की लघु कक्षा परीक्षा ली जाएगी। | <ul style="list-style-type: none"> आइस ब्रेकिंग- विद्यार्थियों से उनके परिवार के किसी सदस्य जो कि घर से दूर रहता हो, के विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। पाठ का नाम एवम् आज का विषय बोलने के पश्चात वीडियो | <ul style="list-style-type: none"> विद्यार्थी पत्रों के पुस्तक संग्रह, धरोहर के विषय में ज्ञान प्राप्त करते हैं। मनीऑर्डर सुविधा के विषय में जानते हैं जो आज व्यावहारिकता में बहुत कम रह गई है। RTGS फॉर्म के विषय में जानते हैं। पत्रों के विभिन्न नाम, विश्व डाक संघ एवं वर्तमान में भी पत्रों की भूमिका के विषय में छात्र ज्ञान प्राप्त करते हैं। |

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| | | | | | <p>दिखाया जाएगा।</p> <ul style="list-style-type: none"> वीडियो के पश्चात सभी विद्यार्थी बारी- बारी से पठन कौशल विकास की दृष्टि से पढ़ेंगे एवम् अध्यापक विषय विस्तार के साथ-साथ उसे स्पष्ट भी करेगा। इसके पश्चात मनिऑर्डर फॉर्म भरवाए जाएंगे, पुनरावृत्ति प्रश्न एवं गृहकार्य। | <ul style="list-style-type: none"> वर्तमान में भी पत्र बहुत महत्वपूर्ण हैं, इस बात को समझते हैं। भिन्न - भिन्न भाषाओं में पत्रों के लिए अलग - अलग नाम, किन् परिस्थितियों में केवल पत्र ही है जो संदेश पहुंचने का एकमात्र साधन है, डाकिए को देवदूत क्यों मानते हैं, इन सभी का ज्ञान प्राप्त करते हैं। |
| | बुद्ध चरित- (1) आरंभिक जीवन (2) अभिनिष्क्रमण | https://youtu.be/o8EIfprn8pQ | <ul style="list-style-type: none"> परियोजना कार्य : सिद्धार्थ के जन्म एवं अभिनिष्क्रमण | <ul style="list-style-type: none"> पाठ के अभ्यास के प्रश्नोत्तर लिखिए। | <ul style="list-style-type: none"> ईक्षवाकू वंश का विडिओ दिखाता जाएगा। | <ul style="list-style-type: none"> विद्यार्थी ईक्षवाकू वंश के बारे में ज्ञान अर्जित करते हैं। |

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| | | <ul style="list-style-type: none"> • भगवान बुद्ध के जन्म का वीडियो - https://youtu.be/fCIRIZh7mOs • अभिनिष्क्रमण https://youtu.be/3IK8U4A-DRE <p>पाठ्य पुस्तक</p> | संबंधी कुछ जानकारी एकत्रित करके अनुच्छेद रूप में लिखिए। | <ul style="list-style-type: none"> • अध्याय को पुनः पढ़िए एवं समझिए। | <ul style="list-style-type: none"> • पूर्व ज्ञान के प्रश्न पूछे जाएंगे। • विषयोदघटन के पश्चात विडिओ के माध्यम से एवं अध्यापक द्वारा सरलीकरण से विषयवस्तु को स्पष्ट किया जाएगा। • अभिनिष्क्रमण का विडिओ। • पुनरावृत्ति एवं गृहकार्य। | <ul style="list-style-type: none"> • विद्यार्थी महाराजा शुद्धोधन के परिवार के बारे में जानते हैं। • विद्यार्थियों को अभिभावक का संतान के प्रति लगाव तथा "होनी होकर रहती है" आदि विषयों का भी ज्ञान होता है। • बुद्ध के जीवन की अनेक घटनाओं का ज्ञान प्राप्त करते हैं। |
| | <p>व्याकरण :</p> <ul style="list-style-type: none"> • वर्ण विच्छेद • पर्यायवाची शब्द • विलोम शब्द • वाक्यांश के लिए एक शब्द | <ul style="list-style-type: none"> • पाठ्य पुस्तक • चाक • श्यामपट्ट • झाड़न • संधि के लिए पावर प्वाइंट | <ul style="list-style-type: none"> • विषय बिंदु एकीकरण: पाठ्य पुस्तक ' वसंत भाग - 3' एवम् ' बुद्ध चरित ' में अध्यायों को | <ul style="list-style-type: none"> • असाइनमेंट्स - विद्यार्थी प्रत्येक विषय बिंदु को अभ्यास पुस्तिका में लिखेंगे। • प्रत्येक अध्याय के अभ्यास कार्य | <ul style="list-style-type: none"> • सभी अध्यायों के प्रत्येक विषय बिंदु को व्याकरण पुस्तक की सहायता एवम् विभिन्न | <ul style="list-style-type: none"> • विद्यार्थियों को भाषा की विभिन्न विधाओं का ज्ञान होगा एवम् भाषा के लेखन तथा मौखिक |

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| | <ul style="list-style-type: none"> उपसर्ग संधि पत्र अपठित गद्यांश/ पद्यांश अनुच्छेद | <p>प्रेज़न्टेशन लिंक -</p> <p>https://youtu.be/GbN62GXiHoA</p> <ul style="list-style-type: none"> पत्र लेखन - <p>https://youtu.be/ViIMSlvOq8Q</p> | <p>पढ़ते समय जहां व्याकरण के इन विषय बिंदुओं का उल्लेख आएगा, व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण स्थापित करके समझाया जाएगा।</p> | <p>को पुस्तक पृष्ठों में दिए स्थान पर पूर्ण करेंगे।</p> | <p>उदाहरण देते हुए स्पष्ट किया जाएगा।</p> | <p>प्रयोग में शुद्धता एवं अशुद्धता का पता चलेगा।</p> <ul style="list-style-type: none"> वे अपनी भाषा की प्रवीणता में निखार ला पाएंगे। अनुच्छेद लेखन से रचनात्मकता बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा। |
| अप्रैल 18 दिन, मई 11 दिन | भगवान के ड़ाकिए | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट झाड़ंग शीट्स। | <ul style="list-style-type: none"> कला एकीकरण : कविता के माध्यम से कवि जो समरसता, सदभावना का संदेश देना चाहता है उसे | <ul style="list-style-type: none"> कविता एवम् शब्दार्थ लिखिए। वैकल्पिक मौखिक प्रश्नावली। अभ्यास से प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्नों से पहले वीडियो -1 दिखाया जाएगा। आइस ब्रेकिंग- विद्यार्थियों से | <ul style="list-style-type: none"> सभी विद्यार्थी पक्षी एवम् बादल के उदाहरणों से भगवान के सदभावना संदेश को समझते हैं। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> पेंसिल, इरेज़र, शार्पनर, रंग एवम् ब्रश। पूर्वज्ञान प्रश्नों को पूछने से पूर्व वीडियो दिखाया जा सकता है। वीडियो 1 - https://youtu.be/4kBLExOafhQ विषयवस्तु का विस्तार, वीडियो -2 का लिंक - https://youtu.be/NvZWRUEwENY | चित्रकला के माध्यम से दर्शाएं। कला के कालांश में कला अध्यापक की सहायता से यह गतिविधि करवाई जा सकती है । | <ul style="list-style-type: none"> पाठ पांच एवम् पाठ छह की लघु कक्षा परीक्षा। | <p>मनुष्य के स्वार्थपरक, द्वेषपूर्ण व्यवहार के विषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे।</p> <ul style="list-style-type: none"> प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। वीडियो क्रमांक 2 को दिखाते हुए कविता की विषयवस्तु को स्पष्ट किया जाएगा। | <ul style="list-style-type: none"> अपने व्यवहार में भेदभाव, ऊंच - नीच, अमीर - गरीब तथा अन्य विषमताओं से ऊपर उठकर जीने के विचारों एवं जीवन मूल्यों का संचार करते हैं। भगवान के संदेश को चित्र द्वारा प्रस्तुत करते हुए अपनी ज्ञान इंद्रियों का प्रयोग करते हैं। |
| | क्या निराश हुआ जाए। | <ul style="list-style-type: none"> ईपेपर में भ्रष्टाचार की खबरों की स्लाइड्स। | <ul style="list-style-type: none"> परियोजना कार्य :अपने विद्यालय के किन्हीं पांच विद्यार्थियों | <ul style="list-style-type: none"> शब्दार्थ एवम् अभ्यास के प्रश्नोत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। पूर्वज्ञान के प्रश्नों को | <ul style="list-style-type: none"> ईमानदारी के जीवंत उदाहरणों से अपने व्यवहार में ईमानदारी लाने |

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| | | <ul style="list-style-type: none"> इमानदारी की खबरों की स्लाइड्स। पाठ्य पुस्तक चाक झाइन श्यामपट अध्याय की विषयवस्तु विस्तार के लिए वीडियो लिंक - https://youtu.be/do7YhD0iBTI | <p>द्वारा इमानदारी एवम् दूसरों की सहायता करने पर परियोजना तैयार कीजिए।</p> <ul style="list-style-type: none"> कला एकीकरण: Dramatics Club के साथ एकीकरण करते हुए ठगी, वंचना की घटनाओं तथा इमानदारी की घटनाओं वाले नाटक करवाना। | <ul style="list-style-type: none"> वैकल्पिक प्रश्न पूछे जाएंगे। | <ul style="list-style-type: none"> क्रमवार विषयवस्तु से जोड़ते हुए विषय का उद्घाटन किया जाएगा। विषयवस्तु विस्तार विडिओ दिखाया जाएगा। पुनरावृत्ति प्रश्न एवं गृहकार्य। | <p>की भावना का विकास करते हैं।</p> <ul style="list-style-type: none"> अभी भी इमानदारी शेष है ,इस बात को समझते हैं। बस यात्रियों के व्यवहार से बिना विचारे कोई कार्य ना करने के जीवन मूल्य का विकास करते हैं। |
| | यह सबसे कठिन समय नहीं | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाइन श्यामपट कविता की विषयवस्तु से संबंधित विडिओ - https://youtu.be/hGvkml5xqWo | <ul style="list-style-type: none"> कला एकीकरण: कविता के अनुसार किन्हीं दो चित्रों के माध्यम से कठिनाई, सहायता एवम् समाधान को दर्शाएं। | <ul style="list-style-type: none"> कविता लिखिए। शब्दार्थ लिखिए। अभ्यास के प्रश्नों के उत्तर लिखिए। अति लघुतर मौखिक प्रश्न पूछे जाएंगे। परियोजना कार्य। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। पूर्वज्ञान के प्रश्नों को क्रमवार विषयवस्तु से जोड़ते हुए विषय का | <ul style="list-style-type: none"> कठिनाई में भी हिम्मत ना हारना, सकारात्मक सोच रखना, आशावादी होने के जीवन मूल्यों का विकास करते हैं। |

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| | | | <ul style="list-style-type: none"> परियोजना कार्य : कला समेकित कार्य के चित्र को स्पष्ट करते हुए उसके विभिन्न चरण भी लिखिए। | | <p>उद्घाटन किया जाएगा।</p> <ul style="list-style-type: none"> सभी विद्यार्थी एक बार पूरी कविता को अध्यापक के पीछे पढ़ेंगे, पठन कौशल के लिए समय दिया जाएगा। वीडियो को दिखाते हुए तूफान, बाढ़, आग, घोंसला, पतझड़, रेलगाड़ी एवम् स्टेशन के उदाहरण देकर कविता का सरल अनुवाद और केन्द्र भाव स्पष्ट किया जाएगा। | <ul style="list-style-type: none"> प्राकृतिक आपदा की कल्पना एवं उससे होने वाले विनाश की कल्पना करते हैं एवं उसपर चर्चा करते हैं। कठिन समय में सहायता मिल जाने के प्रति आशावादी रहते हैं एवं स्वयं भी दूसरों की सहायता करने की भावना का विकास करते हैं। विभिन्न प्रकार की आपदाओं की चर्चा करते हैं एवं साथ - साथ उससे बचने के रास्ते एवं सावधानियों के विषय में ज्ञान बढ़ाते हैं। |

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| | | | | | <ul style="list-style-type: none"> पुनरावृत्ति के प्रश्न एवं गृहकार्य। | |
| | कबीर की साखियां | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट कबीरवाणी पर वीडियो -1 - https://youtu.be/HH1PXnKg2LU विषय विस्तार वीडियो -2 https://youtu.be/q8cK4XRliF0 | <ul style="list-style-type: none"> संगीत के साथ एकीकरण करते हुए साखियों का गायन करवाना। भोजनालय में प्रातः अल्पाहार के समय श्रव्य साधन का प्रयोग करते हुए कबीर अमृत वाणी सुनना। कक्षा में समूह बनाकर कबीर अमृतवाणी के गायन की गतिविधि करवाना। | <ul style="list-style-type: none"> शब्दार्थ लिखिए। प्रश्नों के उत्तर लिखिए। पाठ का सारांश लिखिए। पाठ आठ एवम् साखियों की लिखित कक्षा परीक्षा। मूल्यांकन को रिकॉर्ड में रखा जाएगा। समूह बनाकर साखियों की गायन पगतिविधि करवाई जाएगी। | <ul style="list-style-type: none"> कबीर अमृत वाणी वीडियो क्रमांक 1 दिखाया जाएगा। विद्यार्थी वीडियो के साथ गुणगुना सकते हैं। वीडियो के विषय वस्तु से संबंधित पूर्वज्ञान के प्रश्न पूछे जाएंगे। प्रश्नों के क्रमवार सिलसिले से आज के पाठ को जोड़कर विषय का | <ul style="list-style-type: none"> विद्यार्थी अनेक जीवन मूल्यों को सीखते हैं। ज्ञान को महत्व देते हैं, जाति अथवा धन सम्पदा को नहीं। कलह के मूल कारण एवम् समाधान के विषय में जानते हैं एवं चर्चा करते हैं। एकाग्रचित होकर भगवान की भक्ति, दीनहीन की निन्दा ना करना, अपना मन शीतल रखना आदि गुणों के बारे में |

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| | | | | | <p>उद्घाटन किया जाएगा।</p> <ul style="list-style-type: none"> वीडियो क्रमांक 2 को दिखाते हुए पाठ को पढ़ाया एवं समझाया जाएगा। पुनरावृत्ति प्रश्न एवं गृहकार्य। | <p>जानते व सीखते हैं।</p> <ul style="list-style-type: none"> गीत - गीत में अनेक अच्छे व्यवहारों को आत्मसात करते हैं। |
| | कामचोर | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट पूर्व ज्ञान प्रश्नों से पहले वीडियो क्रमांक 1 दिखाया जा सकता है - https://youtu.be/VYIEUJsdn विषय विस्तार वीडियो क्रमांक 2 | <ul style="list-style-type: none"> परियोजना कार्य: बच्चों को कौन - कौन से कार्य समूह में कर लेने चाहिए। सूची बनाइए। यह भी लिखिए कि इन्हें करने से पहले किस प्रकार के प्रबंध अथवा चर्चा कर लेनी आवश्यक होती है। | <ul style="list-style-type: none"> शब्दार्थ लिखिए। प्रश्नोत्तर लिखिए। अति लघु उत्तर मौखिक प्रश्न पूछे जाएंगे। समूह में किए गए कार्य के अनुभव साझा करवाएं जाएंगे। | <ul style="list-style-type: none"> पाठ शुरू करने एवं पूर्वज्ञान प्रश्नों से पहले वीडियो क्रमांक 1 दिखाया जाएगा। पूर्वज्ञान के प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को आगे बढ़ाते हुए विषय का उद्घाटन। | <ul style="list-style-type: none"> विद्यार्थियों में कार्य को अच्छी प्रकार करने के लिए बड़ों की सलाह लेने की भावना का विकास होता है। बिना विचारे किए कार्य अक्सर आशातीत परिणाम नहीं देते यह भी छात्र |

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| | | https://youtu.be/KDpRvNI9KHI | <ul style="list-style-type: none"> कौशल आंकलन : छात्रावास में समूह बनाकर मेट्रन की देखरेख में कुछ कार्य कीजिए एवम् कक्षा में अपने अनुभव साझा कीजिए। | | <ul style="list-style-type: none"> विषय विस्तार हेतु वीडियो क्रमांक 2 दिखाया जाएगा एवम् अध्यापक द्वारा विषय को तथा हास्य व्यंग को भाली भांति समझाया व स्पष्ट किया जाएगा। पुनरावृत्ति के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा। | <p>इस पाठ से सीखते हैं।</p> <ul style="list-style-type: none"> हास्य - व्यंग्य से परिचित होते हैं। समूह में कार्य करने के नियोजन से अवगत होते हैं। कार्य ना करने, आलस करने या कार्य से भागने के परिणाम से अवगत होते हैं। |
| | बुद्ध चरित- (3) ज्ञान प्राप्ति | <ul style="list-style-type: none"> वीडियो https://youtu.be/fwnTpqrbOuk पाठ्य पुस्तक। | <ul style="list-style-type: none"> परियोजना - सिद्धार्थ को ज्ञान प्राप्ति के समय आई बाधाओं में से किन्ही पाँच बाधाओं को | <ul style="list-style-type: none"> अभ्यास से प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न। विडिओ दिखाया जाएगा। विद्यार्थी अध्याय को | <ul style="list-style-type: none"> विद्यार्थियों को ज्ञान होगा कि सिद्धार्थ को कैसे बुद्धत्व प्राप्त हुआ। विद्यार्थियों को जो विडिओ |

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| | | | सूचित कीजिए। भगवान बुद्ध ने उन बाधाओं को कैसे जीता होगा यह जानकारी भी दीजिए। | | क्रमशः पढ़ेंगे एवम् अध्यापक स्पष्ट करेगा। • पुनरावृत्ति प्रश्न एवं गृहकार्य। | दिखाया जाएगा उससे वे सीखेंगे की अगर हमें अपने मन को जीतना है तो किस प्रकार के प्रयास आवश्यक हो जाते हैं। |
| | व्याकरण - • मुहावरे • लोकोक्तियां • समास • पर्यायवाची शब्द • विलोम शब्द • वाक्यांश के लिए एक शब्द • उपसर्ग • संधि • पत्र • अपठित गद्यांश/ पद्यांश • अनुच्छेद | • पाठ्य पुस्तक • चाक • श्यामपट्ट • झाड़न • संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.be/GbN62GXih0A • समास के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक- https://youtu.be/ftAQ9i-UGk4 | • विषय बिंदु एकीकरण: पाठ्य पुस्तक ' वसंत भाग - 3' एवम् ' बुद्ध चरित ' में अध्यायों को पढ़ाते समय जहां व्याकरण के इन विषय बिंदुओं का उल्लेख आएगा, व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण | • असाइनमेंट्स - विद्यार्थी प्रत्येक विषय बिंदु को अभ्यास पुस्तिका में लिखेंगे। • प्रत्येक अध्याय के अभ्यास कार्य को पुस्तक पृष्ठों में दिए स्थान पर पूर्ण करेंगे। | • सभी अध्यायों के प्रत्येक विषय बिंदु को व्याकरण पुस्तक की सहायता एवम् विभिन्न उदाहरण देते हुए स्पष्ट किया जाएगा। • संधि एवं समस को पावर प्वाइंट प्रेज़न्टेशन की सहायता से समझाया जाएगा। | • विद्यार्थियों को भाषा की विभिन्न विधाओं का ज्ञान होगा एवम् भाषा के लेखन तथा मौखिक प्रयोग में शुद्धता एवं अशुद्धता का पता चलेगा। • वे अपनी भाषा की प्रवीणता में निखार ला पाएंगे। • अनुच्छेद लेखन से रचनात्मकता |

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| | | | <p>स्थापित करके समझाया जाएगा।</p> <ul style="list-style-type: none"> • अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे। | | | <p>बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा।</p> |
| <p>जुलाई 21 दिन, अगस्त 20 दिन</p> | <p>जब सिनेमा ने बोलना सीखा।</p> | <ul style="list-style-type: none"> • पाठ्य पुस्तक • श्यामपट्ट • चाक • झाड़न • पूर्वज्ञान प्रश्न से पहले विडिओ क्रमांक 1 का लिंक - https://youtu.be/tn9ZNIguhYM • विषयोदघाटन के पश्चात दिखाए जाने वाले विडिओ क्रमांक 2 का लिंक- | <ul style="list-style-type: none"> • कला एकीकरण: किन्हीं दो मूवीज़ के पोस्टर्स बनाइए एवम् उनपर कुछ विज्ञापन वाक्य भी लिखिए। यह कार्य कला अध्यापक के दिशा निर्देश मे कला के कालांश मे करवाया जाएगा। • रचनात्मक कौशल: कक्षा मे समूह बनाकर | <ul style="list-style-type: none"> • अध्याय के शब्दार्थ लिखिए। • प्रश्नों के उत्तर लिखिए। • सिनेमा कौन कौन से रोजगारों का सृजन करता है इस पर एक लेख लिखिए। • पाठ दस एवम् ग्यारह की लिखित कक्षा परीक्षा ली जाएगी। | <ul style="list-style-type: none"> • भारतीय सिनेमा के विषय में विडिओ क्रमांक 1 दिखाया जाएगा। • आइस ब्रेकिंग- विद्यार्थियों से भारतीय सिनेमा के विषय में सरल एवम् अति लघु उत्तर वाले प्रश्न पूछे जाएंगे। | <ul style="list-style-type: none"> • विद्यार्थियों को मूक भारतीय सिनेमा का ज्ञान होता है। • भारतीय सिनेमा की विकास यात्रा को समझते हैं। • तत्कालीन और आधुनिक सिनेमा का तुलनात्मक विश्लेषण करने में सक्षम होते हैं। • तत्कालीन भारतीय सिनेमा में नायक, |

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| | | https://youtu.be/QtZu8DmMuc | लघु मूक नाटिका प्रस्तुत कारवाई जा सकती है। | | <ul style="list-style-type: none"> • प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। • पाठ का नाम एवम् आज का विषय बोलने के पश्चात विषय विस्तार विडिओ क्रमांक 2 दिखाया जाएगा • अध्यापक द्वारा विडिओ के साथ विषयवस्तु को सरल रूप में स्पष्ट किया जाएगा। • पुनरावृत्ति प्रश्न पूछने के पश्चात | <ul style="list-style-type: none"> • नायिका एवं अन्य पात्रों के लिए कार्य करने वाले लोगों के विषय में जानते हैं। • उस दौर एवं वर्तमान में फिल्म बनाने की लागत, संसाधन, आवश्यक साधन तथा अन्य बातों में तुलनात्मक सोच विकसित करते हैं। • नाटिका अभिनय से विद्यार्थी सभी पात्रों को जीवंत अनुभव करते हैं, अपनी ज्ञान इंद्रियों का प्रयोग करते हैं। |

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| | | | | | गृहकार्य दिया जाएगा। | |
| | सुदामा चरित | <ul style="list-style-type: none"> सुदामा एवम् श्रीकृष्ण भेंट का वीडियो-विडिओ क्रमांक1- https://youtu.be/TgF5a0VmkJs पाठ्य पुस्तक। चॉक झाड़न श्यामपट्ट विषयवस्तु परिचय विडिओ क्रमांक 2 - https://youtu.be/aufVuZW_mQo विषयवस्तु विस्तार विडिओ क्रमांक 3 - | <ul style="list-style-type: none"> कला एकीकरण- ड्रमैटिक्स क्लब से एकीकरण करते हुए श्रीकृष्ण एवम् सुदामा भेंट की रंगमंचीय प्रस्तुति करवाई जाएगी जिससे विद्यार्थी अपनी विभिन्न ज्ञान इंद्रियों के प्रयोग से इस प्रसंग की वास्तविक अभिभूति कर लें। | <ul style="list-style-type: none"> अध्याय के शब्दार्थ लिखिए। अभ्यास में पूछे प्रश्नों के उत्तर लिखिए। सुदामा - द्वारपाल, द्वारपाल - श्रीकृष्ण , सुदामा - श्रीकृष्ण की बातचीत को संवाद के रूप में लिखिए। | <ul style="list-style-type: none"> सुदामा की गरीबी के विषय में विडिओ क्रमांक 1 दिखाया जाएगा। सुदामा का द्वारका में जाना एवं श्रीकृष्ण से मिलने के प्रयास पर आधारित विडिओ क्रमांक 2 दिखाया जाएगा। | <ul style="list-style-type: none"> विद्यार्थियों को सुदामा की गरीबी के कारण का ज्ञान होता है विद्यार्थियों को सच्ची मित्रता की शिक्षा मिलती है। कला एकीकरण में रंगमंचीय नाटक प्रस्तुतीकरण से विद्यार्थी मंच से संवाद सम्प्रेषण के कौशल विकसित करते हैं। |

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| | | https://youtu.be/_0ggxFN0DP0 | | | <ul style="list-style-type: none"> • पूर्वज्ञान प्रश्न पूछे जाएंगे। • पाठ का नाम एवम् आज का विषय बोलने के पश्चात विषय विस्तार विडिओ क्रमांक-3 दिखाया जाएगा • अध्यापक द्वारा विडिओ के साथ विषयवस्तु को सरल रूप में स्पष्ट किया जाएगा। • पुनरावृत्ति प्रश्न पूछने के पश्चात गृहकार्य दिया जाएगा। | <ul style="list-style-type: none"> • विद्यार्थियों का आत्मविश्वास बढ़ता है । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | जहां पहिया है | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट विषयवस्तु से संबंधित विडिओ लिंक - https://youtu.be/ViCMeY_DASo | <ul style="list-style-type: none"> कला एकीकरण/ परियोजना कार्य - किन्हीं दो आंदोलनों के पोस्टर बनाइए एवम् लिखिए कि ये चित्र किस प्रकार इन आंदोलनों को प्रकट एवं प्रस्तुत करते हैं। | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखो। अध्याय के शब्दार्थ लिखिए। पाठ बारह एवम् तेरह की लिखित कक्षा परीक्षा ली जाएगी। | <ul style="list-style-type: none"> आइस ब्रेकिंग- विद्यार्थियों से विभिन्न सामाजिक आंदोलनों के विषय में सरल एवम् अति लघु उत्तर वाले प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। विडिओ के साथ अध्यापक द्वारा विषय वस्तु को सरल भाषा में स्पष्ट किया जाएगा। पुनरावृत्ति के प्रश्नों के पश्चात | <ul style="list-style-type: none"> सामाजिक बुराइयों एवं कुरीतियों को दूर करने में आंदोलनों की भूमिका को समझते हैं। अपने व्यस्त क्षणों से सामाजिक कार्यों के लिए समय निकालने की सोच विकसित करते हैं। महिलाओं को भी पुरुषों की भांति अपनी काबिलियत तथा कौशल अनुसार व्यवसाय करने की आजादी होनी चाहिए ऐसी सोच का उनमें विकास होता है। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | गृहकार्य दिया जाएगा। | |
| | अकबरी लोटा | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट विषयवस्तु विस्तार से संबंधित विडिओ <p>-</p> <p>https://youtu.be/4ZCNMrTNvfg</p> | <ul style="list-style-type: none"> कक्षा में समूह बनाकर अकबर, हुमायूं तथा शेरशाह सूरी पर आधारित लघु नाटिकाएं करवाई जाएगी। सामाजिक विज्ञान विषय से एकीकरण- सामाजिक विज्ञान के अध्यापक से अकबर, हुमायूं तथा शेरशाह सूरी के विषय में संक्षिप्त जानकारी उपलब्ध करवाई जाएगी। | <ul style="list-style-type: none"> अध्याय के शब्दार्थ लिखिए। अभ्यास से प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। प्रश्नों के क्रम को आगे बढ़ाते हुए विषय का उद्घाटन। विषय विस्तार हेतु वीडियो दिखाया जाएगा एवम् अध्यापक द्वारा विषय को तथा हास्य व्यंग को भाली भांति समझाया व स्पष्ट किया जाएगा। | <ul style="list-style-type: none"> विद्यार्थियों में मित्र की सहायता की भावना का विकास होता है। किसी की सहायता के लिए किसी अन्य को ना ठगना, ऐसी शिक्षा भी यह पाठ देता है। अच्छे कार्य करने के लिए परिवार से सलाह लेना एवम् चर्चा करना, ऐसे विचारों का विद्यार्थियों में संचार होता है। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | सूरदास के पद | <ul style="list-style-type: none"> पाठ्य पुस्तक चॉक श्यामपट्ट झाड़न अध्याय की विषयवस्तु पर अदारित वीडियो- https://youtu.be/ELnvGaqEE NU | <ul style="list-style-type: none"> कला एकीकरण के अंतर्गत Dramatics Club के साथ एकीकरण में श्रीकृष्ण एवं बलराम के किसी एक प्रसंग पर नाटक मंचन। | <ul style="list-style-type: none"> अध्याय के कठिन शब्दों के सरल अर्थ लिखिए। अभ्यास में पूछे प्रश्नों के उत्तर लिखिए। सभी पदों का सरल अनुवाद लिखिए। | <ul style="list-style-type: none"> पूर्व ज्ञान के प्रश्न पूछे जाएंगे। पूर्व ज्ञान के प्रश्नों को आज के विषय से जोड़ते हुए पाठ का नाम बताया जाएगा। विषयवस्तु पर आधारित विडिओ को दिखाते हुए दोनों पदों को सरल शब्दों में समझाया जाएगा। पुनरावृत्ति के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा। | <ul style="list-style-type: none"> ममत्व की कल्पना कर पाते हैं। बचपन कितना भोला एवं निश्छल होता है इस बात को समझते हैं। प्राचीन समय में दूध मथने एवम् माखन रखने के बारे में जन पाते हैं। श्रीकृष्ण की बाल लीलाओं की कल्पना कर सकते हैं। |
| | बुद्ध चरित (4) धर्म चक्र प्रवर्तन | <ul style="list-style-type: none"> बुद्ध के पंचशील सिद्धांतों का वीडियो लिंक - | <ul style="list-style-type: none"> परियोजना कार्य - भगवान बुद्ध के पंचशील | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न। | <ul style="list-style-type: none"> बुद्ध धर्म प्रचार का ज्ञान होता है। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | https://youtu.be/wjekOHKz5Ys <ul style="list-style-type: none"> पाठ्य पुस्तक | <p>सिद्धांतों को लिखिए।</p> <ul style="list-style-type: none"> प्रत्येक सिद्धांत के लिए कम से कम 3 पारिस्थितियाँ लिखिए जिसमें आपको अनुपालन की चुनौती मिल सकती है और आप उसका सामना सफलतापूर्वक करेंगे। | | <ul style="list-style-type: none"> विडिओ दिखाया जाएगा। विद्यार्थी अध्याय को क्रमशः पढ़ेंगे एवम् अध्यापक स्पष्ट करेगा। पुनरावृत्ति प्रश्न एवं गृहकार्य। | <ul style="list-style-type: none"> विद्यार्थी पंचशील सिद्धांतों के विषय में जानते एवं समझते हैं। अंगुलिमाल, देवदत्त का द्वेष, आम्रपाली से भेंट विषय बिंदुओं से विभिन्न जीवन मूल्यों का ज्ञान प्राप्त करते हैं। |
| | <p>व्याकरण -</p> <ul style="list-style-type: none"> वाक्य (अर्थ के आधार पर) प्रत्यय मुहावरे लोकोक्तियां समास पर्यायवाची शब्द | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक श्यामपट्ट झाड़न संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.b | <ul style="list-style-type: none"> विषय बिंदु एकीकरण: पाठ्य पुस्तक ' वसंत भाग - 3' एवम् ' बुद्ध चरित ' में अध्यायों को पढ़ाते समय जहां व्याकरण | <ul style="list-style-type: none"> असाइनमेंट्स - विद्यार्थी प्रत्येक विषय बिंदु को अभ्यास पुस्तिका में लिखेंगे। प्रत्येक अध्याय के अभ्यास कार्य को पुस्तक पृष्ठों | <ul style="list-style-type: none"> सभी अध्यायों के प्रत्येक विषय बिंदु को व्याकरण पुस्तक की सहायता एवम् विभिन्न उदाहरण देते | <ul style="list-style-type: none"> विद्यार्थियों को भाषा की विभिन्न विधाओं का ज्ञान होगा एवम् भाषा के लेखन तथा मौखिक प्रयोग में शुद्धता एवं |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <ul style="list-style-type: none"> विलोम शब्द वाक्यांश के लिए एक शब्द उपसर्ग संधि पत्र लेखन अपठित गद्यांश/ पद्यांश अनुच्छेद लेखन संवाद लेखन | <p>e/GbN62GXIH0A</p> <ul style="list-style-type: none"> समास के लिए पावर प्वाइंट प्रेजेंटेशन लिंक- https://youtu.be/ftAQ9i-UGk4 | <p>के इन विषय बिंदुओं का उल्लेख आएगा, व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण स्थापित करके समझाया जाएगा।</p> <ul style="list-style-type: none"> अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे। | <p>में दिए स्थान पर पूर्ण करेंगे।</p> | <p>हुए स्पष्ट किया जाएगा।</p> <ul style="list-style-type: none"> संधि एवं समस को पावर प्वाइंट प्रेजेंटेशन की सहायता से समझाया जाएगा। | <p>अशुद्धता का पता चलेगा।</p> <ul style="list-style-type: none"> वे अपनी भाषा की प्रवीणता में निखार ला पाएंगे। अनुच्छेद लेखन से रचनात्मकता बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा। |
| सितंबर 17 दिन, अक्टुबर 19, नवंबर 12 दिन | पानी की कहानी | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक श्यामपट्ट पूर्वज्ञान के प्रश्नों से पहले दिखाए जाने वाले विडिओ क्रमांक 1 का लिंक - | <ul style="list-style-type: none"> विज्ञान विषय के साथ विषयवस्तु का एकीकरण किया जाएगा। विज्ञान अध्यापक विद्यार्थियों को विज्ञान के कालांश में | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखिए। शब्दार्थ लिखिए। पाठ चौदह, पंद्रह एवम् सोलह की कक्षा परीक्षा ली जाएगी। | <ul style="list-style-type: none"> जलचक्र पर आधारित विडिओ क्रमांक 1 दिखाया जाएगा। जलचक्र से संबंधित | <ul style="list-style-type: none"> विद्यार्थियों को पानी के जन्म की कहानी का पता चलता है। जलचक्र को समझते हैं। भूगर्भ, ज्वालामुखी, वाष्पीकरण एवं |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | https://youtu.be/iDa_ZHxqc6M <ul style="list-style-type: none"> अध्याय से संबंधित विषयवस्तु विडिओ क्रमांक 2 का लिंक- https://youtu.be/aZxg7BSORVE | जलचक्र की जानकारी देगा। | | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। बच्चों आज हम "पानी की कहानी" के विषय में कुछ रोचक तथ्यों को जानेंगे। वीडियो क्रमांक 2 की सहायता से विषयवस्तु को स्पष्ट किया जाएगा। पुनरावृत्ति के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा। | <ul style="list-style-type: none"> संघनन का ज्ञान प्राप्त करते हैं। जलचक्र से संबंधित अनेक हिन्दी शब्दों का उनके शब्द भंडार में समावेश होता है। |
| | बाज़ और सांप | <ul style="list-style-type: none"> पाठ्यपुस्तक चाक श्यामपट्ट झाड़न सांप ओर बाज़ की लड़ाई का | <ul style="list-style-type: none"> परियोजना कार्य - बाज़ किन किन बातों में अन्य पक्षियों से भिन्न हैं, जानकारी प्राप्त | <ul style="list-style-type: none"> अति लघु उत्तर वाले मौखिक प्रश्न पूछे जाएंगे। शब्दार्थ लिखिए। | <ul style="list-style-type: none"> पूर्व ज्ञान प्रश्नों से पहले विडिओ क्रमांक 1 दिखाया जाएगा। | <ul style="list-style-type: none"> विद्यार्थी बाज़ की वीरता के विषय में जान लेते हैं। बाज़ एवम् सांप की दुश्मनी तथा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <p>विडिओ 1 का लिंक- https://youtu.be/sHY1zSA2I</p> <ul style="list-style-type: none"> विषयवस्तु विस्तार विडिओ क्रमांक 2 लिंक - https://youtu.be/bV_ONz9J18g | <p>कीजिए एवम् लिखिए।</p> <ul style="list-style-type: none"> संगीत विषय एकीकरण के तहत नृत्य करते हुए इस कहानी को बाज़ एवं सांप की अनेक भंगिमाओं के साथ सिखाया जा सकता है। | <ul style="list-style-type: none"> अभ्यास से प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। बच्चों आज हम एक बघायल बाज़ और एक सांप की रोचक कहानी को जानेंगे। विषयवस्तु विस्तार विडिओ क्रमांक 1 दिखाया जाएगा एवं अध्यापक समझाएगा। अध्यापन पूर्ण करके पुनरावृत्ति प्रश्न पूछे जाएंगे एवम गृहकार्य दिया जाएगा। | <p>वीरों की शान के विषय में सीखते हैं।</p> <ul style="list-style-type: none"> बाज़ के विषय में कुछ अन्य रोचक तथ्य जानते हैं जो बाज़ के बचपन में उसकी माँ द्वारा सिखाए जाते हैं। एक बहादुर अपने बलिदान से दूसरों की मनोवृत्ति पर कितना प्रभाव डालता है यह भी विद्यार्थी बाज़ के बलिदान एवं सांप द्वारा ऐसे ही प्रयास की घटना से सीखते हैं। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | टोपी | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक झाड़न श्यामपट्ट अध्याय से संबंधित विडिओ लिंक - https://youtu.be/RFKSEH3DqQA | <ul style="list-style-type: none"> कला एकीकरण - अपने कला अध्यापक की सहायता से धुनिया, कोरी एवम् बुनकर में से किसी एक का सुंदर चित्र बनाइए। उसके कामकाज के विषय में कुछ पंक्तियाँ भी लिखो। | <ul style="list-style-type: none"> शब्दार्थ लिखिए। अध्याय में पूछे अभ्यास के प्रश्नों के उत्तर लिखकर लाइये । पाठ सोलह, सत्रह एवम् अठारह की कक्षा परीक्षा ली जाएगी। | <ul style="list-style-type: none"> पूर्वज्ञान के प्रश्न पूछे जाएंगे। पूर्वज्ञान प्रश्नों के पश्चात विषयोदघटन किया जाएगा। विषयवस्तु को विडिओ के साथ अच्छी प्रकार समझाते हुए रोचक ढंग से अध्याय को पढ़ाया जाएगा। <p>पुनरावृत्ति प्रश्न पूछने के पश्चात गृहकार्य दिया जाएगा।</p> | <ul style="list-style-type: none"> विद्यार्थी ' जहां चाह वहां राह ' के बारे में चर्चा करते हैं। छोटी सी चिड़िया अपनी धुन की पक्की होने के कारण टोपी बनाने में सफल हो जाती है। इस प्रकार विद्यार्थी लग्न एवं एकाग्रता का महत्व समझते हैं। कला एकीकरण के माध्यम से विद्यार्थी चित्र बनाते समय अपनी विभिन्न जानेन्द्रियों का प्रयोग करते हैं। कल्पना शक्ति का विकास करते हैं। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <ul style="list-style-type: none"> पारंपरिक व्यवसायों के विषय में जानते हैं। |
| | बुद्ध चरित (5) महा परिनिर्वाण | <ul style="list-style-type: none"> महापरिनिर्वाण का वीडियो लिंक (टीवी इंडिया साक्षात्कार - बोधचर्या शांति स्वरूप जी) https://youtu.be/yQ5tXzUYhXQ पाठ्यपुस्तक । | <ul style="list-style-type: none"> परियोजना कार्य - भगवान बुद्ध के विषय में जानकारी उपलब्ध कीजिए एवं लिखिए की उनकी अस्थियाँ कितने भागों में बाँटी गईं एवं किसको किसको दी गईं। उनके अंतिम संस्कार के विषय में भी लगभग 100 शब्दों का अनुच्छेद लिखिए। | <ul style="list-style-type: none"> अभ्यास के प्रश्नों के उत्तर लिखिए। | <ul style="list-style-type: none"> भगवान बुद्ध के महापरिनिर्वाण का विडिओ (साक्षात्कार) दिखाने के पश्चात पूर्वज्ञान के प्रश्न पूछे जाएंगे। पाठ्य पुस्तक से अध्याय को पढ़ाते हुए विषयवस्तु को स्पष्ट किया जाएगा। <p>पुनरावृत्ति प्रश्न एवं गृहकार्य।</p> | <ul style="list-style-type: none"> मार द्वारा बुद्ध को अपने लक्ष्य से भटकने के प्रयासों एवं बुद्ध के दृढ़निश्चय के बारे में जानेंगे। कुशिनारा में महापरिनिर्वाण का ज्ञान होता ही। बुद्ध के अवशेषों के आठ भाग, आनंद के उत्तरदायित्व में भगवान बुद्ध के उपदेशों के संग्रह का ज्ञान होता है। |
| | | | | | | |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <p>व्याकरण -</p> <ul style="list-style-type: none"> वाक्य प्रत्यय मुहावरे लोकोक्तियां समास शुद्ध / अशुद्ध पर्यायवाची शब्द विलोम शब्द वाक्यांश के लिए एक शब्द उपसर्ग संधि पत्र लेखन अपठित गद्यांश/ पद्यांश अनुच्छेद लेखन संवाद लेखन | <ul style="list-style-type: none"> पाठ्य पुस्तक चाक श्यामपट्ट झाइन संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.be/GbN62GXih0A समास के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक- https://youtu.be/ftAQ9i-UGk4 | <ul style="list-style-type: none"> विषय बिंदु एकीकरण: पाठ्य पुस्तक ' वसंत भाग - 3' एवम् ' बुद्ध चरित ' में अध्यायों को पढ़ाते समय जहां व्याकरण के इन विषय बिंदुओं का उल्लेख आएगा, व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण स्थापित करके समझाया जाएगा। अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे। | <ul style="list-style-type: none"> असाइनमेंट्स - विद्यार्थी प्रत्येक विषय बिंदु को अभ्यास पुस्तिका में लिखेंगे। प्रत्येक अध्याय के अभ्यास कार्य को पुस्तक पृष्ठों में दिए स्थान पर पूर्ण करेंगे। | <ul style="list-style-type: none"> सभी अध्यायों के प्रत्येक विषय बिंदु को व्याकरण पुस्तक की सहायता एवम् विभिन्न उदाहरण देते हुए स्पष्ट किया जाएगा। संधि एवं समस को पावर प्वाइंट प्रेज़न्टेशन की सहायता से समझाया जाएगा। | <ul style="list-style-type: none"> विद्यार्थियों को भाषा की विभिन्न विधाओं का ज्ञान होगा एवम् भाषा के लेखन तथा मौखिक प्रयोग में शुद्धता एवं अशुद्धता का पता चलेगा। वे अपनी भाषा की प्रवीणता में निखार ला पाएंगे। अनुच्छेद लेखन से रचनात्मकता बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा। |

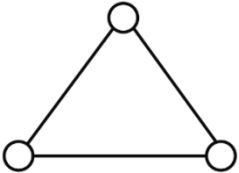
PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: VIII
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/ArtIntegration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|--|---|---|--|
| FEB (6) | Rational Numbers | <ul style="list-style-type: none"> • Audio- visual from Extra Marks : Set of different types of numbers • Power Point Presentation • Videos <p>Types of Numbers https://www.youtube.com/watch?v=QUGmwPwtbpg</p> | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Discussed the use of fractions and decimals in everyday life, such as in recipes, tools, medicine dosages, etc <p>Skills Development</p> <ul style="list-style-type: none"> • Comparing numbers using a number line (Negative rational Numbers) Students may be asked to represent the rational numbers on number line | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand what are Rational Numbers • Properties of rational Number : Closure and Commutative • Multiplicative and Additive Inverse • Role of zero and One • Multiplicative and Additive Identity |
| March (26) | Linear Equation In One Variable | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Explained with the help of live examples of age, | <p>Skill Development</p> <ul style="list-style-type: none"> • Frame a linear equation involving one variable whose solution is 10. | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the | <p>Activating Prior Knowledge by Random Questioning Introducing the</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand Linear Equation |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|--|---|---|
| | | number and market purchases <ul style="list-style-type: none"> • Power Point Presentation • Videos https://www.youtube.com/watch?v=tHm3X_Ta_iE | i.e. $2X + 5 = 25$ <ul style="list-style-type: none"> • Framing of linear equation | chapter <ul style="list-style-type: none"> • Assignments(fe w questions given based on chapter) | topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion. | <ul style="list-style-type: none"> • apply rules for solving Linear equation in one variable • Solve equations by transposing the term from LHS to RHS • Find the highest power of Linear Equation • Solve the problem on Number, Age, Perimeter etc. |
| | Understanding Quadrilaterals | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation • Videos Types of Quadrilateral https://www.youtube.com/watch?v=QVzvkIbd8CU | Art Integration <ul style="list-style-type: none"> • To verify the sum of the interior angles of a quadrilateral is 360° by using activity method Project <ul style="list-style-type: none"> • To verify that the opposite angles of a parallelogram are equal, by using activity method. | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(fe w questions given based on chapter) | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion. | The students will be able to <ul style="list-style-type: none"> • Perform classification of Polygons • Explain properties of Quadrilaterals and their diagonals • Apply angle sum property of a polygon • Find sum of exterior and interior angles. |
| April (22) | Data Handling | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation | Experiential Learning <ul style="list-style-type: none"> • collect information from your class | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on | Activating Prior Knowledge by Random Questioning Introducing the | The students will be able to <ul style="list-style-type: none"> • understand the importance of |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|----------------------------|--|---|--|---|---|
| | | <ul style="list-style-type: none"> • Videos • Individual • Group work • ICT, • Mathematics lab activities, • Survey <p>https://www.youtube.com/watch?v=faBPTFx_NCE</p> | <p>about which sports among the following, is each one's favorite and write it down against the name of the pupil. Football, basketball, cricket, handball.</p> <ul style="list-style-type: none"> • Now organize the data using tally marks. <p>Art Integration</p> <ul style="list-style-type: none"> • Collection of data from the class related to made of transport used to come to school and draw a bar graph for it. | <p>completing the chapter</p> <ul style="list-style-type: none"> • Assignments(few questions given based on chapter) | <p>topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>complete accurate and relevant data</p> <ul style="list-style-type: none"> • Draw pictorial representation of numerical data • Make frequency distribution and tally marks • Find probability of an event |
| May (18) | Cube and Cube Roots | <ul style="list-style-type: none"> • Innovative Method <p>Tell the students to bring some cube-shaped objects: Ice cube, Dice</p> | <p>Art Integration:</p> <ul style="list-style-type: none"> • Make Charts on Patterns in Cubes and display them in class. | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Determine the cube of a number. • Comprehend the properties of cubes • Understand the |

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|------------------------------------|--------------------------------|---|--|--|---|---|
| | | <ul style="list-style-type: none"> • Audio- visual from Extra Marks : Set of different types of numbers • Power Point Presentation • Videos https://www.youtube.com/watch?v=DBysu0wjFLY | Like: $1729 = 10^3 + 9^3 = 12^3 + 1$ | given based on chapter) | <p>expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>patterns in cubes</p> <ul style="list-style-type: none"> • Determine whether the number is a perfect cube or not by prime factorization • Convert it into a perfect cube • Find the cube roots of numbers |
| | Practical Geometry | <ul style="list-style-type: none"> • Individual • Group work • Geo board activity • Demonstration • Mathematics lab activities • Audio- visual from Extra Marks : Set of different types of numbers • Power Point Presentation • Videos https://www.youtube.com/watch?v=R7zNI0dMpNk | <ul style="list-style-type: none"> • Identifies different parts and types of quadrilaterals • Analyses and finds own way of constructing special quadrilateral | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(fe w questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Construct quadrilateral with the help of Compass. • make various combination of elements for constructing a unique quadrilateral. |
| July (23) | Square and Square Roots | <ul style="list-style-type: none"> • Explained with the help of examples from day-to-day life • Power Point | <ul style="list-style-type: none"> • To find the square roots of first ten natural numbers. • Complete the magic square below. | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be</p> | <p>The students will be able to :</p> <ul style="list-style-type: none"> • Properties of Square Root |

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|------------------------------------|-----------------|---|--|---|---|---|
| | | Presentation <ul style="list-style-type: none"> Videos https://www.youtube.com/watch?v=RagzBOu032w | <p>Use the numbers – 4, – 3, – 2, – 1, 0, 1, 2, 3, 4 and 5 to make a magic square with row, column and diagonal sums of 9.</p> <ul style="list-style-type: none"> Complete the magic square below. Use the numbers – 4, – 3, – 2, – 1, 0, 1, 2, 3, 4 and 5 to make a magic square with row, column and diagonal sums of 9. Put three different numbers in the circles so that when you add the numbers at the end of each line you always get a perfect square.  | <ul style="list-style-type: none"> Assignments(few questions given based on chapter) | <p>taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <ul style="list-style-type: none"> Find square and square roots One's digit in the square of a number Interesting patterns of square root Short cut method of squaring a number |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes | | | | | | | | | | |
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| | Comparing Quantities | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation • Videos • Money transaction game (Dummy Currencies) • Group work • ICT, • Dummy market • Class activity • Buyer Seller • Borrower- Depositor https://www.youtube.com/watch?v=cq1q7YGPTHY&list=PLCzaIJYXP5YdSNoYv4bZCipJqrW30I7N9 | <p>Art Integration</p> <ul style="list-style-type: none"> • To compare simple and compound interest on the graph papers using different coloured pencils. <p>Introductory Activity-1</p> <ul style="list-style-type: none"> • Recapitulation by asking interesting questions like Shreya purchased a camera for Rs 15,000 and sold it for Rs 17.800. Find the Gain and Gain Percentage. <p>Activity-2</p> <ul style="list-style-type: none"> • Students will fill the remaining two columns : <table border="1" data-bbox="816 1328 1136 1442" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">CP</th> <th style="width: 12.5%;">SP</th> <th style="width: 12.5%;">P/L</th> <th style="width: 12.5%;">P/L</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td>10</td> <td>70</td> <td></td> <td></td> <td>%</td> </tr> </tbody> </table> <p>Audio-Visual</p> | CP | SP | P/L | P/L | | 10 | 70 | | | % | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing Brainstorming</p> <p>Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Recall the concept of profit and loss • Comprehend ‘overhead expenses’ • Apply knowledge to solve problems related to discount and discount% • Understand and Comprehend the interest compounded annually and semi-annually • Apply the compound interest formulae to growth and depreciation of commodities • Calculate Taxes |
| CP | SP | P/L | P/L | | | | | | | | | | | | | |
| 10 | 70 | | | % | | | | | | | | | | | | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------|---------------|--|--|--------------------------|-------------------|
| | | | <p>1. Percentages 2. Profit & Loss 3. Application to Discounts Class Activity:</p> <ul style="list-style-type: none"> • Ratio and Percentage help us to compare and they are related to each other show various same sized shapes whose different parts are shaded. • Students may be asked to convert shaded parts of each circle in fraction. • Students may be asked to convert these fractions in percent and compare the shaded parts. <p>Bank and Customer Activity</p> <ul style="list-style-type: none"> • organize an activity which involves purchasing, depositing and | | | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------|---------------|---|--|--------------------------|-------------------|
| | | | <p>borrowing money, cases of simple and compound interest.</p> <ul style="list-style-type: none"> • Involve all the students using dummy currencies to explain Profit, Loss, Simple Interest and Compound Interest starting with Rs 100 or Rs 1000 • Interest calculated on the original principal throughout the holding period <p>Inter Disciplinary Activity</p> <ul style="list-style-type: none"> • class room activity to convert students marks in different subjects into percentage and compare performance in ratio and percentage. • Teacher can organize dummy | | | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|---|---|--|
| | | | market. | | | |
| August (20) | Algebraic Expressions and Identities | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Individual • Group work • Mathematics lab activities • Puzzles • Power Point Presentation • Videos https://www.youtube.com/watch?v=ZDWLbHu7y1g | <ul style="list-style-type: none"> • To verify the identity $(x + a)(x + b) = x^2 + ax + bx + ab$ <p>Art Integration</p> <ul style="list-style-type: none"> • Make flash cards of identities and use them to memorize. <p>Art Integration</p> <ul style="list-style-type: none"> • Make flash cards of identities and use them to memorize. <p>To verify $(a + b)^2 = a^2 + 2ab + b^2$ by using activity method</p> <p>To verify $(a - b)^2 = a^2 - 2ab + b^2$ by using activity method</p> <p>To verify $(x + a)(x + b) = x^2 + (a + b)x + ab$ by using activity method</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand the meaning of Algebraic Expressions • Identify the terms and coefficients • Perform mathematical operations on polynomials • Use four identities in carrying out squares and products of algebraic expressions. • Learn easy alternative methods to calculate products of numbers and so on. • Revise in a fun way through Quiz |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | To verify $(a - b)(a + b) = a^2 - b^2$ by using activity method | | | |
| | Visualising Solid Shapes | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Visualising different views of objects. • Faces, Edges and Vertices • Power Point Presentation • Videos https://www.youtube.com/watch?v=HEsZd0qR2ag | Art Integration: <ul style="list-style-type: none"> • A Colorful Collage Making on various 2D and 3D shapes on a Black Chart and display in class. | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion. | The students will be able to <ul style="list-style-type: none"> • Differentiate between 2D and 3D objects • Apply Euler's Formula to count and verify relation between edges, vertices and faces. |
| | Mensuration | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Individual • Group work • ICT, • Mathematics lab activities • Demonstration • Power Point Presentation • Videos | Art Integration <ul style="list-style-type: none"> • To prove that Surface Area of the closed cylinder of radius r and height h is $(2\pi r(r + h))$ Experiential Learning <ul style="list-style-type: none"> • To determine a | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. | The student will be able to: <ul style="list-style-type: none"> • Calculate the area of a trapezium, rhombus, parallelogram, any quadrilateral. • Understand and effectively use the concepts to find the surface area of cube, cuboid and |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art/Integrati on/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>Surface Area</p> <p>https://www.youtube.com/results?search_query=surface+area+of+solids+class+8</p> <p>Area and Perimeter</p> <p>https://www.youtube.com/watch?v=rSVMrPu0_U</p> | <p>formula for the curved surface area of a cylindrical can by activity method.</p> <ul style="list-style-type: none"> To determine a formula for the total surface area of cuboid by activity method. To determine a formula for the total surface area of cube by activity method. | | <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>cylinder.</p> <ul style="list-style-type: none"> Understand and effectively use the concepts to find the volume of cube, cuboid and cylinder |
| September (27) | Exponents and Powers | <ul style="list-style-type: none"> Audio- visual from Extra Marks Explained through Mind Map Power Point Presentation Videos <p>https://www.youtube.com/results?search_query=exponents+and+powers+class+8</p> | <ul style="list-style-type: none"> Skill Assessment: Made graphs on the basis of data available in the surroundings. | <ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completing the chapter Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> Express exponential notation of rational numbers. Write reciprocals with negative and positive integral exponents Solve Expressions using laws of exponents Apply the laws in day to day life. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ArtIntegration/ Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---------------------------------------|--|--|---|--|---|
| | Direct and Inverse Proportions | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation • Videos https://www.youtube.com/results?search_query=direct+and+inverse+proportion+class+8 | Skill Assessment <ul style="list-style-type: none"> • To test clarity of concepts and ability of mental calculation of the student (Mental Maths) | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion. | The student will be able to: <ul style="list-style-type: none"> • Comprehend the concept of Ratio and Proportion • Solve problems related to Ratio and Proportion • Comprehend and solve problems related to direct and inverse proportion. • Solve problems related to 'time and work' and 'time and distance' |
| October (21) | Factorization | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation • Videos https://www.youtube.com/results?search_query=factorization+class+8 | Activity <ul style="list-style-type: none"> • To factorize a quadratic polynomial, $ax^2 + cx + c$) by splitting the middle term(using square sheets) | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion. | The students will be able to <ul style="list-style-type: none"> • Find the Factors • Recall H.C.F • Factorize by regrouping • Factorize Quadratic Equations by splitting middle term • Factorize using Identities • Divide Algebraic Expressions |

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|------------------------------------|-------------------------------|--|---|---|---|--|
| | Introduction to Graphs | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Bar Graphs • Graphical representation of data • Power Point Presentation • Videos https://www.youtube.com/results?search_query=introduction+to+graphs+class+8 | <p>Art Integration</p> <ul style="list-style-type: none"> • Interlinked the graphs with the data collected and made all types of graphs | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by Brainstorming</p> <p>Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand pictorial and graphical representation • Make Pie Graph, Bar Graph, Line graph and histogram |
| November (4) | Playing with Numbers | <ul style="list-style-type: none"> • Audio- visual from Extra Marks • Power Point Presentation • Videos • Group work • ICT, • Mental Computation https://www.youtube.com/results?search_query=playing+with+numbers+class+8 | <p>Experiential Learning</p> <ul style="list-style-type: none"> • To justify test of divisibility using various examples | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on chapter) | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing Brainstorming</p> <p>Discussion.</p> | <p>The students will be able to</p> <ul style="list-style-type: none"> • Write numbers in general form • Solve problems of two digit numbers • Apply divisibility Rules |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: SCIENCE
Class: VIII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Feb/ March No. of periods 9 | Crop Production https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk | Inter disciplinary linkages: <ul style="list-style-type: none"> • (with Social Science) to study the type of soil and the crop grown) Art integration <ul style="list-style-type: none"> • Diagram of different tools used in farming • Experiential learning • Activity: Visit to a polyhouse. | <ul style="list-style-type: none"> • Oral test were conducted • Written test • MCQs testing and Quizzes | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> • Introducing the topic to be taught after getting the expected response from the students. <ul style="list-style-type: none"> • Developing hypothesis by: Brainstorming • Lecture Discussion. • Activities • Video related to crop production, irrigation and storage of grains. | Following skills of students will be enhanced: <ul style="list-style-type: none"> • Creativity • Critical thinking • life skills The students will be able to know <ul style="list-style-type: none"> • Understand the concept of agriculture and agricultural practice. • Sources of water and irrigation practices • Importance of usage of manures, fertilizers, weedicides and pesticides in agriculture. • Storage of grains. |

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|-----------------------------------|--|--|---|---|---|---|
| March No. of periods 9 | Cell: Structure and Function https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk | Art integration <ul style="list-style-type: none"> Diagram of plant cell and animal cell Experiential learning <ul style="list-style-type: none"> Activity: A visit to biology laboratory. Use of a microscope -Observation of permanent slides of different cells, tissues, blood smear and plant cell. Practical: To prepare a temporary stained mount of animal cell | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Discussion on cell organelles Developing hypothesis by: Brainstorming Lecture Discussion. Activities Video: cell structure and function. | Following skills of students will be enhanced: <ul style="list-style-type: none"> Creativity Critical thinking life skills The students will be able to know <ul style="list-style-type: none"> -Understand the cell structure. -Comprehend the concept of different shapes and sizes of the cell. - Diagrammatically presentation of plant cell and animal cell. |
| March No. of periods 8 | Microorganisms https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk | Art integration <ul style="list-style-type: none"> Draw the diagram of different microorganism Experiential learning <ul style="list-style-type: none"> Practical: To observe the micro-organisms with the help of permanent | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming | -The students will be able to <ul style="list-style-type: none"> -Understand the different techniques of food preservation -Comprehend the concepts of micro-organisms - Analysis of term vaccine, antibiotic, food poisoning and |

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| | | | slides <ul style="list-style-type: none"> Study the process of fermentation in case of yeast. | | Lecture Discussion. <ul style="list-style-type: none"> Activities Video: microorganisms Microbial habitats Nitrogen cycle Sewage treatment plant | nitrogen fixation. |
| March/ April No. of periods 9 | Synthetic fibers and plastics https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk | Art integration <ul style="list-style-type: none"> Draw a mind map to depict different types of fibers Experiential learning <ul style="list-style-type: none"> Visit to work experience room to observe different types of fiber and fabric. Testing various materials- for action of water, reaction on heating effect of flame and tensile strength Survey on various use of synthetic | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion. Activities Video: Polymerization process Natural fibers and Synthetic fibers | The students will be able to <ul style="list-style-type: none"> Understand the meaning of polymerization Differentiate between natural fibers and synthetic fibers. Comprehend the advantages and disadvantages of plastics. Learn to follow 3R's reduce, reuse and recycle. |

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| | | | <p>material.</p> <ul style="list-style-type: none"> Practical: To compare the tensile strength of different fibers of same thickness and same length. | | <ul style="list-style-type: none"> Uses of synthetic fibers Plastic and environment Thermosetting and thermoplastics | |
| April No. of periods 9 | Force and Pressure https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk. | <p>Experiential learning</p> <ul style="list-style-type: none"> Activity: Demonstration of use and effects of force with the help of a ball. Measuring the weight of an object, as a force by the earth using a spring balance. Activity: To show that liquids exert the same pressure in all directions at a given depth Practical: Air exerts pressure in all directions. | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | <p>Activating Prior Knowledge by Random Questioning</p> <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Discussion on force and pressure Developing hypothesis by: Brainstorming Lecture Discussion. Activities Video: force and pressure | <p>The students will be able to</p> <ul style="list-style-type: none"> Comprehend the concepts of force and types of force. Effects of force Comprehend the effect of pressure exerted by the liquids and gases. |

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| April No. of periods 9 | Light https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk. | Art integration <ul style="list-style-type: none"> Draw a diagram of human eye Experiential learning <ul style="list-style-type: none"> Types of reflection Image formation in a plane mirror. Practical: To prove the law of reflection by using a plane mirror. To study the image formation by multiple reflection of light. | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students Developing hypothesis by: Brainstorming Lecture Discussion. Activities Video: Reflection of light Dispersion of light Multiple reflection Human eye Defects of eye Converging and diverging action of convex and concave lens. | The students will be able to <ul style="list-style-type: none"> Understand the phenomenon of reflection of light. -Differentiate between regular reflection and irregular reflection. Understand the concept of dispersion of light. Understand the structure of Human eye. |
| April No. of periods 9 | Metals and Non metals https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and Chalk. | Experiential learning <ul style="list-style-type: none"> Activity: Simple observations | <ul style="list-style-type: none"> Oral test were conducted Written test, | Activating Prior Knowledge by Random Questioning <ul style="list-style-type: none"> Introducing the | The students will be able to <ul style="list-style-type: none"> Understand the physical and |

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| | https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | | <p>relating to physical properties of metals and non-metals shall be done.</p> <ul style="list-style-type: none"> • Practical: To show that non-metals react with oxygen to form acidic oxides. • Observation on demonstration of displacement reactions. | <ul style="list-style-type: none"> • MCQs testing and • Quizzes. | <p>topic to be taught after getting the expected response from the students</p> <ul style="list-style-type: none"> • Developing hypothesis by: Brainstorming • Lecture Discussion. • Activities • Video: Rusting of iron • Displacement reaction • Reaction of acids with metals • Physical Properties of metals and non metals • Metalloids | <p>chemical properties of metals and non-metals.</p> <ul style="list-style-type: none"> • -Differentiate between metals and non-metals on the basis of their physical and chemical properties. • Analysis the basic terminology like luster, malleability, ductility and tensile strength. |
| May No. of periods 18 | Adolescence, Puberty and Hormones https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | <p>Inter disciplinary linkages:</p> <ul style="list-style-type: none"> • Activity: Discussion on gender issues and social taboos | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and • Quizzes. | <p>Activating Prior Knowledge by Random Questioning</p> <ul style="list-style-type: none"> • Introducing the topic to be taught after getting the expected | <p>The students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of adolescence • -Comprehend the factors affecting reproductive |

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| | | | | | <ul style="list-style-type: none"> response from the students. Developing hypothesis by: Brainstorming Lecture Discussion Video: Adolescence, Puberty and Hormones. | <ul style="list-style-type: none"> health. Understand the role of adolescences hormones Creating awareness among about AIDS and the drug menace. |
| July No. of periods 9 | Stars and Solar system https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | Art integration <ul style="list-style-type: none"> Draw a table showing different constellations. Experiential learning <ul style="list-style-type: none"> Observation of motion of objects in the sky during the day and night. Practical: To study different types of constellations. | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes. | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion Video: Solar system | The students will be able to <ul style="list-style-type: none"> Understand the solar system Designing and preparing models and chart on the solar system and constellation. Observing and identifying some prominent planets visible to the naked eyes (Venus, Jupiter) in the sky). |
| July No of periods : 9 | Chapter: Conservation of biodiversity. https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | Interdisciplinary linkage <ul style="list-style-type: none"> Discussion on depletion of wild life and zoo in different | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning Introducing the | <ul style="list-style-type: none"> The students will be able to Understand the important terms, role and conservation of |

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| | 9I&t=73s | | <p>states of India Integrated with S.St.</p> <p>Art Integration</p> <ul style="list-style-type: none"> • Diagram of biosphere reserve. <p>Experiential learning</p> <ul style="list-style-type: none"> • List of species in Red Data book. • Awareness regarding the National Parks and Sanctuaries in India | <ul style="list-style-type: none"> • Quizzes | <p>topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming Lecture Discussion Video: flora and fauna</p> | <p>biodiversity</p> <ul style="list-style-type: none"> • They will understand the count and types of species left in India and the world. • They will understand how to conserve the biodiversity |
| July/Aug No of periods : 9 | <p>Chapter: Frictional Force</p> <p>https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s</p> | PPT, Video, Charts, Extra marks, Board and chalk. | <p>Experiential learning</p> <ul style="list-style-type: none"> • Practical demo: friction between rough and smooth(eraser on paper, cardboard and sand paper) • Relating the topic with day today activities. | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and • Quizzes | <p>Activating Prior Knowledge by</p> <ul style="list-style-type: none"> • Random Questioning <p>Introducing the topic to be taught after getting the expected response from the students.</p> <ul style="list-style-type: none"> • Lecture Discussion • Video: frictional force | <p>Students will be able to understand</p> <ul style="list-style-type: none"> • the concept of frictional force • Its cause and effects. • Types • The advantages and disadvantages of friction. • .Friction in different states of matter(solid, liquid and gas) |
| August No of periods: 9 | <p>Chapter: Chemical effect of current</p> <p>https://www.youtube.co</p> | PPT, Video, Charts, Extra marks, Board and chalk. | <ul style="list-style-type: none"> • Art Integration <p>Representation by diagram of circuits, activity based explanation.</p> | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and | <p>Activating Prior Knowledge by</p> <ul style="list-style-type: none"> • Random Questioning <p>Introducing the topic to be taught after getting</p> | <p>The students will able to understand</p> <ul style="list-style-type: none"> • The chemical effect of current. • . Will have knowledge to find the conductivity |

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| | m/watch?v=LFQdD0e3L9I&t=73s | | <ul style="list-style-type: none"> • Experiential learning <p>Hand on experience: to show chemical effect of current.(Deposition of copper from copper sulphate solution)</p> | <ul style="list-style-type: none"> • Quizzes | <p>the expected response from the students</p> <ul style="list-style-type: none"> • Developing hypothesis by: Brainstorming • Lecture Discussion • Video: chemical effect of current | <p>of different commonly available liquids.</p> <ul style="list-style-type: none"> • They will able to evaluate the application of chemical effects of current. • Will able to demonstrate electrolysis and electroplating. |
| August No of periods: 9 | Chapter Reproduction https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | <p>Art Integration</p> <ul style="list-style-type: none"> • Diagram of male and female reproductive system <p>Experiential learning Discussion on gender issues and social taboos.</p> | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and • Quizzes | <p>Activating Prior Knowledge by</p> <ul style="list-style-type: none"> • Random Questioning • Introducing the topic to be taught after getting the expected response from the students • Developing hypothesis by: Brainstorming • Lecture Discussion • Video reproduction | <ul style="list-style-type: none"> • The children will able to understand the term reproduction and its importance. • Asexual and sexual reproduction • The terms: unisexual, bisexual, oviparous and viviparous • The functioning of male and female reproductive system |
| September No of periods: 12 | Chapter: Some Natural Phenomenon https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | <ul style="list-style-type: none"> • Interdisciplinary linkage <p>Study on natural disaster integrated with S.St</p> <ul style="list-style-type: none"> • Experiential learning • Research on collecting data | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and • Quizzes | <p>Activating Prior Knowledge by</p> <ul style="list-style-type: none"> • Random Questioning <p>Introducing the topic to be taught after getting the expected response from the students</p> | <p>The children will able to Understand about</p> <ul style="list-style-type: none"> • Some natural phenomenon such as lightning and earthquake. • Electric charges can flow from a |

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| | | | <p>based on cause, effects and safety during on earthquakes.</p> <ul style="list-style-type: none"> • Presentation on natural phenomenon (class participation) Discussions on sparks, experiment with comb and paper discussion on lightning conductor. • Observing the places in the school where lightning conductors are situated. | | <ul style="list-style-type: none"> • Developing hypothesis by: Brainstorming • Lecture Discussion • Video natural phenomenon | <p>charged body to a neutral body.</p> <ul style="list-style-type: none"> • Effect of electric charges and the function of a lightning conductor. • Methods to minimize effects before, during and after the tremors. |
| September No of periods: 15 | Chapter: Sound https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | <ul style="list-style-type: none"> • Interdisciplinary linkage <p>Visit to music room to see different instruments producing different sounds.</p> <ul style="list-style-type: none"> • Experiential learning <p>Activity: To show oscillation in a pendulum. Graph showing loudness and amplitude. Designing a 'Toy phone'.</p> | <ul style="list-style-type: none"> • Oral test were conducted • Written test, • MCQs testing and • Quizzes. | <p>Activating Prior Knowledge by</p> <ul style="list-style-type: none"> • Random Questioning <p>Introducing the topic to be taught after getting the expected response from the students.</p> <ul style="list-style-type: none"> • Developing hypothesis by: Brainstorming • Lecture Discussion • Video <p>Sound its effects</p> | <p>The students will able to understand</p> <ul style="list-style-type: none"> • How sound is produced. • How sound travels through a medium. • How different instruments produce different sounds? • Evaluate the difference between music and noise. • the different parts |

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| | | | | | | of a human ear. |
| Oct No of Periods:9 | Chapter: Coal and Petroleum https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | Art Integration <ul style="list-style-type: none"> Diagram on petroleum refining Experiential learning <ul style="list-style-type: none"> List of different places in India where oil refineries are located. | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes | Activating Prior Knowledge by <ul style="list-style-type: none"> Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Video: formation of coal | 1. The students will able to Understand about <ul style="list-style-type: none"> Natural resources. Coal and petroleum forming the earth's crust. Need to conserve natural resources. Analyses the terms exhaustible and inexhaustible natural resources. Use of coal and petroleum New methods to conserve energy. |
| Oct No of Periods: 10 | Chapter: Combustion and flame https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | Experiential learning <ul style="list-style-type: none"> Experiments with candles. Studying about the types of fire extinguishers in the school. Demonstration. "The chemical History of a candle" by M.Faraday, | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes | Activating Prior Knowledge by <ul style="list-style-type: none"> Random Questioning Introducing the topic to be taught after getting the expected response from the students Developing hypothesis by: Brainstorming Video: Zones of flame. <p>Ignition temperature</p> | <ul style="list-style-type: none"> The students will able to understand about combustion and non- combustion substances Ignition temp. Conditions necessary for combustion. Principle of fire extinguishers. Calorific value Precautions with inflammable substances. |

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| Nov No of Periods: 10 | Chapter: Pollution of air and Water https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s | PPT, Video, Charts, Extra marks, Board and chalk. | Art Integration <ul style="list-style-type: none"> Draw a lay out representing the route of water supply to our houses. Experiential learning <ul style="list-style-type: none"> Survey in your locality to know the condition of air and water. | <ul style="list-style-type: none"> Oral test were conducted Written test, MCQs testing and Quizzes | Activating Prior Knowledge by <ul style="list-style-type: none"> Random Questioning Introducing the topic to be taught after getting the expected response from the students <ul style="list-style-type: none"> Developing hypothesis by: Brainstorming Video: Pollution of air and water. | The students will able to understand pollution Causes and harmful effects of air and water pollution. |
| Dec no of periods 13 | Revision | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Science
Class: VIII
Session 2020-21

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| February 06 | Geography- Resources Resources: resources and their types – natural and human | Smart Class- Extra marks *PPT *Videos YouTube *E-book Trilingual Dictionary of Geography -(HindiEnglish- Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf | *Art integration Poster making – Save Resources. *Project and Experiential learning Best out of waste. Thinking Skill - Brain storming regarding the importance of resources and life without them. | The L.O. will be assessed with * an oral test * written test. *Quiz based on the chapter. *Assignments- notebook | Ice breaking session- Showing different things to children like pen, paper, book etc. and asking them questions like what's the use of these things? And what are they called -expecting the answer Resource. Lecture Discussion -meaning of resource, types, and conservation of these with the help of videos and power point presentation. | -Students will be able to understand the importance of different natural resources. -They will be able to understand why human resource the most important resource is. -Differentiate between the different types of resources. -Sensitize children with the conservation of resources. |
| March 26 days | History – How, When and Where (a) An overview of the period. (b) Introduction to the new geographical categories. (c) An outline of the time frame. (d) An introduction to the sources. | Smart Class- Extra marks *PPT *Videos YouTube *E-book • https://www.youtube.com/watch?v=tbOQyVrW2tU • https://www.eklavya.in/pdfs/Books/ | *Inter disciplinary Linkages: Relating it with English language. <ul style="list-style-type: none"> Enhancing literary skill paragraph writing on sources of History. * Experiential Learning- Timeline- Individual timeline of the child. Art integration/Project collect pictures and information regarding | The L.O. will be assessed with *an oral test *written test *Quiz *Notebook evaluation | *Ice breaking session The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history and PK testing. -Lecture | The students will be able to -Understand the importance of studying history -Comprehend how different sources of history help us to know about our past - Differentiate between the significance of different sources of |

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| | | | historical events in a scrap book. | | Discussion. Discussion on changing nomenclature of the subcontinent and regions. Dates and its importance. Important sources of history. | history |
| March 26 | Civics – The Constitution of India | Smart Class- Extra marks *PPT *Videos YouTube *E-book | *Inter disciplinary Linkages: Relating it with English language. Write a letter to your friend telling him the importance of Rights. *Art integration Draw a poster depicting any one feature of Federalism. Creative Thinking- Write in your own words ways to combat the problems faced by women in her day to day life associated with her fundamental Rights. | The L.O. will be assessed with *an oral test *written test *MCQ in form of quiz *Assignment-notebook | Ice breaking session- PK testing asking them questions regarding Democracy that they have done in the previous classes and bring how laws are important in Democracy and finally telling that laws are compiled in a written form called Constitution. -Lecture Discussion Discussion on the Constitution and its main features with the help of PPT and videos. | The students will be able to: - -Explain what Federalism is. - Infer about separation of powers - Enumerate the main Fundamental rights |
| April 22 | History – From Trade to Territory The Establishment of Company Power (a) Mercantilism and trade-wars. | Smart Class- Extra marks *PPT *Videos YouTube *E-book https://www.amdigital.co.uk/primarysources/east | Experiential Learning- Map Work – History Individual project- inter disciplinary- (computers) Search work -Collect information on when and how Sikkim became a part of | The L.O. will be assessed with *an oral test * written test MCQ'S in the form of Quizzes Notebook assessment | *Ice breaking session- Short role play where a British official is seeking permission for trade in India from Mughal ruler and then becoming ruler | -Learner will understand the meaning of colonialism -Learner will interpret knowledge about |

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| | (b) Struggle for territory, wars with Indian rulers. (c) The growth of colonial army and civilian administration. Regional focus: Tamil Nadu. | -indiacompany • https://www.eklavya.in/pdfs/Books/SS TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf | India. Present in class. Self- awareness skill- Write a paragraph on what according to you is the best way to unify divergent groups to build a strong nation. | | of a small place. Lecture Discussion- Discussion on the establishment and growth of Colonial power with the help of PPT and videos to make it interesting | colonialism of India and different methods adopted to crush different rulers of India. -Learner will be able to analyze that geography and resources of a country shape its history |
| April 22 | History –Ruling the Countryside Rural Life and Society (a) Colonial agrarian policies; their effect on peasants and landlords. (b) Growth of commercial crops. (c) Peasant revolts: focus on indigo rebellions. Regional focus: Bengal and Bihar. | Smart Class- Extra marks E-book Movie -Lagaan Ruling the Countryside • https://www.eklavya.in/pdfs/Books/SS TP/social_studies_8/history/8%20British%20Rule%20&%20Peasants.pdf • Lagaan Movie | *Art integration Movie review -Lagan on the revenue system of the British. * Experiential Learning- Project on Revenue system of British. | The L.O. will be assessed with a project work. | Storytelling method relating it to the movie Lagaan. Open discussion- on various revenue systems of the British. | -Learner will get knowledge of different kinds of land revenue systems initiated by the British. -Learner will be able to differentiate between different land revenue systems. -Learner will analyze the causes behind the backwardness of Indian agriculture. |
| | History –Tribals, Diku and the vision of the Golden Age Colonialism and Tribal Societies | Smart Class- Extra marks Podcast- Birsa Munda E-Book PPT Videos. | Inter disciplinary Linkages and*Art integration Music of various tribal groups. Power point presentation. | The L.O. will be assessed with * an oral test *written test *Quiz | *Ice breaking session- Discussion on the word Tribe and Tribal to check their previous knowledge and then introduce the | -Learner will get knowledge about different tribes of India. -Learner will understand and interpret the causes |

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| May 18 | (a) Changes within tribal economies and societies in the nineteenth century. (b) Tribal revolts: focus on Birsa Munda. Regional focus: Chotanagpur and North-East | | Thinking Skill- Write a paragraph on the positive and the negative aspects of missionary activity under the British. * Experiential Learning- Map work- tribal area of India during British rule. | | chapter. Lecture Discussion Discussion on Various tribal societies of the India and how British rule affected them. | behind marginalization of tribal societies of India. -Learner will be able to differentiate between the condition of tribal societies before the colonial rule and after the colonial rule |
| April 22 | Civics – Understanding Secularism | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning -Discussion about different religions and what liberty has been given to them on grounds of secularism *Art Integration Poster making – Secular India. Creative skill- compose a song or poem on Secular India. | The L.O. will be assessed with *an oral test *written test *Quizzes | *Ice breaking session- Showing placards of different communities and their unity depicting Secular India. Lecture Discussion. In-text Questioning Reflective Discussion with the help of PPT and videos. | The students will be able to -Interpret different views within the different religions -Recognize how Indian government keeps away from religion but intervenes in religion as well. |
| | Civics –Why Do We Need A Parliament | Smart Class- Extra ma PPT Videos YouTube E-book | * Experiential Learning - Organizing a mock session of Parliament. (virtual) Project work- Collect information about Rajya Sabha members who are renowned in their fields. Skill-Finding information- Write a report on how migrant laborer's benefits | The L.O. will be assessed with *an oral test *written test *Quiz | *Ice breaking session- introducing the real-life examples like who makes rules in your home? Who is responsible to make rules in School? Similarly introducing to them that Parliament makes rules for the | The students will be able to To identify the work of a state and central government To differentiate between a State Legislative Assembly and the |

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| May 18 | | | from the Wages act passed by Parliament. | | country and introducing the chapter to them. Lecture Discussion. Random questioning Brainstorming Discussion with the help of PPT and videos | Parliament |
| May 18 | Civics – Understanding Laws | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning Open Discussion---- Video of incident depicting violation of law and people protesting current laws. Art integration- Present a flip grid video on your views related to the Hindu succession Act and its latest hearing by the Supreme court. Skill- Researching skill- What is the role of citizens in making of a law. | The L.O. will be assessed with *an oral test * written test * Quiz | *Ice breaking session – Class shall begin with an open discussion and PK testing of the children on Parliament and its function of Law making. Initially the chapter will be introduced by the teacher. Lecture Discussion. Discussion on the different types of laws. | The students will be able to Interpret Hindu Succession Amendment Act, 2005. Inquire if there are any popular laws that people are protesting. |
| April 22 | Geography- Minerals and Power Resources -Types of minerals -Ways of extracting minerals and their location in the world. -Different power resources. | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning Diagram: Map Work Power Point Presentations *Art Integration Poster making – Conservation of minerals and power. Critical thinking skill- What are the ways in which you would save electricity at | The L.O. will be assessed with *an oral test *written test *Quiz | *Ice breaking session -taking few things like gold, silver, iron nail and salt and asking the children what these are and thus expecting an answer mineral chapter shall be introduced to them. Flip Teaching The children will be | Learner will get knowledge about different minerals and power resources. - Differentiate between ferrous and nonferrous minerals, conventional and non-conventional sources of energy. |

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| | | | and at school? | | given small topics and will present in front of the class. Lecture Discussion. Discussion on the different types of minerals, power resources and ways to conserve them. | -Learner will understand the importance of initiatives being taken to promote the use of non-conventional sources of energy. - Sensitize the children with the concept of conservation of resources. |
| May18 | Geography- Agriculture Agriculture: types of farming, major crops, food crops, fiber beverages, agricultural development – two case studies – one from India and the other from a developed country/a farm in the US/ Netherlands/ Australia | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning Take the children to a farm to give them firsthand experience of farming. (Virtual visit) Map work Project work- Make flow chart showing steps involved in processing tea leaves and finally making of the drink. Gathering information skill- Visit local vegetable market and find out from where they get their supplies. | The L.O. will be assessed with *an oral test * written test *Quiz | * Ice breaking session – showing a presentation of countryside where farmers are doing agriculture and introduce the chapter. Lecture Discussion- on types of agriculture, various crops and ways of cultivating them. Comparison of a farm in India with America. | Learner will get knowledge of geographical conditions for different kinds of crop. Learner will differentiate between farming practices in India and developed countries like USA. - Sensitize the children with the concept of not wasting food. |
| | History –When People Rebel 1857 and After The Revolt of 1857-58 (a) The rebellion in the army and the spread of the | Smart Class- Extra marks PPT Videos YouTube E-book | Art integration – map of India with places of revolt. Recite a poem on Laxmibai * Experiential Learning Making of mind map of the event of 1857. | The L.O. will be assessed with *an oral test * written test. *Quizzes *Notebook work | *Ice breaking session-showing them Pictures of | Learner will get knowledge of causes of rebellion. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|---|---|---|--|
| July 23 | movement. (b) The nature of elite and peasant participation. Regional focus: Awadh. | | Critical thinking skills- Write a paragraph on what you think is the right way to voice your protest. | | freedom fighters of India and seeking their previous knowledge and asking them what made these people famous and thus introducing the chapter. Lecture Discussion. Discussion on the possible reasons of the revolt Story telling- story of brave revolvers like laxmi bai. | Learner will be able to differentiate between the nature of rebellions against company before 1857 and rebellion of 1857. |
| July 23 | Geography- Industry Industries: - classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. Iron and Steel | Smart Class- Extra marks PPT Videos YouTube E-book | Inter disciplinary Linkages: Relating it to Science: Case Study: Bhopal Gas Tragedy report writing. * Experiential Learning Map work Thinking skills- imagine you are an industrialist. What type of products would you manufacture in India and why? | The L.O. will be assessed with * an oral test *written test *Quizzes. * Notebook work | *Ice breaking session- Shall be done with their PK testing- asking them questions like – Where are things like toothpaste, shirt and various things made. Introduction of the chapters name and meaning. Lecture Discussion Discussion on the meaning of an Industry and its possible uses. | Learner will get knowledge of different sectors of economy based on economic activity. Learner will be able to compare between industry in India and industries in other countries. Learner shall classify industries. Learner shall realize the importance of industries for the development of the Country. |
| | History- Weavers, Iron smelters and Factory owner | Smart Class- Extra marks PPT Videos YouTube | Inter disciplinary Linkages: Poem writing on the life of smelters. | The L.O. will be assessed with – an oral -written test | Ice breaking session- with discussion of trade of muslin , brocade | -Learner will get acquainted with expertise of Indians in the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|--|
| August 20 | | E-book | <p>* Experiential Learning Map work</p> <p>Art integration- Role play showing how industries and craft declined due to British policy.</p> <p>Self-awareness skill-Write a report on the success and failure of five-year plans in India.</p> | -Quizzes. -Notebook work | and cotton of India how our artisans were famous around the world and what happened under the British. Thus, introducing the chapter. Lecture Discussion Random questioning Brainstorming. Storytelling- showing them video clips of the life of iron smelters. | manufacturing of some world-famous products. -Learner will understand the role of science and technology in shaping the world history. -analyze the impact of some inventions on the lives of ordinary people. |
| August 20 | Civics - Judiciary | Smart Class- Extra marks PPT Videos YouTube E-book | <p>Art integration- Review the movie Jolly LLB and write about importance of PIL.</p> <p>* Experiential Learning- Mock session of the court room.</p> <p>Critical thinking skill- Write a paragraph on how to deal with the problem of corruption in Judiciary.</p> | The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work | *Ice breaking session- Role play two children fighting teacher shall come and solve the dispute. This way introducing the chapter. Lecture Discussion. Discussion on the different types of cases being handled at various levels of courts. | The students will be able to Explain the difference between civil and criminal law Explain different levels of courts. |
| August 20 | Civics – Understanding marginalization | Smart Class- Extra marks PPT Videos YouTube E-book | <p>* Experiential Learning- Debate on Reservation- its role in providing economic equality.</p> <p>Inter disciplinary Linkages: Sociological Understanding of Marginalization</p> <p>Self-awareness skill-List</p> | The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work | *Ice breaking session- Moving in the class pointing towards the margins, thus giving the meaning of marginalization and introducing the chapter. | The students will be able to -Interpret who are Adivasis, minority groups. -Sensitize the children how they are stereotyped & |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|--|---|---|--|
| | | | ways in which you can help the marginalized section of society. Art integration- Poster on the life of a tribal or Dalit. | | Lecture Discussion- With the help of videos and PPT | marginalized. |
| September 27 | Civics – Confronting Marginalization | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning- Case study- B.R Ambedkar his role in upliftment of marginalized in India. Self-awareness skill -Make a list of Rights denied to women in the 20th century. And have changed today. | The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work | Ice breaking session – Reading out few laws to tackle the problem of the minorities from the Constitution. Lecture Discussion Random questioning Brainstorming Concept Formation. | The students will be able to Enumerate about the laws which provide protection to SC's and ST's |
| Sept. 27 | History- Women, Caste and Reforms Women, Caste, and reforms (a) Debates around sati, widow remarriage, child marriage and age of consent. (b) Ideas of different reformers on the position of women and women's education. | Smart Class- Extra marks PPT Videos YouTube E-book | Project work- Make a detailed project on any one reformer and his work to uplift the society. | The L.O. will be assessed with a project. | Ice breaking- open discussion will be held in the class regarding the condition of the women with the web chart on the board. Reading of lesson and group discussion. | Learner will get knowledge of different reformers and reforms carried out by them. -Learner will understand why reforms were necessary. -Learner will get inspired to be the agent of positive change in society. -Learner will be emboldened to question some wrong practicing prevailing in the society even at present. |
| October 21 | Civics- Public Facilities | Smart Class- Extra marks PPT Videos YouTube | * Experiential Learning- Video Discussion on- A NEWS video of Water | The L.O. will be assessed with – an oral | * Ice breaking session – with the newspaper analyses | The students will be able to |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|---|
| | | E-book | scarcity issue in Vidarbha Village of Maharashtra. | -written test -Quizzes. -Notebook work | pointing towards various facilities provided by the government and thus introducing the chapter. Lecture Discussion Discussion on various types of public facilities which are part of life | Infer what could be done improve water supply - Sensitize children for conservation of water as the need of the hour today's world. |
| October 21 | History –India After Independence India after Independence (a) National and regional developments since 1947. (b) Relations with other countries. (c) Looking to the future | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning- Power point presentation on the comparison of India in 1950 with India 2020. *map work. Art integration- Make a poster on the topic- India of your dreams. | The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work | *Ice breaking session- open discussion of the movie 'Bhaag Milkha' and Gadar . showing them partition clips from these movies and bringing the discussion to the introduction of the chapter. Lecture Discussion Discussion on national and regional developments since 1947. | -Learner analyze the important tasks and challenges for the country after independence. - Appreciate the concept of five-year plans. -Learner would be able to differentiate between the political map of India after independence and at present. |
| November 11 | Civics- Law and Social Justice | Smart Class- Extra marks PPT Videos YouTube E-book | * Experiential Learning- Group discussion on the oppression of poor and the role of Law in providing justice to them. Art integration – role play on the importance of law in a country. | The L.O. will be assessed with – an oral -written test -Quizzes. -Notebook work | *Ice breaking session -it would start with the previous knowledge testing of Constitution and ask children about Rule of law and what happens if justice is not given to the | The students will be able to Analyze the role of law in provision of social justice. Suggest ways to protect the poor from the oppression of the rich and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skil l Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|-----------------|---------------|--|---|---|----------------------|
| | | | | | <p>people then who is responsible. Leading to the introduction of chapter.</p> <p>Lecture Discussion- Discussion on the case study like the Bhopal Gas tragedy and consequences and problems faced by victims' families with the help of videos and PPT.</p> | powerful. |

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035

ਸਲਾਨਾ ਪੇਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ

ਕਲਾਸ: 8 ਵੀਂ

ਸੈਸ਼ਨ 2020-21

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੇਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
|---------------------------------|------------------------|-------------------------------------|--|---|---|--|
| ਮਾਰਚ / ੯ ਕਲਾਸਾਂ | ਬੇਨਤੀ (ਕਵਿਤਾ), | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਆਪਣੇ ਸਵੇਰ ਦੀ ਪ੍ਰਾਰਥਨਾ ਦੇ ਤਜਰਬੇ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ. ਪ੍ਰੋਜੈਕਟ: ਬੱਚੇ ਵੱਖੋ ਵੱਖਰੇ ਧਰਮਾਂ ਅਤੇ ਦੇਵਤਿਆਂ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ, | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਕਰੋ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਬੱਚਿਆਂ ਨਾਲ ਪ੍ਰਾਰਥਨਾ ਦੀ ਸ਼ਕਤੀ ਬਾਰੇ ਗੱਲ ਕੀਤੀ. | ਅਭਿਆਸ ਕਰਨਾ ਸਿੱਖਣਾ ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਾ |
| | ਜਨਮ-ਦਿਨ(ਪ੍ਰੇਰਕ-ਪ੍ਰਸੰਗ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਆਪਣੇ ਜਨਮਦਿਨ ਦੇ ਜਸ਼ਨ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਜੁਬਾਨੀ: ਪਾਠ ਨੂੰ ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ | ਅਧਿਆਪਕ ਪਰਿਵਾਰ ਵਿੱਚ ਜਸ਼ਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ. | ਬੱਚੇ ਪਰਿਵਾਰ ਵਿੱਚ ਖੁਸ਼ੀਆਂ ਸਾਂਝੀਆਂ ਕਰਨਾ ਸਿੱਖਣਗੇ. |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | | ਟੈਸਟ | | |
| | ਵਿਆਕਰਨ | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | | ਲਿਖਿਆ: ਲਿੰਗ ਵਚਨ, ਬਹੁ ਵਚਨ | ਅਧਿਆਪਕ ਵੱਖ-ਵੱਖ ਲਿੰਗਾਂ ਬਾਰੇ ਜਾਣ-ਪਛਾਣ ਕਰਾਏਗਾ. | ਬੱਚੇ ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੀ ਬੁਨਿਆਦ ਸਿੱਖਣਗੇ. |
| ਅਪ੍ਰੈਲ / ੭ ਕਲਾਸਾਂ | ਵਿਸਾਖੀ(ਇਤਿਹਾਸਿਕ- ਪ੍ਰਸੰਗ) | ਕਿਤਾਬ ਅਤੇ ਵੀਡੀਓ https://www.youtube.com/watch?v=wej0C_ubQC4 | ਸਰਗਰਮੀ: ਬੱਚੇ ਚਿੱਤਰਾਂ ਦਾ ਰੰਗ ਅਤੇ ਵਰਣਨ ਕਰਨਗੇ | ਲਿਖਿਆ: ਸਵਾਲ ਅਤੇ ਜਵਾਬ, ਬੱਚੇ ਨੇਟ ਬੁੱਕ 'ਤੇ ਅਭਿਆਸ ਕਰਨਗੇ ਪਾਠ ਪੜਨਾ ਸਹੀ ਗਲਤ ਟੈਸਟ | ਅਧਿਆਪਕ ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਕਰਨਗੇ। | ਵਿਦਿਆਰਥੀ ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਨਗੇ |
| | ਮੇਰਾ ਬਸਤਾ(ਕਵਿਤਾ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਬੱਚੇ ਕਲਾਸ ਵਿਚ ਤਸਵੀਰ ਦਾ ਵਰਣਨ ਅਤੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਕਰਨਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਬੱਚੇ ਨੇਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਕਰਨਗੇ ਮੌਖਿਕ: ਕਵਿਤਾ ਦਾ ਪਾਠ ਸਹੀ ਗਲਤ ਟੈਸਟ | ਅਧਿਆਪਕ ਸਕੂਲ ਜਾਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ | ਵਿਦਿਆਰਥੀ ਸ਼ਬਦ ਬਣਾਉਣਾ ਸਿੱਖਣਗੇ. |
| ਮਈ / ੫ ਕਲਾਸਾਂ | ਦਲੇਰੀ(ਕਹਾਣੀ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਬੱਚੇ ਤਸਵੀਰ ਨੂੰ ਰੰਗਣ ਅਤੇ ਵਰਣਨ ਕਰਨਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੇਟਬੁੱਕ ਤੇ ਅਭਿਆਸ | ਬਹਾਦਰੀ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਕਹਾਣੀਆਂ | ਬੱਚੇ ਹਰ ਸਥਿਤੀ ਵਿਚ ਬਹਾਦਰ ਬਣਨਾ ਸਿੱਖਣਗੇ, ਬੱਚੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | ਪ੍ਰੋਜੈਕਟ: ਸਮਾਨ ਨੈਤਿਕਤਾ ਨਾਲ ਵੱਖਰੀ ਕਹਾਣੀ ਲਿਖੋ. | ਜੁਬਾਨੀ: ਪਾਠ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ ਟੈਸਟ | | ਜਾਨਵਰਾਂ ਦੇ ਨਾਮ ਸਿੱਖਣਗੇ |
| | ਖੁਸ਼ੀ ਦੇ ਸ਼੍ਰੋਤ(ਪ੍ਰੇਰਕ-ਪ੍ਰਸੰਗ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਵਿਦਿਆਰਥੀ ਉਨ੍ਹਾਂ ਚੀਜ਼ਾਂ ਦੇ ਨਾਮ ਲਿਖਣਗੇ ਜੋ ਉਨ੍ਹਾਂ ਨੂੰ ਖੁਸ਼ੀਆਂ ਦਿੰਦੇ ਹਨ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਅਧਿਆਪਕ ਕੁਦਰਤ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ | ਬੱਚੇ ਆਲੇ ਦੁਆਲੇ ਦੀਆਂ ਹਰ ਚੀਜ਼ ਵਿੱਚ ਖੁਸ਼ੀਆਂ ਪ੍ਰਾਪਤ ਕਰਨਾ ਸਿੱਖਣਗੇ, ਬੱਚੇ ਵਾਕ ਬਣਾਉਣਾ ਸਿੱਖਣਗੇ |
| ਜੁਲਾਈ / 2 ਕਲਾਸਾਂ | ਪੰਛੀ(ਕਵਿਤਾ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ https://www.youtube.com/watch?v=xEp0Q6WuyXE | ਪ੍ਰੋਜੈਕਟ: ਬੱਚੇ ਆਲੇ ਦੁਆਲੇ ਦੇ ਪੰਛੀਆਂ ਦੇ ਨਾਮ ਪੰਜਾਬੀ ਵਿੱਚ ਲਿਖਣਗੇ ਸਰਗਰਮੀ: ਬੱਚੇ ਸਮੂਹਾਂ ਵਿੱਚ ਕਵਿਤਾ ਦਾ ਪਾਠ ਕਰਨਗੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਹੀ ਗਲਤ ਟੈਸਟ | ਅਧਿਆਪਕ ਵੱਖ ਵੱਖ ਪੰਛੀਆਂ 'ਤੇ ਗੱਲ ਕਰੇਗਾ | ਬੱਚੇ ਪੰਛੀਆਂ ਦੇ ਨਾਮ ਨੂੰ ਸਮਝਣਗੇ ਅਤੇ ਉਹਨਾਂ ਨੂੰ ਵੱਖਰਾ ਕਰਨਾ ਸਿੱਖਣਗੇ. |
| | ਕਹਿਣਾ ਮੰਨਣ ਦਾ ਇਨਾਮ(ਕਹਾਣੀ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਇਕ ਅਜਿਹੀ ਘਟਨਾ 'ਤੇ ਚਰਚਾ ਕਰਨਗੇ ਜਿੱਥੇ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ | ਇਸ ਬਾਰੇ ਗੱਲ ਕਰੋ ਕਿ ਆਪਣੇ ਮਾਪਿਆਂ ਦਾ ਕਹਿਣਾ ਕਿਉਂ ਮੰਨੋ. | ਬੱਚੇ ਮਾਪਿਆਂ ਦਾ ਕਹਿਣਾ ਮੰਨਣ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਆਦਰ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੇ ਮਾਪਿਆਂ ਦਾ ਕਹਿਣਾ ਮੰਨਿਆ | ਜੁਬਾਨੀ: ਪਾਠ ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਤ ਸਹੀ ਗਲਤ ਟੈਸਟ | | ਸਿੱਖਣਗੇ. |
| | ਕਾਮਯਾਬੀ ਦਾ ਰਾਜ | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਪ੍ਰੋਜੈਕਟ: ਇਕ ਸ਼ੈਕ 'ਤੇ ਇਕ ਚਾਰਟ ਬਣਾਓ ਜੋ ਬੱਚਾ ਹਰ ਰੋਜ਼ ਅਭਿਆਸ ਕਰਦਾ ਹੈ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਜੁਬਾਨੀ: ਪਾਠ ਨੂੰ ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ ਟੈਸਟ | ਸਖਤ ਮਿਹਨਤ ਦੀ ਜ਼ਰੂਰਤ ਬਾਰੇ ਸਿਖਾਓ. | ਦ੍ਰਿੜਤਾ, ਅਭਿਆਸ ਵਰਗੇ ਹੁਨਰਾਂ ਨੂੰ ਸਮਝਣਾ. |
| ਅਗਸਤ / ੭ ਕਲਾਸਾਂ | ਪ੍ਰੇਰਨਾ(ਕਵਿਤਾ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਕੀੜੀ ਤੇ ਇੱਕ ਚਾਰਟ ਬਣਾਓ ਅਤੇ ਇਸਦੇ ਗੁਣਾਂ ਦੀ ਸੂਚੀ ਬਣਾਓ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਦਾ ਪਾਠ ਟੈਸਟ | ਅਧਿਆਪਕ ਅਨੁਸ਼ਾਸਨ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ. | ਬੱਚੇ ਸਮੇਂ ਦੀ ਕਦਰ ਕਰਨਾ ਸਿੱਖਣਗੇ. |
| | ਪੁਕਾਰ(ਕਹਾਣੀ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਅਭਿਆਸ ਵਿੱਚ ਤਸਵੀਰਾਂ ਬਾਰੇ ਵਿਚਾਰ ਕਰੋ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਜੁਬਾਨੀ: ਪਾਠ ਨੂੰ ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ | ਦੂਜਿਆਂ ਦੀ ਮਦਦ ਕਰਨ ਬਾਰੇ ਗੱਲ ਕਰੋ. | ਬੱਚੇ ਦੂਜਿਆਂ ਦੇ ਸਮਰਥਨ ਦੀ ਜ਼ਰੂਰਤ ਨੂੰ ਸਮਝਣਗੇ. |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | | ਟੈਸਟ | | |
| ਸਤੰਬਰ / ੫ ਕਲਾਸਾਂ | ਕਬੀਰ ਅਤੇ ਰਾਜਾ ਪੀਰੂ | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਆਪਣੇ ਸੁਪਨਿਆਂ ਬਾਰੇ ਗੱਲ ਕਰਨ ਅਤੇ ਇਸ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਉਹ ਕੀ ਕਦਮ ਚੁੱਕ ਰਹੇ ਹਨ. ਸਰਗਰਮੀ: ਅਭਿਆਸ ਵਿੱਚ ਪ੍ਰਸ਼ਨਾਂ ਨੂੰ ਹੱਲ ਕਰਨਾ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਪਾਠ ਪੜ੍ਹਨਾ. ਸਹੀ ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਅਧਿਆਪਕ ਸੁਪਨੇ ਵੇਖਣ ਬਾਰੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਕਰੇਗਾ | ਬੱਚੇ ਵੱਡੇ ਸੁਪਨੇ ਦੇਖਣ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨਾ ਸਿੱਖਣਗੇ. |
| | ਵਿੱਦਿਆ(ਕਵਿਤਾ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਪ੍ਰੋਜੈਕਟ: ਕਲਾਸ ਵਿੱਚ ਕਵਿਤਾ ਸੁਣਾਓ. ਤਸਵੀਰ ਨੂੰ ਰੰਗ ਅਤੇ ਵਰਣਨ ਕਰੋ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਹੀ ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਸਿੱਖਿਆ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕਰੋ. | ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਸਿੱਖਿਆ ਉਨ੍ਹਾਂ ਦੀ ਕਿਵੇਂ ਮਦਦ ਕਰੇਗੀ. |
| ਅਕਤੂਬਰ / ੮ ਕਲਾਸਾਂ | ਲੱਛੇ ਅਤੇ ਭੋਲੇ ਦਾ ਵਿਆਹ(ਇਕਾਂਗੀ) | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਸਰਗਰਮੀ: ਬੱਚੇ ਜਾਨਵਰਾਂ ਅਤੇ ਪੰਛੀਆਂ 'ਤੇ ਮਖੌਟਾ ਬਣਾ ਕੇ ਸਕਿੱਟ ਪ੍ਰਦਰਸ਼ਨ ਕਰਨਗੇ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਪੜ੍ਹਨਾ | ਅਧਿਆਪਕ ਪੈਸੇ ਦੀ ਬਰਬਾਦੀ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ. | ਬੱਚੇ ਜ਼ਿੰਦਗੀ ਦੀ ਸਾਦਗੀ ਬਾਰੇ ਸਿੱਖਣਗੇ. |

| ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ | ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ | ਸਿਖਲਾਈ ਸਹਾਇਤਾ | ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਹੁਨਰ ਮੁਲਾਂਕਣ | ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ) | ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ | ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ |
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| | | | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਆਸ ਪਾਸ ਦੇ ਜਾਨਵਰਾਂ ਦੇ ਨਾਮ ਲਿਖਣਗੇ | ਸਹੀ ਗਲਤ ਕਹਾਣੀ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | | |
| | ਝੂਠ ਬੋਲਣ ਦੇ ਨੁਕਸਾਨ | ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਪ੍ਰੋਜੈਕਟ: ਇਮਾਨਦਾਰੀ ਦੀ ਮਹੱਤਤਾ 'ਤੇ ਸਕਿੱਟ ਕਰਨਾ | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ ਕਹਾਣੀ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਅਧਿਆਪਕ ਸੱਚ ਬੋਲਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ. | ਬੱਚੇ 'ਇਮਾਨਦਾਰੀ ਸਭ ਤੋਂ ਵਧੀਆ ਨੀਤੀ ਹੈ' ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਸਿੱਖਣਗੇ. |
| | ਇਮਾਨਦਾਰੀ ਦਾ ਫਲ | https://www.youtube.com/watch?v=vFa4vzhTo4A ਪਾਠ ਪੁਸਤਕ, ਗ੍ਰੀਨ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ | ਤਜਰਬੇਕਾਰ: ਬੱਚੇ ਤਜਰਬੇ ਸਾਂਝੇ ਕਰਨਗੇ ਜਦੋਂ ਬੱਚੇ ਨੂੰ ਇਮਾਨਦਾਰ ਹੋਣ ਦਾ ਫਲ ਮਿਲਿਆ. | ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਪੜ੍ਹਨਾ ਸਹੀ ਗਲਤ ਕਹਾਣੀ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ | ਅਧਿਆਪਕ ਸੁਹਿਰਦ ਹੋਣ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ. | ਬੱਚੇ ਇਕ ਸੱਚੀ ਜ਼ਿੰਦਗੀ ਜਿਉਣਾ ਸਿੱਖਣਗੇ. |
| ਨਵੰਬਰ / ੩ ਕਲਾਸਾਂ | ਅੰਤਮ ਪ੍ਰੀਖਿਆਵਾਂ ਲਈ ਸੇਧ | | | ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ, ਸਹੀ ਗਲਤ, ਓਰਲ ਟੈਸਟ, ਪੜ੍ਹਨ ਦਾ ਅਭਿਆਸ | | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : संस्कृत

कक्षा : 8

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|-------------------|---|---|--|--|--|
| फरवरी (6) | स्तुति | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> सरस्वती देवी का चित्र बनाना व उसमे रंग भरना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल श्लोक लिखवाना वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पृच्छना पुनरावृति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पठन कौशल का विकास लेखन कौशल का विकास वाचन कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> माता-पिता व गुरु के सम्मान करने की भावना का विकास <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| मार्च (26) | अहं वृक्ष : अस्मि | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> बच्चों को उद्यान में ले जा कर अलग – अलग पेड़ो व उनकी उपयोगिता के बारे में बताया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से पेड़ों का हमारे जीवन में महता पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> लट व लट लकार से सम्बन्धित वाक्य बनाना सीखा <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> बच्चों में पेड़ उगाने व परोपकार की भावना का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|----------------|---|---|--|--|--|
| | | | <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> किन्ही पाँच पेड़ों की पत्तियों को एलबम में चिपकाना व उनके उपयोग के बारे में लिखना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल जिन धातुओं के रूप लट लकार में चलते हैं उनका लिखित अभ्यास करना जैसे -दृश -द्रश्यति वाचन कौशल पेड़ की आत्मकथा का कक्षा में ऊँचे स्वर में वाचन करना <p>अंतः विषय संबंध:</p> <ul style="list-style-type: none"> विज्ञान विषय से जोड़ते हुए पेड़ों का पर्यावरण की सुरक्षा में योगदान पर चर्चा की जाएगी | <ul style="list-style-type: none"> लिखित परीक्षा | <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विकास होना</p> <p>कला संबंधी</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |
| | क्रोधी मण्डूक | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> कर्ता के अनुसार उचित क्रियापद वर्ग पहली में से छंट कर लिखना सिखाया जायेगा कक्षा में | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से गुस्सा करने के दुष्परिणामों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी | <p>विषय संबंधी</p> <ul style="list-style-type: none"> लड़ लकार का रूप बनाने के लिए धातु के साथ क्त और क्तवतु प्रत्यय प्रयोगकरना सीखा <p>नैतिक मूल्य</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|----------------------|---|--|---|---|---|
| | | | <p>कहानी से सम्बन्धित वीडियो दिखाया जायेगा</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> लड़ लकार पर आधारित दस वाक्य प्रोजेक्ट फाइल में लिखना व चित्र चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल कहानी लेखन वाचन कौशल कहानी पठन <p>अंत: विषय संबंध:</p> <ul style="list-style-type: none"> हिंदी विषय से जोड़ते हुए महाभारत के पात्र दुर्योधन के अहंकार व उसके विनाश के बारे में बताया जायेगा | <ul style="list-style-type: none"> लिखित परीक्षा | <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> क्रोध न करने की भावना का विकास |
| | स्वच्छ: भारतम् – लेख | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> विद्यालय में स्वच्छता अभियान का आयोजन किया जायेगा व उसमें भाग लेने के लिए बच्चों को प्रोत्साहित किया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> बच्चों से वार्तालाप करते हुए उन्हें प्रथम पुरुष व मध्यम पुरुष में अंतर बताते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा</p> | <p>विषय संबंधी</p> <ul style="list-style-type: none"> लड़ लकार के प्रथम पुरुष एकवचन के शब्द व लट लकार मध्यमपुरुष के रूप का ज्ञान होना संज्ञा शब्द का उचित संज्ञा शब्द |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> स्वच्छ भारत अभियान के बारे में बताते हुए चार्ट बनाने के लिए कहा जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल स्वच्छ भारत अभियान पर निबंध लिखने के लिए कहा जायेगा वाचन कौशल स्वच्छ भारत अभियान विषय पर भाषण प्रतियोगिता का आयोजन किया जायेगा | | विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | से मिलान करना नैतिक मूल्य <ul style="list-style-type: none"> स्वच्छता की आदत का विकास होना |
| | व्याकरण <ul style="list-style-type: none"> फलों के नाम सब्जियों के नाम | <ul style="list-style-type: none"> चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> बच्चों को पाँच - पाँच फल व सब्जियां एकत्रित करने के लिए कहना उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> फलों तथा सब्जियों के चित्र चार्ट में चिपकाना व संस्कृत भाषा में उनका नाम | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों को फ्लैश कार्ड दिखा कर फलों व सब्जियों के नाम संस्कृत में याद करवाए जायेंगे विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> फलों व सब्जियों की पहचान करना फलों व सब्जियों के नाम याद करना सीखा कला संबंधी - <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लिखना कौशल मूल्यांकन: • वाचन कौशल फलों तथा सब्जियों का सामूहिक वाचन • लेखन कौशल किन्ही दस फल व सब्जियों के नाम लिखना | | | |
| | आओं गिनती सीखें दिनों के नाम | <ul style="list-style-type: none"> पाठ्यपुस्तिका चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> दिनों के नाम व गिनती के रंगीन चार्ट बनवाना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> शब्दों में गिनती के चार्ट में रंग भरवाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल दिनों के नाम और शब्दों में गिनती को लिखना वाचन कौशल दिनों के नाम और शब्दों में गिनती को शुद्ध उच्चारण के साथ बोलना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> चाँकलेट की सहायता से गिनती सिखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> गिनती व दिनों के नाम सीखना नैतिक मूल्य <ul style="list-style-type: none"> हर दिन का महत्व समझना |
| अप्रैल (22) | गृध्रमाजारकथा कथा - | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में बच्चों को तीन समूहों में बाँट कर उनके नाम प्रथम, मध्यम व उत्तमपुरुष में रखना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों को अजनबी लोगों पर विश्वास न करने के बारे में समझाते हुए विषय की घोषणा की | विषय संबंधी <ul style="list-style-type: none"> लड़ लकार प्रथम मध्यम तथा , उत्तम पुरुष के वाक्यों का ज्ञान होना नैतिक मूल्य |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | व उनके नाम के अनुरूप उनसे वाक्य बुलवाना कौशल मूल्यांकन: • लेखन कौशल कहानी लेखन • वाचन कौशल कहानी पठन | <ul style="list-style-type: none"> • मौखिक परीक्षा • लिखित परीक्षा | जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | <ul style="list-style-type: none"> • अनजान लोगो पर भरोसा नहीं करना चाहियें। |
| | उत्तमा मैत्री – चित्रकथा | <ul style="list-style-type: none"> • पाठ्य-पुस्तक • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • बच्चों को मित्रता वाली कोई अन्य कहानी संस्कृत में सुनायी जाएगी कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> • एक संक्षिप्त चित्रकथा चार्ट पर लिखने के लिए दी जाएगी कौशल मूल्यांकन <ul style="list-style-type: none"> • लेखन कौशल बच्चों को पाँच विशेषण-विशेष्य शब्द लिखने के लिए दिए जायेंगे • वाचन कौशल चित्रकथा का सस्वरवाचन | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा | पूर्व ज्ञान की जांच <ul style="list-style-type: none"> • आइस ब्रेकिंग गतिविधि:विषय की घोषणा बच्चों से उनके प्रिय मित्र के बारे में पूछा जायेगा व उनके बारे में बोलने का मौका दिया जायेगा उसके बाद विषय की घोषणा की जाएगी विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> • पठन कौशल का विकास • लेखन कौशल का विकास • वाचन कौशल का विकास • नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना नैतिक मूल्य <ul style="list-style-type: none"> • जीवन में सच्चे मित्र की महता का ज्ञान होना |
| | लोकहित मम करणीयम् | <ul style="list-style-type: none"> • पाठ्य-पुस्तक • चाक, डस्टर • रंगीन चित्र • द्रश्य - श्रव्य | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> • शब्द चक्र में से शब्द छांट कर वाक्य | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> • प्रश्नोत्तर • खुले अंत वाले प्रश्न | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> • बच्चों से अन्य लोगों की भलाई के लिए | विषय संबंधी <ul style="list-style-type: none"> • पठन कौशल का विकास • लेखन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | साधन | <p>बनाने के लिए कहना</p> <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> कोई एक गीत को संस्कृत में लिखिए तथा चार्ट पर चिपकाएँ। <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल शब्दों का वर्ण विच्छेद व पदों की विभक्ति लिखना वाचन कौशल बच्चों गीत को रोचक तथा प्रभावशाली ढंग से गायेंगे | <ul style="list-style-type: none"> बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>किये जाने वाले कार्यों पर चर्चा करते हुए विषय की घोषणा की जाएगी</p> <p>विषय की घोषणा</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विकास</p> <ul style="list-style-type: none"> वाचन कौशल का विकास नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> हमें लोक कल्याण की भावना रखनी चाहिए जीवन में आने वाली कठिनाइयों से घबराना नहीं चाहिए। |
| मई (18) | अनुशासनम – संवाद | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन:</p> <ul style="list-style-type: none"> बच्चों को कुछ महान अनुशासित व्यक्तियों के बारे में विडियो दिखा कर जानकारी दी जाएगी <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> लोट लकर से सम्बंधित एक कथा लिखो व चित्र भी बनाओ और क्रियापद को चिन्हित करो <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच</p> <p>आइस ब्रेकिंग गतिविधि:</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> बच्चों को जीवन में अनुशासन का महत्व बताते हुए विषय की घोषणा की जाएगी <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> लोट लकार में धातुरूप बनाने का ज्ञान होना कक्षा में संभाषण के माध्यम से लोट लकार का प्रयोग करना सीखना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> जीवन में सफलता के लिए अनुशासन का महत्व समझना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | लोट लकर से सम्बंधित एक कथा लिखो <ul style="list-style-type: none"> वाचन कौशल बच्चों का आपस में संवाद करने का अभ्यास | | | |
| जुलाई (23) | व्यायाम | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में व्यायाम के अलग अलग आसनों का अभ्यास कराया जायेगा कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> व्यायाम के अलग – अलग आसनों के चित्र बना कर चार्ट पर चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल व्यायाम के महत्व पर 10 पंक्तियाँ लिखना वाचन कौशल व्यायाम के महत्व पर भाषण देना | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> एक स्वस्थ मानव शरीर के लिए व्यायाम के महत्व पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> प्रत्ययों का संस्कृत वाक्यों में प्रयोग सीखना विशेषण का प्रयोग सीखना नैतिक मूल्य <ul style="list-style-type: none"> प्रतिदिन व्यायाम करने के लिए प्रेरित होना |
| | आत्मावलम्बनम | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में पाई जाने वाली वस्तुओं को गिनने के लिए कहा जायेगा व अध्यापक उन संख्याओं को | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> विभिन्न अंकों को संस्कृत में बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा | विषय संबंधी <ul style="list-style-type: none"> संख्याओं का संस्कृत भाषा में ज्ञान होना संख्याओं के तीनों लिंगों का ज्ञान होना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>संस्कृत में बतायेंगे कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> संस्कृत में 21 से 50 तक की संख्याओं को चार्ट पर लिख कर कक्षा में चिपकाना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल एक से दस तक संस्कृत में गिनती लिखने के लिए कहना वाचन कौशल अंत: विषय संबंध: गणित विषय से जोड़ते हुए संख्याओं का संस्कृत में ज्ञान | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | विषय विस्तार | <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति |
| | विधायी :महत्वं | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> श्लोक कंठपाठ प्रतियोगिता आयोजित करवाई जाएगी <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> एक चार्ट पर श्लोक लिखने के लिए कहना <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल चक्र के पदों को जोड़कर वाक्य बनाने के लिए | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> संधि तथा उसके भेदों पर चर्चा करते हुए विषय की घोषणा की जाएगी <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> संस्कृत भाषा में स्वर संधि का ज्ञान होना व विषय के अध्ययन में निपुण होना <p>नैतिक मूल्य जीवन में विद्या के महत्व का ज्ञान होना</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | कहना <ul style="list-style-type: none"> वाचन कौशल कक्षा में श्लोक का वाचन करवाया जायेगा | | | |
| अगस्त (26) | क्रीडा महोत्सव – संवाद | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> बच्चों के लिए क्रीडा महोत्सव का आयोजन करना कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> राष्ट्रीय स्तर के खेलों व उनके प्रसिद्ध खिलाड़ियों के चित्र चार्ट पर चिपकाना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल राष्ट्रीय स्तर के खेलों व उनके प्रसिद्ध खिलाड़ियों के नाम संस्कृत में लिखो <ul style="list-style-type: none"> वाचन कौशल कक्षा में खेलों के महत्व पर संवाद करवाया जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> विभिन्न खेलों के चित्र दिखाकर बच्चों से खेलों का नाम पूछते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> संस्कृत भाषा में उपसर्ग के प्रयोग का ज्ञान होना नैतिक मूल्य <ul style="list-style-type: none"> खेलों से शारीरिक व मानसिक विकास होना |
| | अहिंसा परमो धर्म - : प्रसंग - प्रेरक | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में गाँधी जी के अहिंसा व्रत के बारे में चर्चा की जाएगी कला समेकित ज्ञानार्जन: | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों से पूछा जायेगा कि शत्रु को मित्र कैसे बनाया जा सकता है ? इसके बाद अहिंसा व्रत के | विषय संबंधी <ul style="list-style-type: none"> लड़ तथा लोट लकार के क्रिया पद बनाने का ज्ञान होना नैतिक मूल्य <ul style="list-style-type: none"> हमे हमेशा अहिंसा |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> अहिंसा व्रत का पालन करने वाले महान व्यक्तियों के चित्र चार्ट पर चिपकाने के लिए कहा जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल गौतम बुद्ध का जीवन परिचय अपनी भाषा में लिखने के लिए कहा जायेगा वाचन कौशल कोई एक प्रेरक कथा सुनाने के लिए कहा जायेगा | <ul style="list-style-type: none"> मौखिक परीक्षा लिखित परीक्षा | बारे में बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | व्रत का पालन करना चाहिए । |
| | सुवचननि : श्लोका - | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> विद्या – महिमा से सम्बन्धित कोई चार श्लोक लिख कर प्रोजेक्ट फाइल बनाने के लिए कहा जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल श्लोक का हिंदी अनुवाद लिखना वाचन कौशल कक्षा में श्लोक का वाचन | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> बच्चों से उनकी विभिन्न इच्छाओं के बारे में पूछा जायेगा व उनको मेहनत करने की प्रेरणा देते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना | विषय संबंधी <ul style="list-style-type: none"> अवग्रह चिन्ह लगाकर शब्द बनाने का अभ्यास करना नैतिक मूल्य <ul style="list-style-type: none"> एकता व भाईचारे की भावना का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|---|---|---|--|--|
| | | | करवाया जायेगा | | <ul style="list-style-type: none"> पुनरावृत्ति | |
| सितंबर (26) | दु स्वप्न:दर्शनं हास्य - कथा | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> कक्षा में कोई एक हास्य कथा का आयोजन करवाया जायेगा कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल एक हास्यकथा लिखने के लिए कहा जायेगा वाचन कौशल एक हास्यकथा सुनाने के लिए कहा जायेगा | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> कक्षा में बच्चों को हास्य – कणिका (चुटकले) सुनाने के लिए कहा जायेगा व विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> क्रिया पदों को लिखने का अभ्यास होना अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य <ul style="list-style-type: none"> जीवन में प्रगति के लिए लक्ष्य निर्धारण करना सीखना |
| | राष्ट्रपिता महात्मा गाँधी (:अव्यय प्रयोगा) परिचय- | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | आनुभविक ज्ञानार्जन गतिविधि: <ul style="list-style-type: none"> गाँधी जी के जीवन की किसी एक महत्वपूर्ण घटना पर नाटक का मंचन करवाया जायेगा कला समेकित ज्ञानार्जन: <ul style="list-style-type: none"> गाँधी जी का चित्र चार्ट पर बनाकर उनके बारे में पाँच वाक्य लिखना कौशल मूल्यांकन: <ul style="list-style-type: none"> लेखन कौशल गाँधी जी के जीवन पर निबंध लेखन | छात्रों द्वारा किये गए कार्य का निरीक्षण करना <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: <ul style="list-style-type: none"> गाँधी जी के जीवन के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबंधित प्रश्न पूछना पुनरावृत्ति | विषय संबंधी <ul style="list-style-type: none"> प्रत्यय लगाकर शब्द बनाने का अभ्यास होना अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य <ul style="list-style-type: none"> सत्य व अहिंसा का पालन करना व आत्मनिर्भर होना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|------------------------------------|---|--|---|--|---|
| | | | <ul style="list-style-type: none"> वाचन कौशल महात्मा गाँधी के जीवन से सम्बन्धित एक घटना बताने के लिए कहा जायेगा | | | |
| | गीताम उपदेश | <ul style="list-style-type: none"> पाठ्य-पुस्तक चाक, डस्टर रंगीन चित्र द्रश्य - श्रव्य साधन | <p>आनुभविक ज्ञानार्जन गतिविधि:</p> <ul style="list-style-type: none"> गीता के अन्य श्लोक याद कर कंठ पाठ प्रतियोगिता का आयोजन करवाया जायेगा <p>कला समेकित ज्ञानार्जन:</p> <ul style="list-style-type: none"> श्री कृष्ण का चित्र बनाने के लिए कहा जायेगा <p>कौशल मूल्यांकन:</p> <ul style="list-style-type: none"> लेखन कौशल श्लोकों में आये किन्ही पाँच उपदेशो को लिखना वाचन कौशल श्लोकों का सस्वर वाचन करवाया जायेगा | <p>छात्रों द्वारा किये गए कार्य का निरीक्षण करना</p> <ul style="list-style-type: none"> प्रश्नोत्तर खुले अंत वाले प्रश्न बहुवैकल्पिक प्रश्न कक्षा में चर्चा मौखिक परीक्षा लिखित परीक्षा | <p>पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:</p> <ul style="list-style-type: none"> महाभारत के युद्ध के बारे में चर्चा करते हुए श्री कृष्ण व अर्जुन के बारे में बताते हुए विषय की घोषणा करना <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा संबन्धित प्रश्न पूछना पुनरावृत्ति | <p>विषय संबंधी</p> <ul style="list-style-type: none"> पर्यायवाची शब्दों का ज्ञान होना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> आत्मविश्वास का विकास होना |
| नवंबर (11) | अब तक किये गए सारे कार्य की दोहराई | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: VI & VIII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|---|---|---|---|--|
| FEBRUARY No of Days 06 | PHYSICAL FITNESS TEST. | <ul style="list-style-type: none"> • Measuring tape • Lime powder Clapper • Wooden box (3'x 3') • Stop watch Whistle Rope • Balls | NA | NA | <ul style="list-style-type: none"> • Vertical jump • Shuttle run • 60-meter sprint • 800-meter run • Measuring height and weight | Data collection for BMI Speed Strength Agility and Coordination |
| MARCH No of Days 26 | HUMAN BODY <ul style="list-style-type: none"> • Growth and Development • Bones • Common Injuries • Disabilities and Difficulties • Postural defects • Protection from diseases • Process of growing up • Menstruation • Myths and misconceptions regarding growing up | <ul style="list-style-type: none"> • Reference books • Study Materials • class lectures • Playground • Skeleton Computer | <ul style="list-style-type: none"> • Speaking on the topic • Preparing presentation. • Sharing the views Taking help of Science teachers Watching videos | MCQ Tests. Performance recording of every individual. | <ul style="list-style-type: none"> • Participation • Interactive sessions. | <ul style="list-style-type: none"> • Realise the importance of disease-free life, display healthy habit, growth and development and address ender difference. • Develop positive attitude and life skills to promote mental health, self-control, concentration and discipline in life. • Displays different ways to manage stress and aggression. • First Aid |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|--|---|--|---|
| | <ul style="list-style-type: none"> Sexual abuse Concept of body image Mental health Emotional development Target/Goal setting | | | | | School health checkup and follow up |
| APRIL No of Days 23 | <p>SPORTS SKILLS</p> <ul style="list-style-type: none"> Orientation to Sports Skills Agility Motor skills Rhythm Yoga <p>PHYSICAL FITNESS</p> <ul style="list-style-type: none"> Physical fitness Introduction to Components of Physical Fitness Leaders and followers Player and Sportsperson | <ul style="list-style-type: none"> Stadiometer weighing machine measuring tape Age Appropriate Index. Playfield Stopwatches Textbooks Reference Books Cones Ladder Balls Whistle Yoga mats | <ul style="list-style-type: none"> Speaking on the topic Sharing the views Taking help of Science teachers Watching videos <p>Recreational games</p> | <ul style="list-style-type: none"> Research on the topic. Sharing views. Performance recording of every individual. <p>Oral Testing.</p> | <ul style="list-style-type: none"> Practical demonstration of Sports skills Interactive Session Practical use of Science in sports Demonstration and Participation in games and sports | <ul style="list-style-type: none"> Improve Physical health of students . Improve technique for better results. Help in setting goals of future by talking to famous sports person. <p>Improve leadership quality</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|---|---|---|--|---|
| MAY No of Days 26 | WE AND OUR ENVIRONMENT <ul style="list-style-type: none"> • Microbes useful and harmful • Water borne diseases • Diseases transmitted through fecal matter • Vector borne diseases • Environmental pollution and health • Water and hygiene sanitation • Seed banking | <ul style="list-style-type: none"> • Reference books • Videos • Fields • Seeds Water | <ul style="list-style-type: none"> • Speaking on the Topic. • sharing each other's views. Sharing experiences. | <ul style="list-style-type: none"> • Planting plants in school garden. Visiting STP plant. | <ul style="list-style-type: none"> • Visiting nearby fields and gardens • Planting plants in school Visiting nearby hospital | <ul style="list-style-type: none"> • Helps to love our environment. • Helps protecting from Diseases. • Learn how to keep our surrounding clean. |
| JULY No of Days 23 | FOOD AND NUTRITION <ul style="list-style-type: none"> • Purchasing consuming and preserving nutritious food • Preparing food • Food practices • Genetically modified food | <ul style="list-style-type: none"> • Pictures and charts of fruits , vegetables and junk food etc. • Books • Magazines • Videos | <ul style="list-style-type: none"> • Speaking on the topic. • Preparing a presentation. • Sharing the views. • Lecture on Nutrition | <ul style="list-style-type: none"> • Written Tests. Performance • MCQ's Quiz • Assignments on the topic for preparation. | <ul style="list-style-type: none"> • Demonstration, Observation of practices of Healthy Eating habits. | <ul style="list-style-type: none"> • Learnt the need of nutrition food as pertinent to health. |
| JUNE | TERM-1 EXAMINATION | VACATIONS | | | | |
| AUGUST No. of Days 24 | SAFETY AND SECURITY | | | | | <ul style="list-style-type: none"> • Applies safety measures in |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|---|
| | <ul style="list-style-type: none"> • Safety outside the school • Common injuries • Safety from animals and treatment of animal bite <p>First Aid</p> | <ul style="list-style-type: none"> • Emergency Bell • White board • Stretcher • First Aid kit <p>Playground</p> | <ul style="list-style-type: none"> • Speaking on the topic. • Sharing the views and experiences. • Taking help of Doctor. <p>Watching videos.</p> | <ul style="list-style-type: none"> • MCQ Tests. Speaking on the topic. • Preparing a presentation. • Sharing the views and experiences. <p>Taking help of the medical and admin staff</p> | <ul style="list-style-type: none"> • Discussion and sharing the experiences of peer group. <p>Discussions and lectures</p> | <p>different situation.</p> <ul style="list-style-type: none"> • Explain the role education in health promotion. • applies first aid principles and survival skills during injuries and emergency. Expresses responsible behavior regarding substances misuse |
| | <p>SOCIAL HEALTH</p> <ul style="list-style-type: none"> • Gender Sensitivity • Community health • Peer and social pressure • Adapting to situations and changes • Outstanding personalities in health and sports | <ul style="list-style-type: none"> • Resource Material • Media Material • Medicines Charts | <ul style="list-style-type: none"> • Speaking on the topic. • Preparing a presentation. • Sharing the views and experiences. <p>Taking help of the medical and admin staff.</p> | <ul style="list-style-type: none"> • Written Tests. Performance <p>Recording of every individual assignment on the topic for preparation.</p> | <ul style="list-style-type: none"> • Discussion and sharing the experiences of peer group. <p>Discussions and lectures</p> | <ul style="list-style-type: none"> • Listening to others. • Doing Negotiations • Taking decisions. • Solving problems • Doing activities for relaxation • Reacting to strangers • Taking care of Aged. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|---|---|
| | <ul style="list-style-type: none"> Positive use of leisure time Qualities of socially healthy persons | | | | | Develop leadership skills |
| OCTOBER 27 | <p>CONSUMER HEALTH AND SPORTS SERVICES</p> <ul style="list-style-type: none"> Patients right Sports awareness Safe water and role of local bodies Government health services Sports scholarship and award giving agencies Health programmers and blood bank Role of media and advertising | <ul style="list-style-type: none"> Health promoting Materials. Case Studies. Sports and Sports Education Promoting Agencies. Literature Information Institutional Profile Reading Material | <ul style="list-style-type: none"> Speaking on the topic. Preparing a presentation. Sharing the views and experiences. <p>Taking help of the medical staff.</p> | <ul style="list-style-type: none"> Written Tests. Performance recording of every individual Assignments on the topic for preparation. | <ul style="list-style-type: none"> Screening of health by school authorities. Employing the senior students to record the health data of younger children under the supervision of Physical Education teacher. Discussions. Interactive sessions and Quiz competition. Projects Interactive Session. Visit to nearest blood bank | <ul style="list-style-type: none"> National health programs knowledge Learn about blood banking , blood groups and blood safety programs Patients rights Role of school and gram Panchayat community Role of active media Advertising and health Advertising and sports |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|------------------------------|------------------------------|---|--|------------------------------|------------------------------|
| | | | | | Visit to nearest news agency | |
| NOVEMBER NO OF DAYS: 19 | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: VII-VIII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|---|
| March 8days | <p>Topic /Theme: Environment /people/object/tradit ion based Painting Composition</p> <ul style="list-style-type: none"> • Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. • Composition on daily life • Sub- topic: Drawings of human and animal figures, perspective learning and color application. | <ul style="list-style-type: none"> • Image references. • Wikipedia • Books | <ul style="list-style-type: none"> • Practical assignments • Integrated with the history and techniques of water color, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> • Assessments of practical work. • Portfolio assessment. | <ul style="list-style-type: none"> • The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. • Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com • Children will be involved in a demonstration class on how to make abstract painting. | <ul style="list-style-type: none"> • The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. • Doing it practically they will improve skills on use of line, color scheme and tones. • The learners Would be able to understand the core values of an art piece. • Understand the basic principles of colour. • The learners Discover their potential for creativity, self- expression and visual awareness through painting. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|--|--|--|--|
| April 8days | Topic/Theme: Environment /people/object/tradit ion based <ul style="list-style-type: none"> Print making Sub-topic: <ul style="list-style-type: none"> Form, proportion, texture, color and techniques. | <ul style="list-style-type: none"> Books Wikipedia | <ul style="list-style-type: none"> Live Demonstration Practical's Integration with history. | <ul style="list-style-type: none"> Assessment of practical work. | <ul style="list-style-type: none"> The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on students prior knowledge. Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3J0 The learners will be involved in live demonstration The learners will make linocut prints. The learners will make a project on how print making culture helped industrial revolution to happen. | <ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world. The learners discover their potential for creativity, self-expression and visual awareness through print makings. The learners develop observation, recording, manipulation and application skills. |
| May 8days | Topic /Theme: Environment /people/object/tradit ion based Tradition based <ul style="list-style-type: none"> Folk Art Sub-topic: <ul style="list-style-type: none"> Limbs of art(Form, | <ul style="list-style-type: none"> Books Wikipedia Black board | <ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment | <ul style="list-style-type: none"> Assessment of practical work. Daily portfolio assessment. | <ul style="list-style-type: none"> The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/col/lection.asp The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia. | <ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---------------|--|--|---|---|
| | proportion, Expression, Resemblance, color and grace) <ul style="list-style-type: none"> • Principles of art(Balance, rhythm, | | | | org/ <ul style="list-style-type: none"> • The learner would read and narrate stories from the lives of folk artists or about any folk art. • The learners would be involved in making paintings and masks. • A project would be given on any current situation which will be executed in any folk style. | creativity, self-expression and visual awareness through painting. <ul style="list-style-type: none"> • The learners experiment with different methods and materials of visual arts. • The learners will instill respect for the folk artists and understands the regional traditional art. |
| June | Revisions, Exams and assessment. | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|--|---|
| July 8days | Topic /Theme: Environment /people/object/tradit ion based <ul style="list-style-type: none"> • Still life study Sub-topic: <ul style="list-style-type: none"> • Form, Shape, Tone, texture and color | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature(Experienti al learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • Objects will be arranged with drapery Paintings of Jaun van der Harmen is being shown. https://www.saatchiart.com • Still life done with Pencil and water color is being shown. • https://www.pinter est.com/ • Paintings of great Indian artists will be shown. https://www.thebetterin dia.com • https://www.mojarto.co m | <ul style="list-style-type: none"> • The learners will improve skills on use of line, color scheme and tones. • The learners experiment with different methods and materials of visual arts. • The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. • The learners develop observation, recording, manipulation and application skills. • The learners discover their potential for creativity, self- expression and visual awareness through painting. |
| August 8days | Theme: Object based Topic: Clay modeling: Sub Topic: <ul style="list-style-type: none"> • Proportion | <ul style="list-style-type: none"> • Books • YouTube | <ul style="list-style-type: none"> • Experiment with different kinds of form and shape. • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • Demonstration will be given on how to make flower, boat, animals etc. • Video will be shown on clay art | <ul style="list-style-type: none"> • Clay modelling helps develop hand- eye coordination, fine motor skills and mental concentration. Use |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|--|
| | <ul style="list-style-type: none"> • Expression • Observation skills • Communication skills | | | | <p>for kids. https://youtu.be/X6isMS9HiGw https://youtu.be/yhKtJOvciWo</p> <ul style="list-style-type: none"> • The learners will be involved in demonstration on making clay modeling. • Students will be involved in daily practice. | <p>of the hands directly stimulates areas of the brain.</p> <ul style="list-style-type: none"> • Clay modelling Challenges us at the cognitive level as we follow instructions, learning new skills and activities. • Physically our hands become active. • The learners will improve observations skills and Mathematical skills. |
| September 8days | <p>Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> • Outdoor Sketching • Natural and manmade object <p>Sub-topic:</p> <ul style="list-style-type: none"> • Line, shape, form, texture, color, space and perspective | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature(Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • The learner will be taken for a walk to explore the nature. • The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object. • Groups will be made for foliage study. • The learners discuss the elements of arts in the class room using exemplary | <ul style="list-style-type: none"> • The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. • The learners understand and explain the elements of visual arts. • The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and |

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|-----------------------------------|-----------------|---------------|--|--|---|--|
| | | | | | <p>work of artists to pinpoint each elements and its value in their work.</p> <p>Perspective (graphical)- Wikipedia https://en.m.wikipedia.org/wiki/Brunelleschi.Great_cathedral_mistery https://youtu.be/RUBnDloGHg</p> | <p>beauty of manmade objects.</p> <ul style="list-style-type: none"> • The learners experiment with different methods and materials of visual arts. |

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Dance
Class: VI to VIII
Session 2020-21

| Month/ No of working days | Topic / Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| FEBRUARY NO OF DAYS :06 | <p><u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u></p> <p><i>Kathak (Classical form)</i> Basic values :</p> <ul style="list-style-type: none"> • Bhumipranam • Gurupranam • Bowing to the stage • Pranam to instruments • Courtesy to accompanist | Books related to Indian classical dances. | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Reflection • Teacher's feedback | <p>Step by step demonstration.</p> <p>Movements of hands.</p> <p>Movements of legs and feet.</p> <p>Demonstrate the students what artists do before a performance.</p> | Learning proper etiquette and paving the way for something special or <u>Sadhna</u> |
| MARCH NO OF DAYS:26 | <p><u>TAAL GYAN</u></p> <ul style="list-style-type: none"> • Teen taal • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya and Drut Laya have to be</i> | <ul style="list-style-type: none"> • Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Assessment • Practical | <p>Demonstration method</p> <p>Demonstration of tying Ghungroo.</p> <p>By playing Lehra or Nagma and Tabla or</p> | <p>Knowledge of different types of Laya in Tala.</p> <p>How layas are woven to weave Talas.</p> <p>Sound of the instrument.</p> |

| Month/ No of working days | Topic / Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|--|--|---|---|---|
| | <i>interduce</i> | | | | Pakhawaj. | |
| APRIL NO OF DAYS: 23 | <p><u>FEET MOVEMONT</u> <u>OR</u> <u>PAD SANCHALAN</u></p> <ul style="list-style-type: none"> • Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) • Hastamudra's • Hand movements (Basic exercise with hands) | <p><u>DEMONSTRATION</u></p> <p>Use of Chart depicting Mudra's</p> <p>By showing pictures, videos.</p> | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Assessment • Practical | <p>Demonstration method,</p> <p>Learning by regular practices</p> | <p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p> |

| Month/ No of working days | Topic / Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------|---|---|--|---|--|---|
| MAY NO OF DAYS:26 | <p><u>Body Movements</u></p> <ul style="list-style-type: none"> • Ang • Pratyang • Upaang <p><u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist.</p> <p><u>Pratyang</u> constitutes those parts which help the main parts to move neck, shoulder, arms, etc.</p> <p><u>Upaang</u> constitutes those small parts in the body which are very minute but are for the right expression like eyebrow, eyes, eyeball, etc.</p> | <ul style="list-style-type: none"> • Videos • Pictures <p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> • Pt. Birju Maharaj • Sitara Devi • Pt. Durga Laal, etc | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical | <p>Facial expression demonstration.</p> <p>Body posture demonstration.</p> | <p>This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.</p> |
| JUNE | TERM-1 EXAMINATION | VACATIONS | | | | |
| JULY NO OF DAYS:23 | <u>Different types of rounds</u> | Photos, videos and sounds of beats on Tabla or | Inter disciplinary linkage: (with EVS, English and | <ul style="list-style-type: none"> • Oral Assessment, | Learning by | Development of Swiftness and |

| Month/ No of working days | Topic / Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|--|--|---|
| | <p><u>Or Bhramri</u> <u>Purnachakkar,</u> <u>Aardhchakkar, Viprit</u> <u>and Aardhviprit</u></p> <ul style="list-style-type: none"> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beats Bhramri • Sound of 1 beat Bhramri <p>Practice of coordination <i>(coordination between hand movements and foot work)</i></p> | <p>Pkhawaj.</p> <p>By showing videos</p> | <p>Hindi)</p> <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Assessment • Practical | <p>regular practices</p> <p>Practice of coordination <i>(coordination between hand movements and foot work)</i></p> | <p>sharpness.of Bhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar</p> <p>Coordination between hand movements and foot work increases.</p> |
| <p>AUGUST NO OF DAYS:24</p> | <p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> • Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, Farmaishi chakerdaar Tihai, etc)</i> <p><u>GROUP DANCES IN OTHER FORMS</u></p> <p>To teach different types of group dances for various events.</p> | <ul style="list-style-type: none"> • Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecord ed music on music system or with the help of | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Assessment, • Practical • Oral assesment | <p>Regular Tatkaar practice</p> <p>Demonstration of tradition steps of particular folk dance.</p> <p>Practice with costumes, jewellery and</p> | <p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional tunes, songs with their particular</p> |

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| | | <p>live folk instruments like Dolak, Naal, Duf, etc</p> <ul style="list-style-type: none"> Showing the costumes, jewellery and makeup related to dance. | | | makeup related to dance. | <p>language should be taken by the students.</p> <p>Discussion regarding special elements in the performance costume, body movement, music.</p> |
| <p>SEPTEMBER NO OF DAYS:16</p> | <p><u>Basic Kathak Bol's in Teen Taal</u></p> <ul style="list-style-type: none"> Uthaan Thaat Salami Aamad Tukda | <p>By showing pictures, videos.</p> <p>By using different Mudra, s charts.</p> <p>Live performances of various artists.</p> | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> Assessment Oral assessment Practical | <p>Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.</p> | <p>Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.</p> |
| <p>OCTOBER NO OF DAYS:27</p> | <p><u>TO TEACH ANY KIND OF VANDANA</u></p> <ul style="list-style-type: none"> Guru Vandana Ganesh Vandana Shiv Stui | <ul style="list-style-type: none"> Videos on internet Mudra's on | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> Oral assessment Practicals Teachers Feedback | <p>Demonstration, Discussion about various characters.</p> | <p>Meaning full Shlokas to be understood.</p> <p>Understanding of instruments,</p> |

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| | <ul style="list-style-type: none"> • Devi Stuti • Vishnu Stuti,etc <p><u>SPEAKING SKILLS</u> <u>(Padhant)</u></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p> | <ul style="list-style-type: none"> • internet • Body postures on internet • Live or recorded music <p>To teach Padhant with the help of percussion instruments.</p> | | <ul style="list-style-type: none"> • Assesments | <p>By discussing Mythological stories.</p> <p>To teach Padhant by clapping of hands and following the percussion instruments.</p> | <p>make up, costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement.</p> <p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh Aangikam Bhavanam- Shiva Nagender Harai-Shiva Shantakaram- Vishnu</p> <p>Have to be understood by students</p> |
| NOVEMBER NO OF DAYS: 19 | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: IX
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|------------------------------|--|--|---|---|--|
| February | Beehive: The Fun they Had | <ul style="list-style-type: none"> • Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: Science – The latest developments in the field of Teaching will be discussed. • <u>Project</u>: Book review • <u>Extempore</u> • <u>Experiential Learning through Art Integration</u>: Draw/Design your own Robotic teacher and speak/write about how a typical school day would be like in future. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Activating prior knowledge by random questioning. Example: 'Online learning is better than Classroom learning.' • Discussion on 'What schools would be like in 2050' • Brain storming questions on pros and cons of a robotic teacher. • Concept mapping | <ul style="list-style-type: none"> • To acquaint the learners about a scientific story. • To enable the learners to imagine and relate to the Robots and Robotic Teachers. • To enable the learners to debate, dwell and appreciate the Real Human Teacher. • To enable learners to listen for information, gist and details and respond accordingly. • To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|----------------------------|--|--|---|--|--|
| | | | | | | <ul style="list-style-type: none"> • The learners should be able to use words, phrases, and idioms for meaning making in contexts. The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Social skills. • Communication skills |
| March | Moments: The Lost Child | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • Newspaper • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Mathematics – The change in the value of money over the years will be discussed. • <u>Experiential Learning:</u> Narrate any incident when you or any of your family member/friend was lost in any public | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences | <ul style="list-style-type: none"> • Using English news as a resource to develop critical thinking and listening comprehension • Activating prior knowledge by random questioning. Example: Have you ever been lost in a mall or a market? | <ul style="list-style-type: none"> • To develop the ability and knowledge required in order to engage students in independent reflection and inquiry. • To empower the learners to use appropriate English to communicate in various social settings. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------|---------------|--|---|---|---|
| | | | <p>place and how were they united.</p> <ul style="list-style-type: none"> The learners will be asked to look for 'Lost and Found' section in the newspaper and read the descriptions given their carefully. | <ul style="list-style-type: none"> Class Test based on story | <ul style="list-style-type: none"> Discussion and brainstorming on 'What should one do in case you are lost or you find somebody else is lost' | <ul style="list-style-type: none"> To equip learners with essential language skills to question and to articulate their point of view. To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities The learners should be able to use words, phrases, and idioms for meaning making in contexts. The following skills of the students are enhanced: <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills Empathy and perspective |

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| | | | | | | <ul style="list-style-type: none"> • Social skills. • Communication skills • Attentiveness |
| March | Moments: The Adventures of Toto | <ul style="list-style-type: none"> • E – book/ Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: Science – The various traits of different animals will be discussed. • <u>Experiential Learning</u>: The learners will be asked to share their own adventures with their pets. | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Facilitating pair/group work where children share their experiences such as journeys with a pet etc. • Activating prior knowledge by random questioning. Example: What are the different types of pets anyone can have? | <ul style="list-style-type: none"> • To enable the learners to understand and appreciate the title of the story. • To inculcate sensitivity towards animals. • To enable the learners to listen for information, gist and details and respond accordingly. • To enable the learners to understand and elicit meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities • The learners should be able to use words, phrases, and idioms for meaning making in contexts. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Social skills. • Communication skills |
| March | Moments: Iswaran the Storyteller | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • Newspaper • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> <u>Media:</u> The famous cartoonist, R.k Laxman's work will be shown and appreciated. • <u>Project/Experiential Learning through Art Integration:</u> Make a comic strip depicting a story. | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Brainstorming on essential elements of Story Telling • Giving a prompt to help children to speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..." • Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues | <ul style="list-style-type: none"> • To enable the learners to think creatively. • To develop the skill to sequence events. • To enable the learners to narrate simple experiences, describe objects and people, report events to peers. • To articulate and speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>and pictures to help children create imaginary stories.</p> <ul style="list-style-type: none"> • Discussing examples of story writing with focus on appropriate beginning, middle and end, and linkers. • Exposing learners to various kinds of spoken texts to familiarize them with intonation. • Children appreciate the use of tone and begin to use it | <p>contexts</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Social skills. • Communication skills |
| April | Beehive: Poem- The Road Not Taken | <ul style="list-style-type: none"> • E – book/ Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> <u>Mathematics:</u> Reasoning and logical thinking • <u>Experiential Learning</u> : Poem composition on the same theme using various poetic devices. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences | <ul style="list-style-type: none"> • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'What is the relevance of the choices we make in our everyday life?' • Discussing about | <ul style="list-style-type: none"> • To make the learners understand the importance of making right choices. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem • To enable the learner to use |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|--|--|--|
| | | | | <ul style="list-style-type: none"> Class Test based on the poem. | rhyme, rhythm, simile, metaphor, repetition in poem. | <p>his/her critical thinking faculty to read between the lines and go beyond the text.</p> <ul style="list-style-type: none"> To appreciate non-verbal clues and respond in speaking and writing. To understand and appreciate the works of Robert Frost. To understand the various literary devices used in the poem. |
| April | Beehive: The Sound of Music 1) Evelyn Glennie 2) Bismillah Khan | <ul style="list-style-type: none"> E – book/ Textbook Dictionary Computer Aided Teaching (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> Music- Various instruments and famous musicians will be shown. <u>Project work:</u> To find out and write about any one personality given on page number 21. | <ul style="list-style-type: none"> Class Work: Discussion on people with special needs. Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on story | <ul style="list-style-type: none"> Pointing or showing the source of sound for children with hearing impairment or special needs. Providing opportunities to appreciate social diversity and providing related vocabulary. | <ul style="list-style-type: none"> The learners will be able to act as a scaffold to understand and empathize with the central characters. To develop sensitivity to, and appreciation of, people with special needs and the culture they reflect. To develop the learners' critical thinking ability. To develop the skill to transcribe a text |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>from one form to another</p> <ul style="list-style-type: none"> • To develop curiosity and creativity through extensive reading • Learning values such as taking pride in our country and Achievements. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Life skills • Social skills. • Communication skills • Empathy |
| April | Beehive: Poem- Wind | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary</u> • <u>Linkages:</u> Science: Difference between Wind, Breeze, Cyclone, Tornadoes etc will be made clear. • <u>Experiential Learning through Art Integration:</u> Draw a scene of the wind blowing. | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making | <ul style="list-style-type: none"> • Simulating real-to-life situations • Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary. • Connecting learning to the real | <ul style="list-style-type: none"> • To acquaint the learners with the enormous power of wind. • To appraise the learners of the potential of being both a creator and a destroyer. • To enable the learners to use appropriate tone, posture, gesture, |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | Sentences <ul style="list-style-type: none"> • Class Test based on the poem. | world and encouraging them to raise authentic questions such as: 'Is the destructive power of wind compared with the adversities of life and who emerges out of adversities stronger.?' <ul style="list-style-type: none"> • Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | pause and maintain eye contact while reciting the poem. <ul style="list-style-type: none"> • To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem. • To appreciate non-verbal clues and respond in speaking and writing. • To understand and appreciate the works of Subramania Bharati. • To understand the various literary devices used in the poem. |
| April | Grammar: Integrated Grammar Writing: Diary Entry | <ul style="list-style-type: none"> • Grammar Practice book • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Experiential Learning</u>: Diary Entry | <ul style="list-style-type: none"> • Class Work: Concept clarification • Homework: Integrated grammar exercises. • Class Test/Quiz | <ul style="list-style-type: none"> • Encouraging children to reflect on their day-to-day experiences and write a diary. • Providing examples of words/phrases | <ul style="list-style-type: none"> • To enable the learners to use the language effectively. • To provide the learners with knowledge of the underlying 'rules' of |

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| | | | | | (linkers) to indicate sequence such as 'after that', 'followed by', etc. | grammar. <ul style="list-style-type: none"> • To enable the learners to use a variety of sentence type and structure appropriately. • To enable the learners to present the written output coherently using a suitable introduction, logical progression and conclusion. • To enable the students to assimilate the correct patterns of the language. |
| May | Beehive: The Little Girl | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Experiential Learning</u>: Roleplay: Work in pairs to demonstrate a situation between a parent and a child. | <ul style="list-style-type: none"> • Class Work: Explanation and Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences | <ul style="list-style-type: none"> • Discussion on 'The delicate relationship and the strong bond between parents and children'. • Brain storming questions on pros and cons of a strict parent. • Concept mapping | <ul style="list-style-type: none"> • To enable the learners to distinguish between facts and opinions. • To enable the learners to articulate their own interpretation with an awareness and curiosity for others perspective. • To enable students to listen for information, gist and details and |

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| | | | | <ul style="list-style-type: none"> Class Test based on story | | <p>respond accordingly.</p> <ul style="list-style-type: none"> To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills Social skills. Communication skills |
| May | Beehive: Poem- Rain on the Roof | <ul style="list-style-type: none"> E – book/ Textbook Dictionary Computer Aided Teaching (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> Science- The importance of rain. <u>Experiential Learning:</u> Narrate and share your | <ul style="list-style-type: none"> Class Work: Explanation/Discussion Homework: Revisit/reread the text and answer the comprehension | <ul style="list-style-type: none"> Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and | <ul style="list-style-type: none"> To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem. |

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| | | | closest memory of your childhood. | question given at the end of the text. <ul style="list-style-type: none"> • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem. . | providing related vocabulary. <ul style="list-style-type: none"> • Simulating real-to- life situations • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Why some incidents / objects remind us of past?' • Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | <ul style="list-style-type: none"> • To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem. • To appreciate non- verbal clues and respond in speaking and writing. • To understand and appreciate the works of Coates Kinney. • To understand the various literary devices used in the poem. |
| June | Informal Letter Dialogue Writing | <ul style="list-style-type: none"> • Grammar Practice book • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Postal Department- The process of delivering letters will be discussed. • <u>Experiential Learning:</u> Write a letter to your friend /family. | <ul style="list-style-type: none"> • Class Work: Concept clarification • Homework: Integrated grammar exercises. • Class Test/Quiz . | <ul style="list-style-type: none"> • Giving situations to write letters (informal) • Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa. • Providing examples of | <ul style="list-style-type: none"> • To enable the learners to write dialogues and letter. • To build greater confidence and proficiency in oral and written communication of the learners. |

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| | | | | | words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc. | |
| June | Beehive: In the Kingdom of Fools. | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: History- Schools of olden times 'Gurukul' will be discussed where one teacher taught all subjects. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Brain storming questions on dangers posed by foolish people. • The importance of folktales will be highlighted. | <ul style="list-style-type: none"> • To enable the learners to understand and appreciate the title of the story. • To enable students to listen for information, gist and details and respond accordingly. • To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities The student should be able to use words, phrases, and idioms for meaning making in contexts. <p>The following skills of the</p> |

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| | | | | | | students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. • Communication skills |
| July | Beehive: A Truly Beautiful Mind | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: Science – A documentary illustrating the work of Albert Einstein will be shown. • <u>Experiential Learning</u>: Discussion on ‘How would you feel if you are isolated because you felt differently about things around you?’ | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Activating prior knowledge by random questioning. Example: What is Theory of Relativity and who invented it? • A short documentary about Einstein will be shown in class to add to the learning of the students about his scientific works. | <ul style="list-style-type: none"> • To build a scientific temperament in learners. • To develop curiosity and creativity through extensive reading of science journals. • To facilitate self-learning to enable them to become independent learners. • To enable learners to review, organize and edit their own work and work done by peers To enable students to listen for information, gist and details and respond |

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| | | | | | | <p>accordingly.</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills |
| July | Beehive: Poem: The Lake Isle of Innisfree | <ul style="list-style-type: none"> • E – book/ Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> <u>Environment:</u> The healing power of nature. • <u>Experiential Learning:</u> Click and paste pictures depicting the healing power of nature. | <ul style="list-style-type: none"> • Class Work: Explanation • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem. | <ul style="list-style-type: none"> • Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary. • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions. • Discussing about rhyme, rhythm, simile, | <ul style="list-style-type: none"> • To enable the learners to understand and appreciate the healing power of nature. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem. • To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in |

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| | | | | | metaphor, repetition in poem. | <p>understanding the central idea of the poem.</p> <ul style="list-style-type: none"> To appreciate non-verbal clues and respond in speaking and writing. To understand and appreciate the works of W.B. Yeats. To understand the various literary devices used in the poem. |
| July | Moments: The Snake and the Mirror | <ul style="list-style-type: none"> E – book/ Textbook Dictionary <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> <u>Psychology:</u> Human vs animal behavior will be discussed. <u>Experiential Learning:</u> Recount and make a diary entry about your encounter with an animal. | <ul style="list-style-type: none"> Class Work: Explanation/Discussion Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on story | <ul style="list-style-type: none"> Ice breaking session on ‘Who does not like looking at himself or herself in the mirror’? Ask the learners to narrate incidents/ anecdotes/stories of human vanity. | <ul style="list-style-type: none"> To make learners aware of the real value of life like modesty, humility etc. To enable students to listen for information, gist and details and respond accordingly. To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, |

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| | | | | | | <p>thesaurus and digital facilities The student should be able to use words, phrases, and idioms for meaning making in contexts.</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Empathy |
| July | Beehive: Poem- A legend of the Northland | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Geography: The location of Northland will be shown and why the days are longer than usual will be discussed. Psychology: Human greed and selfish nature will be dwelt upon. • <u>Experiential</u> | <ul style="list-style-type: none"> • Class Work: Explanation • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based | <ul style="list-style-type: none"> • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'How would you feel if you are denied food when you are really hungry?' • Discussing about | <ul style="list-style-type: none"> • To bring to the fore one of the greatest values of Compassion and Empathy. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem • To enable the learner to use |

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| | | | <u>Learning:</u> Feed someone hungry and notice the expression on his face. | on the poem. | rhyme, rhythm, simile, metaphor, repetition in poem. | his/her critical thinking faculty to read between the lines and go beyond the text. <ul style="list-style-type: none"> To appreciate non-verbal clues and respond in speaking and writing. To understand and appreciate the works of Phoebe Cary To understand the various literary devices used in the poem. |
| July | Moments: The Happy Prince | <ul style="list-style-type: none"> E- book/Textbook Dictionary <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> Psychology: Emotions and attributes like Love, Sacrifice and Suffering experienced by humans will be discussed. <u>Experiential Learning:</u> Share your experience of helping someone and how you felt while doing so. | <ul style="list-style-type: none"> Class Work: Explanation/ Discussion Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on story | <ul style="list-style-type: none"> Facilitating pair/group work where children share their experiences such as helping someone. Simulating real-to-life situations Connecting learning to the real world and encouraging them to raise authentic questions. | <ul style="list-style-type: none"> To develop the ability and knowledge required in order to engage students in independent reflection and inquiry. To empower the students to use appropriate English to communicate in various social settings. To equip learners with essential language skills to |

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| | | | | | | <p>question and to articulate their point of view.</p> <ul style="list-style-type: none"> • To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities • The student should be able to use words, phrases, and idioms for meaning making in contexts. <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Social skills. • Communication skills • Empathy and perspective |

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| July | Moments: Weathering the Storm In Ersama | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> <u>Geography:</u> Find the difference between Natural and manmade disasters. Difference between a storm/ cyclone/ tornado/ tsunami etc will be discussed. <u>Current Affairs:</u> Find out more about the storm that hit Ersama in 1999. • <u>Experiential Learning:</u> Help someone and see how you feel. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Facilitating pair/group work where children share their experiences such as helping someone. • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions | <ul style="list-style-type: none"> • To inculcate sensitivity towards people who become victims of Natural Calamities • To enable the learners to understand and appreciate the title of the story. • To enable students to listen for information, gist and details and respond accordingly. • To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities The student should be able to use words, phrases, and idioms for meaning making in contexts. <p>The following skills of the</p> |

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| | | | | | | students are enhanced: <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Life skills • Social skills. • Communication skills • Empathy and perspective |
| August | Beehive: My Childhood | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: Science and General Knowledge – Achievements and contributions of APJ Abdul Kalam will be shown through a video. <u>Project</u>: Book review – The learners will be asked to write a book review on ‘The Wings of Fire’, the biography of APJ Abdul Kalam. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: The teacher will ask a couple of questions based on the video shown. • Activating prior knowledge by random questioning. Example: ‘Who is known as the Missile Man and why’? | <ul style="list-style-type: none"> • To sensitize the learners about discrimination in the society. • To build a scientific temperament in learners. • To develop curiosity and creativity through extensive reading of science journals. • To facilitate self-learning to enable them to become independent learners. To make learners aware of the real value of life like |

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| | | | | | | <p>modesty, humility etc.</p> <p>The following skills of the students are enhanced:</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. • Empathy and perspective |
| August | Beehive: Poem – No Men are Foreign | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: - <u>Patriotism</u> – Videos and songs with messages of patriotism will be played. • <u>Experiential Learning</u>: Poem composition on the same theme with emphasis on the use of various poetic devices. | <ul style="list-style-type: none"> • Class Work: Explanation • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem. | <ul style="list-style-type: none"> • Providing opportunities to appreciate the poet's plea for co-existence and universal brotherhood. • Simulating real-to-life situations of wars between nations and their outcomes. • Connecting learning to the real world and encouraging them to raise authentic questions. | <ul style="list-style-type: none"> • To enable the learners to understand the strong message to stop wars and look upon humanity as a unified entity under the superficial differences of colour, race nationality and faith. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while |

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| | | | | | <ul style="list-style-type: none"> Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | <ul style="list-style-type: none"> reciting the poem. To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem. To appreciate non-verbal clues and respond in speaking and writing. To understand and appreciate the works of James Kirkup. To understand the various literary devices used in the poem. |
| August | Beehive: Packing | <ul style="list-style-type: none"> E- book/Textbook Dictionary <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages</u>: Movie: 'Three Men in a Boat' will be shown to the learners. <u>Experiential Learning</u>: The learners will be asked to make a list of do's and don'ts of packing after | <ul style="list-style-type: none"> Class Work: Explanation/ Discussion Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, | <ul style="list-style-type: none"> Facilitating pair/group work where children share their experiences of packing during camps, inter school competitions/tournaments etc. Activating prior | <ul style="list-style-type: none"> To enable the learners to think creatively and pay attention to the frivolous routine task of packing. To develop the skill to organize themselves and their belongings. To enable the |

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| | | | reading of the lesson. | Word Meanings and Making Sentences <ul style="list-style-type: none"> • Class Test based on story | knowledge by random questioning. Example: 'What would you pack first?' Or 'What is that one thing which you cannot do without while travelling?' | learners to narrate simple experiences. To articulate and speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts. The following skills of the students are enhanced: <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. • Attentiveness |
| August | Beehive: Poem- The Duck and the Kangaroo | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Biology: The anatomy of a Duck and a Kangaroo will be discussed. • <u>Experiential Learning:</u> Appreciate or talk about one good | <ul style="list-style-type: none"> • Class Work: Explanation • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, | <ul style="list-style-type: none"> • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'What is the relevance of being | <ul style="list-style-type: none"> • To enable the learners to understand that those who are generous in acknowledging and appreciating the capabilities of others also gain from it. |

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| | | | <p>quality of your friend. OR Narrate /share your experience with a friend when your friendship became stronger because you were being honest.</p> | <p>Word Meanings and Making Sentences</p> <ul style="list-style-type: none"> • Class Test based on the poem. | <p>honest in our everyday life?</p> <ul style="list-style-type: none"> • Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | <ul style="list-style-type: none"> • To imbibe the positive qualities of Admiration, Honesty and Politeness. • To appreciate the beautiful bond of friendship. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem • To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text. • To appreciate non-verbal clues and respond in speaking and writing. • To understand and appreciate the works of Edward Lear. • To understand the various literary devices used in the poem. |

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|------------------------------------|---|--|---|---|--|--|
| August | Beehive: Reach for The Top 1) Santosh Yadav 2) Maria Sharapova | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Social Science – The latest developments in the field of Mountaineering, especially related to women, will be discussed. Sports: Women achievers in the field of sports will be highlighted. • <u>Experiential Learning:</u> Flip Teaching by the learners. • Videos of interviews (Tejaswi)of Santosh Yadav and Maria Sharapova will be shown. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Activating prior knowledge by random questioning. Example: Name women from around the world who have made a mark for themselves in the world. • Brain storming questions on gender bias in the society’. • Concept mapping | <ul style="list-style-type: none"> • To acquaint the learners to the phenomenal success and achievements of women around the world. • To enable the students to imagine and relate to the odds and prejudices faced by women. • To enable the students to debate, dwell and appreciate the sterling qualities of perseverance, patience, commitment, persistence and constancy of purpose. • To enable students to listen for information, gist and details and respond accordingly. <p>The following skills of the students are enhanced:</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|---|---|--|--|
| | | | | | | <ul style="list-style-type: none"> • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. • Attentiveness • Communication skills. |
| August | Beehive: Poem- On Killing A Tree | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> <u>Science-</u> The importance of trees and how they help in keeping the atmosphere clean and bring rain. • <u>Experiential Learning:</u> Plant a tree and see it grow. OR Go for nature walk. | <ul style="list-style-type: none"> • Class Work: Explanation • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem. | <ul style="list-style-type: none"> • Providing opportunities to appreciate nature and its healing power. • Drawing attention to its beauty and diversity. • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Why does it rain differently in different areas. 'Where does the strength and vitality of a tree lie?' • Discussing about rhyme, rhythm, simile, | <ul style="list-style-type: none"> • To sensitize the learners to the human callousness and cruelty chopping down trees for various selfish purposes. • To highlight the sturdiness of a full-grown tree strengthened from the earth, the sun and the air. • To highlight the survival instinct of a strong tree which refuses to die in spite of the human activity. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain |

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|------------------------------------|---------------------------|--|---|--|--|--|
| | | | | | metaphor, repetition in poem. | eye contact while reciting the poem. <ul style="list-style-type: none"> • To enable the learner to use his/her critical thinking faculty to read between the lines and go beyond the text in understanding the central idea of the poem. • To appreciate non-verbal clues and respond in speaking and writing. • To understand and appreciate the works of Gieve Patel. • To understand the various literary devices used in the poem. |
| September | Moments: The Last Leaf | <ul style="list-style-type: none"> • E- book/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using Extra marks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Art: Art as an asset will be highlighted. Various forms of art will be discussed. • <u>Experiential Learning through Art Integration:</u> Draw and paint a | <ul style="list-style-type: none"> • Class Work: Explanation /Discussion • Homework: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: Children will –Talk about various kinds of art forms. • The children will be provided opportunities in | <ul style="list-style-type: none"> • To sensitize the learners about the power of hope and optimism. • To highlight to the learners the virtue of sacrifice. • To help the learners to understand and appreciate the value |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--------------------------------------|---|--|--|---|--|
| | | | picture/ portrait which inspires you. | Difficult words, Word Meanings and Making Sentences • Class Test based on story | pairs/groups/ individually and encouraged to– • Read the lesson with correct pauses and pronunciation • Infer the meaning of unfamiliar words from the context while reading a variety of texts. • Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms | of true friendship. • To enable students to listen for information, gist and details and respond accordingly. • To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. • Attentiveness |
| September | Moments: A House Is Not A Home | • E- text/Textbook • Dictionary • <u>Computer Aided Teaching</u> (using | • <u>Inter disciplinary linkages</u> : Science – How to find directions without | • Class Work: Explanation/Discu ssion • Homework: | • Lesson will be introduced with an ice breaking activity: The | • To assure the learners that adults can understand and help them if they |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------|---|--|---|--|---|
| | | Extramarks and PowerPoint presentation) | using technology will be discussed. <ul style="list-style-type: none"> • <u>Experiential Learning</u>: The learners will be asked to go to a place where he/she has never been before and then finding a way back home without using the phone apps. • Role Play: A talk between an adult and a teenager. | Revisit/reread the text and answer the comprehension question given at the end of the text. <ul style="list-style-type: none"> • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | learners will be asked the difference between a House and a Home. <ul style="list-style-type: none"> • Discussion on 'Various problems faced by the teenagers. • Brain storming questions on 'What are the expectations of a teenager from an adult?' • Concept mapping | communicate with them. <ul style="list-style-type: none"> • To enable the teenage learners to identify and acknowledge their adjustment issues. • To enable the learners to debate, dwell and appreciate the sterling qualities of Camaraderie and Bonhomie • To enable students to listen for information, gist and details and respond accordingly To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities the following skills of the students are enhanced: • Reading skills |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---------------------------------|--|--|--|---|---|
| | | | | | | <ul style="list-style-type: none"> • Speaking skills • Writing skills • Problem solving • Critical thinking • Life skills • Social skills. |
| September | Beehive: The Bond of Love | <ul style="list-style-type: none"> • E- text/Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages</u>: Nature: Sensitivity towards wild life will be emphasized. • <u>Experiential Learning</u>: A movie named 'Bon Free' will be screened for the learners. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on story | <ul style="list-style-type: none"> • Lesson will be introduced with an ice breaking activity: The learners will be asked the difference between a Pet and a Wild animal. • Discussion and brain storming session on 'Are wild animals capable of forming deep bonds with humans?' | <ul style="list-style-type: none"> • To help the learners understand the concept of reciprocal love. • To convey the message of the need of showing kindness to animals. • To enable the learners to debate, dwell and appreciate the sterling qualities of devotion and loyalty. • To enable students to listen for information, gist and details and respond accordingly. To enable the students to understand and elicit meanings of the words in different contexts, and by using |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---------------------------------------|--|--|--|--|--|
| | | | | | | <p>dictionary, thesaurus and digital facilities</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> • Reading skills • Speaking skills • Problem solving • Critical thinking • Life skills • Social skills • Empathy |
| September | Beehive: Poem: The Snake Trying | <ul style="list-style-type: none"> • E- text/Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Biology: The anatomy and nature of snakes will be discussed. • <u>Experiential Learning:</u> Make a project on the various species of snakes. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the poem. | <ul style="list-style-type: none"> • Simulating real-to-life situations • Connecting learning to the real world and encouraging them to raise authentic questions such as: 'Have you ever had an encounter with a snake?' • Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | <ul style="list-style-type: none"> • To stress upon the immediate requirement for ecological balance. • To imbibe the positive qualities of sympathy and kindness. • To appreciate the diversity of nature. • To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem • To enable the learner to use |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------------|--|--|---|--|---|
| | | | | | | <p>his/her critical thinking faculty to read between the lines and go beyond the text.</p> <ul style="list-style-type: none"> • To appreciate non-verbal clues and respond in speaking and writing. • To understand and appreciate the works of W.W.E.Ross. • To understand the various literary devices used in the poem. |
| October | Beehive: Kathmandu | <ul style="list-style-type: none"> • E- text/Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary linkages:</u> Social Science: The location and importance of Kathmandu will be discussed. • <u>Experiential Learning:</u> The learners will compare/ contrast the cultures of Nepal and India and in turn compare/contrast Buddhism and Hinduism. | <ul style="list-style-type: none"> • Class Work: Explanation/ Discussion • Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on the story. | <ul style="list-style-type: none"> • A video without dialogues or subscript will be shown to the children and they will be asked to narrate whatever they understand.(To highlight the noise and confusion in a Hindu temple with the serenity reigning in a Buddhist temple). • Facilitating pair/group work | <ul style="list-style-type: none"> • To enable the learners to understand that the purity and serenity of holy places must be maintained. • To inculcate sensitivity towards nature.. • To enable students to listen for information, gist and details and respond accordingly. • To enable the students to |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|--|--|--|
| | | | | | <p>where children share their experiences such as journeys to different place and what they found special there.</p> <ul style="list-style-type: none"> Activating prior knowledge by random questioning. Example: 'What is Kathmandu famous for?' | <p>understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities</p> <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Problem solving Critical thinking Life skills Social skills |
| October | Beehive: Poem: A Slumber Did My Spirit Seal | <ul style="list-style-type: none"> E- text/Text book Dictionary <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> Philosophy: The idea of life, death and life after death will be discussed. | <ul style="list-style-type: none"> Class Work: Explanation/Discussion Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings and Making Sentences Class Test based | <ul style="list-style-type: none"> Simulating real-to-life situations Connecting learning to the real world and encouraging them to raise authentic questions such as: 'What happens after one dies?' Discussing about rhyme, rhythm, simile, metaphor, repetition in poem. | <ul style="list-style-type: none"> To make the learners realize the ultimate truth of life- Death To appreciate the oneness of nature with humans. To enable the learners to use appropriate tone, posture, gesture, pause and maintain eye contact while reciting the poem To enable the |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---------------------------|--|---|--|---|--|
| | | | | on the poem. | | <p>learner to use his/her critical thinking faculty to read between the lines and go beyond the text.</p> <ul style="list-style-type: none"> To appreciate non-verbal clues and respond in speaking and writing. To understand and appreciate the works of William Wordsworth. To understand the various literary devices used in the poem. |
| October | Beehive: If I Were You | <ul style="list-style-type: none"> E- text/Text book Dictionary <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Inter disciplinary linkages:</u> Law: The intricacies of law will be discussed. <u>Experiential Learning:</u> Movie based on true events (suspense, surprise and impersonation)- Argo- will be shown to the learners. Movie review: The learners will be | <ul style="list-style-type: none"> Class Work: Explanation/Discussion Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings and Making Sentences Class Test based on the story. | <ul style="list-style-type: none"> Lesson will be introduced with an ice breaking activity: The teacher will narrate a story of Sherlock Holmes but doesn't reveal the mystery and asks the students to guess what must have happened. A movie based on real /true incidents will be shown to | <ul style="list-style-type: none"> To emphasize to the learners the importance of intelligence, presence of mind and a cool head in situations of crisis. To enable the learners the disastrous results of over-confidence. To enable students to listen for information, gist and details and respond |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---------------------------------------|--|--|---|--|--|
| | | | asked to write a review based on the movie shown. | | the children. | <p>accordingly.</p> <ul style="list-style-type: none"> To enable the students to understand and elicit meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. <p>The following skills of the students are enhanced :</p> <ul style="list-style-type: none"> Reading skills Speaking skills Problem solving Critical thinking Life skills Social skills |
| October | Moments: The Accidental Tourist | <ul style="list-style-type: none"> E- text/Text book Dictionary <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> <u>Experiential Learning</u>: The learners will be asked to make a list of do's and don'ts of packing after reading of the lesson. | <ul style="list-style-type: none"> Class Work: Explanation/Discussion Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. Writing of Difficult words, Word Meanings | <ul style="list-style-type: none"> Difference between a travelogue, memoir, diary entry, chronicle etc will be discussed. Facilitating pair/group work where children share their experiences of | <ul style="list-style-type: none"> To enable the learners to think creatively and pay attention to the frivolous routine task of packing while getting ready for the travel. To develop the skill to organize themselves and their belongings. |

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|------------------------------------|------------------------|--|---|---|--|---|
| | | | | <p>and Making Sentences</p> <ul style="list-style-type: none"> • Class Test based on story | <p>travelling during camps, inter school competitions/tournaments etc.</p> <ul style="list-style-type: none"> • Activating prior knowledge by random questioning. Example: What would you pack first? Or What is that one thing which you cannot do without while travelling? | <ul style="list-style-type: none"> • To enable the learners to narrate simple experiences. • To articulate and speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts • The following skills of the students are enhanced : <ul style="list-style-type: none"> • Reading skills • Speaking skills • Problem solving • Critical thinking • Life skills • Social skills |
| October | Moments: The Beggar | <ul style="list-style-type: none"> • E- text/Text book • Dictionary • <u>Computer Aided Teaching</u> (using Extramarks and PowerPoint presentation) | <ul style="list-style-type: none"> • <u>Inter disciplinary Linkages:</u> Media: A documentary on beggars such as 'Fake Homeless' will be shown. • <u>Experiential Learning:</u> The learners will be asked to | <ul style="list-style-type: none"> • Class Work: Explanation/Discussion • Home Work: Revisit/reread the text and answer the comprehension question given at the end of the text. • Writing of Difficult words, | <ul style="list-style-type: none"> • Brain storming session on whether or not to help the beggars. • Facilitating pair/group work where children share their experiences of helping a beggar. | <ul style="list-style-type: none"> • To enable the learners to realize that even beggars can be transformed. • To develop the skill to empathize with people in need. • To enable the learners to debate, dwell and appreciate the |

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|------------------------------------|-----------------|---------------|--|--|--------------------------|---|
| | | | narrate/share their experiences of meeting a beggar. | Word Meanings and Making Sentences <ul style="list-style-type: none"> • Class Test based on story | | sterling qualities of compassion, concern, counseling and benevolence. <ul style="list-style-type: none"> • The learners will be able to act as a scaffold to understand and empathize with the central characters. • To enable the learners to narrate simple experiences. The following skills of the students are enhanced: <ul style="list-style-type: none"> • Reading skills • Speaking skills • Problem solving • Critical thinking • Life skills • Social skills • Empathy |
| November | | | | | REVISION | |
| December | | | | | FINAL EXAMS | |

पाइनग्रोव स्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : नवमी

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---------------------------------|---|---|--|--|--|
| फरवरी 06 दिन | संचयन भाग -1 - गिल्लू | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर कहानी की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=-HJ6ejIhxhk | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> अपने किसी पालतू पशु/ पक्षी का वर्णन। ऐसी घटना का वर्णन जब आपने किसी पशु/ पक्षी की जान बचाई, उसका अनुभव लिखिए <p>कला समेकित ज्ञानार्जन/ परियोजना कार्य -</p> <ul style="list-style-type: none"> मेरा परिवार की कोई कहानी पढ़ना कहानी का चित्रों के रूप में वर्णन करना | <ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिक प्रश्न मौखिक परीक्षा लिखित कार्य कक्षा में चर्चा लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कक्षा के बाहर ले जाकर आस-पास कक्षा के बाहर ले जाकर गिलहरियों को दिखाना को दिखाना उनके बारे में बातचीत जैसे गिलहरियों आयु , खान -पान आदि पर बात की जाएगी <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> लेखिका महादेवी वर्मा का जीवन परिचय कहानी का परिचय <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार नए शब्दों के अर्थ समझ कर शब्द भंडार में वृद्धि करना कहानी का सारांश अपने शब्दों में लिख सकते हैं रचनाकार के उद्देश्य को स्पष्ट करना। महादेवी वर्मा का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>जीवन परिचय प्राप्त हुआ</p> <ul style="list-style-type: none"> • मेरा परिवार पुस्तक की जानकारी मिली। <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास । • श्रवण कौशल का विकास • रचनात्मक लेखन का विकास • मेरा परिवार की कहानियां पढ़ने को प्रेरित हुए । • कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य -</p> <p>जीवों के प्रति दया का भाव उत्पन्न हुआ ।</p> |
| फरवरी - 01 दिन मार्च - 03 | स्पर्श भाग -1 गद्य खंड - दुःख का | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति | आनुभविक ज्ञानार्जन - • क्या लेखक का | <ul style="list-style-type: none"> • प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि • टीवी पर कोई खबर | विषय सम्बन्धी - • पठन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| दिन | अधिकार | <ul style="list-style-type: none"> पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर पुस्तक से पठन पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=V6um9kk1F0M | <p>बुढ़िया के प्रति व्यवहार उचित था?</p> <ul style="list-style-type: none"> यदि आप लेखक के स्थान पर होते तो क्या करते ? टीवी पर कोई खबर दिखाना https://www.youtube.com/watch?v=nv4NzLlrHhQ <p>कला समेकित ज्ञानार्जन -</p> <ul style="list-style-type: none"> कहानी का नाटक के रूप में सामूहिक अभिनय हमारा पहनावा हमारी पहचान होता है - वाद - विवाद । <p>रचनात्मक लेखन</p> <ul style="list-style-type: none"> विद्यार्थियों द्वारा अपना वाद -विवाद स्वयं लिखा | <ul style="list-style-type: none"> लिखित कार्य कक्षा में चर्चा लिखित परीक्षा | <p>दिखाकर उस पर चर्चा ।</p> <p>https://www.youtube.com/watch?v=nv4NzLlrHhQ</p> <ul style="list-style-type: none"> पुराने समय तथा आज के समय में अन्तर पर बातचीत । पहनावा हमारी पहचान - पर चर्चा <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> लेखक यशपाल का जीवन परिचय कहानी का परिचय <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार नए शब्दों के अर्थ समझ कर शब्द भंडार में वृद्धि करना रचनाकार के उद्देश्य को स्पष्ट करना। पोशाक तथा चरित्र दोनों का महत्व समझे। समाज की कुरीतियों का ज्ञान हुआ । कहानी के मूल भाव को समझ कर उत्तर देने में सक्षम हुए। <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> रचनात्मकता का विकास |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | जाएगा। | | | <ul style="list-style-type: none"> • वाचन कौशल का विकास । • श्रवण कौशल का विकास हुआ । • लेखन कौशल का विकास हुआ । • कंप्यूटर दक्षता में सुधार । <p>नैतिक मूल्य -</p> <ul style="list-style-type: none"> • गरीबों के प्रति सहानुभूति उत्पन्न हुई • उचित - अनुचित की समझ उत्पन्न हुई । |
| मार्च 26 दिन | स्पर्श भाग -1 - गद्य खंड - एवेरेस्ट मेरी शिखर यात्रा | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • पाठ की पुनरावृत्ति के लिए वीडियो दिखाना <p>https://www.youtube.com/watch?v=BbBeacCSz-c</p> | आनुभविक ज्ञानार्जन - <ul style="list-style-type: none"> • एवेरेस्ट शिखर तक के कुल कैंपों का सचित्र वर्णन । • कुछ अन्य पर्वतारोहियों की जानकारी एकत्रित करना। • रास्ते के खतरों का वर्णन <p>कला समेकित</p> | <ul style="list-style-type: none"> • प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित कार्य • कक्षा में चर्चा • लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • अरुणिमा सिंह की कहानी दिखाना <p>https://www.youtube.com/watch?v=q7TdnqbYbFo</p> <ul style="list-style-type: none"> • पर्वतारोहण से जुड़े खतरों तथा पर्वतारोहियों पर बात • बचेंद्री पाल का जीवन परिचय । | विषय सम्बन्धी - <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार • नए शब्दों के अर्थ |

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| | | | <p>ज्ञानार्जन/ परियोजना कार्य</p> <ul style="list-style-type: none"> • एवेरेस्ट तक के सभी कैम्पों का सचित्र वर्णन • ग्लेशियर तथा इसकी नदी के बहने से सम्बंधित वीडियो दिखाना https://www.youtube.com/watch?v=1IcMB61D8Do • अरुणिमा सिंह की कहानी दिखाना https://www.youtube.com/watch?v=q7TdnqbYbFo | | <p>विषय की घोषणा- पाठ एवेरेस्ट मेरी शिखर यात्रा का पठन</p> <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>समझ कर शब्द भंडार में वृद्धि करना</p> <ul style="list-style-type: none"> • रचनाकार के उद्देश्य को स्पष्ट करना • महान व्यक्तियों के जीवन की जानकारी प्राप्त की • पर्वतारोहण से जुड़े खतरों को समझ सके। • बचेंद्री पाल के जीवन की उपलब्धियों की जानकारी प्राप्त हुई • पाठ का अर्थ समझकर उत्तर देने में सक्षम हुए <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • रचनात्मकता का विकास • वाचन कौशल का विकास • श्रवण कौशल का विकास हुआ • लेखन कौशल का विकास हुआ • कंप्यूटर दक्षता में सुधार |

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| | | | | | | नैतिक मूल्य - जीवन में संघर्षों से डर कर हार न मानने के लिए प्रेरित हए |
| | स्पर्श भाग -1 -- काव्य खंड - रैदास के पद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर प्रभु जी तुम चन्दन हम पानी..... (अनूप जलोटा) द्वारा सुनाना | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> प्रभु जी तुम चन्दन ---- गीत दिखाना व बच्चों द्वारा गुनगुनाना https://www.youtube.com/watch?v=s-swJI3A6zI कला समेकित ज्ञानार्जन- <ul style="list-style-type: none"> मन चंगा तो कठौती में गंगा -- --कहावत के पीछे छिपी कहानी सुनाना विद्यार्थियों द्वारा रविदास के जीवन से जुड़ी चमत्कारिक कहानियों को कक्षा में सुनाना | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य बहुवैकल्पिक प्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> प्रभु जी तुम चन्दन ---- गीत दिखाना https://www.youtube.com/watch?v=s-swJI3A6zI भक्तिकाल पर बात करते हुए संत सम्प्रदाय का परिचय संतों की विचारधारा पर जानकारी कबीर, रहीम तथा रैदास आदि की जानकारी विषय की घोषणा- <ul style="list-style-type: none"> ईश्वर के निर्गुण रूप को समझाते हुए रैदास के पदों का सरल अर्थ समझाना विषय विस्तार- <ul style="list-style-type: none"> पठन अभ्यास | विषय सम्बन्धी - <ul style="list-style-type: none"> मानवीय गुणों का विकास समाज की कुरीतियों की जानकारी प्राप्त हुई रैदास जैसे संतों का ज्ञान समझ सके। संतों की विचारधारा से परिचित हुए तथा पदों का अर्थ ग्रहण कर उत्तर देने में सक्षम गुरु ग्रन्थ साहिब में इनके 40 पदों के योगदान से अवगत हुए नए शब्दों के अर्थ समझ कर शब्द भंडार में वृद्धि करना रचनाकार के उद्देश्य को स्पष्ट |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> ऐसी लाल ---शब्द सुनाना https://www.youtube.com/watch?v=2KtdbTYUIfw | | <ul style="list-style-type: none"> चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>करना</p> <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार |
| | व्याकरण - अनुस्वार - अनुनासिक, | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी बहुवैकल्पिकप्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण प्रत्येक के लिए श्यामपट पर शब्दों को उदाहरण देकर समझाना। बरी -बारी सबका अभ्यास करवाना | विषय सम्बन्धी - <ul style="list-style-type: none"> वर्ण -विच्छेद, अनुस्वार - अनुनासिक, नुक्ता आदि की पहचान में सक्षम प्रश्नों पर आधारित उत्तर देने में सक्षम । |
| | व्याकरण - उपसर्ग - प्रत्यय | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा | | <ul style="list-style-type: none"> अभ्यास लिखित परीक्षा प्रश्नोत्तरी बहुवैकल्पिकप्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण उपसर्ग- प्रत्यय का परिचय देते हुए भाषा में उनका महत्व | विषय सम्बन्धी - <ul style="list-style-type: none"> उपसर्ग- प्रत्यय का भाषा में महत्व समझ सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चॉक • ब्लैक बोर्ड • डस्टर | | | <p>समझाकर अभ्यास</p> <ul style="list-style-type: none"> • विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास | <p>मूल शब्द से उपसर्ग/ प्रत्यय को अलग करने में सक्षम हुए </p> |
| | <p>व्याकरण - संवाद लेखन, अनुच्छेद लेखन, और नारा लेखन</p> | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी.पी.टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • नारा लेखन पर वीडियो https://www.youtube.com/watch?v=E-gNSw8vQI वीडियो - संवाद लेखन https://www.youtube.com/watch?v=oMNMaba9xtg | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> • नारा लेखन पर वीडियो दिखाना • संवाद लेखन पर वीडियो दिखाना • कोई भी विषय देकर कक्षा में अभ्यास <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> • दो के समूह में संवाद लिखकर कक्षा में अभिनय • दो के समूह में नारा लेखन कक्षा में करवाना | <ul style="list-style-type: none"> • लिखित अभ्यास • लिखित परीक्षा | <ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी • कक्षा में चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> • प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • लेखन कौशल का विकास हुआ • रचनात्मक कौशल का विकास हुआ। • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | व्याकरण - पत्र लेखन (अनौपचारिक) | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी.पी.टी चर्चा चॉक ब्लैक बोर्ड डस्टर | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> अपने परिवार को पत्र लिखना । | <ul style="list-style-type: none"> लिखित कार्य लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> गाना डाकिया डाक लाया ---दिखाना https://www.youtube.com/watch?v=1n6k1CZ-EZs गाने पर चर्चा पत्रों के प्रकार पर चर्चा पिन कोड के बारे में जानकारी । विषय की घोषणा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना। | विषय सम्बन्धी - <ul style="list-style-type: none"> औपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए । परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |
| अप्रैल - 22 दिन | स्पर्श भाग -1 - काव्य खंड - रहीम के दोहे | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर | <ul style="list-style-type: none"> आनुभविक ज्ञानार्जन - विद्यार्थियों द्वारा किन्ही पांच दोहों को याद कर कक्षा में उनका गायन दोहों के अर्थ पर चर्चा । | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिकप्रश्न लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> हिंदी फिल्म अतिथि कब जाओगे के दोहे सुनाना https://www.youtube.com/watch?v=rHs8UCk-FNo पूर्वज्ञान परीक्षण संतों की विचारधारा | विषय सम्बन्धी - <ul style="list-style-type: none"> संत सम्प्रदाय का परिचय प्राप्त हुआ । रहीम जैसे संतों का ज्ञान समझ सके। दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> • श्रवण गतिविधि • कला समेकित ज्ञानार्जन- • अनूप जलोटा द्वारा दोहों का गायन https://www.youtube.com/watch?v=dIhHcThJkPI बहुविषयक सहलग्नता(संगीत, कम्प्यूटर) - विद्यार्थी फ्लिप ग्रीड पर अपने गायन का वीडियो भेजेंगे । | | <p>पर बात करते हुए कबीर, रहीम तथा रैदास आदि की जानकारी, चर्चा व बातचीत ।</p> <ul style="list-style-type: none"> • संतों के अनुभव पर आधारित ज्ञान व दोहों में उनके संकलन पर बातचीत <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • दोहों के सत्य से अवगत करवाना । • दोहों का सरल अर्थ समझाना <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • संतों की विचारधारा से परिचित हुए तथा दोहों का अर्थ ग्रहण कर उत्तर देने में सक्षम । कला सम्बन्धी - • वाचन कौशल का विस्तार • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <p>स्पर्श भाग -1 - गद्य खंड - तुम कब जाओगे अतिथि</p> | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर पाठ की पुनरावृत्ति के लिए वीडियो दिखाना <p>https://www.youtube.com/watch?v=H91ZgClkD74</p> | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> जब आपके घर में कोई ऐसा अतिथि आयाअपने अनुभव बताना । क्या अतिथि का यह व्यवहार उचित था ? यदि आप लेखक के स्थान पर होते तो क्या करते ? व्यंग्य रचना पर आधारित फिल्म अतिथि कब जाओगे को विद्यार्थियों को दिखाना । <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> पाठ की कहानी का अंत परिवर्तित करते हुए सामूहिक अभिनय फिल्म की कहानी की पाठ से तुलना करते हुए समीक्षा लिखना। | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य बहुवैकल्पिक प्रश्न लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> हिंदी फिल्म अतिथि कब जाओगे का गाना सुनाना https://www.youtube.com/watch?v=LheO6BHtGg बच्चों से गाने के बारे में चर्चा अतिथि के आगमन पर क्या क्या बदलाव आते हैंअपने घर के आधार पर बताइए व्यंग्य को समझाते हुए अनचाहे अतिथियों पर चर्चा । विषय की घोषणा- पुस्तक से पाठ का पठन व सरल अर्थ । विषय विस्तार- पठन अभ्यास चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> अतिथि के रूप व आतिथ्य भाव की समझ व चिंतन की प्रवृत्ति का विकास । पाठ की कहानी को समझकर पुस्तक से सम्बंधित उत्तर देने में सक्षम । सही और गलत की सूझ -बूझ उत्पन्न हुई। व्यंग्य तथा व्यंग्य रचना के उद्देश्य को समझने में सक्षम । <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> किसी के घर अतिथि की तरह रहने का पता चला |
| | <p>स्पर्श भाग -1 - काव्य खंड - कविता एक फूल की चाह</p> | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर कविता की पुनरावृत्ति के लिए वीडियो दिखाना <p>https://www.youtube.com/watch?v=PcSDFNL7uok</p> | <p>आनुभविक जानार्जन</p> <ul style="list-style-type: none"> कविता की कहानी अपने शब्दों में अंत परिवर्तित करते हुए लिखना सरोज स्मृति के बारे में जानकारी एकत्रित कर कक्षा में सुनाना कविता के दृश्यों का सचित्र वर्णन <p>कला समेकित जानार्जन-</p> | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा लिखित कार्य बहुवैकल्पिकप्रश्न लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>https://www.amarujal.com/video/bizarre-news/spanish-flu-was-more-dangerous-than-coronavirus</p> <ul style="list-style-type: none"> महामारी की खबर दिखाना प्राचीन समय के बारे में बात व चर्चा महामारी व उसके | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> महामारी तथा इसके दुष्प्रभावों से परिचित हुए उचित-अनुचित तथा सभी के लिए समानता का भाव उत्पन्न कवि के उद्देश्यों से परिचित कथात्मक कविता से परिचित हुए समाज की कुरीतियों को जानकर उसे आज के |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <ul style="list-style-type: none"> कविता का संवाद लिखकर सामूहिक अभिनय <p>बहुविषयक सहलग्नता(विज्ञान, सामाजिक अध्ययन)</p> <ul style="list-style-type: none"> समूहों में जानकारी एकत्रित करना आज कोरोना महामारी के कारण किन -किन देशों में किस प्रकार जीवन प्रभावित हुआ है ? महामारी किन-किन कारणों से फैलती है ? सुरक्षा तथा बचाव कैसे हो सकता है ? | | <p>प्रभावों पर बातचीत</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> पुस्तक से कविता एक फूल की चाह का पठन व सरल अर्थ <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>संदर्भ से जोड़कर समझने में सक्षम</p> <ul style="list-style-type: none"> कविता के मूल भाव को समझकर पूछे गए किसी भी प्रश्न का उत्तर देने में सक्षम <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य सबके लिए समानता का भाव जागृत हुआ </p> |
| | व्याकरण - संवाद लेखन अनुच्छेद लेखन और नारा लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> नारा लेखन पर वीडियो दिखाना संवाद लेखन पर वीडियो दिखाना कोई भी विषय देकर कक्षा में | <ul style="list-style-type: none"> लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी कक्षा में चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> प्रत्येक का कक्षा में | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> लेखन कौशल का विकास हुआ रचनात्मक कौशल का विकास हुआ। परीक्षाओं तथा आवश्यकता अनुसार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • डस्टर • नारा लेखन पर वीडियो https://www.youtube.com/watch?v=E-gNSw8vQI • वीडियो - संवाद लेखन https://www.youtube.com/watch?v=oMNMABA9xtg | <p>अभ्यास </p> <p>कला समेकित ज्ञानार्जन-</p> <ul style="list-style-type: none"> • दो के समूह में संवाद लिखकर कक्षा में अभिनय • दो के समूह में नारा लेखन कक्षा में करवाना | | <p>बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना </p> | <p>लिखने योग्य हुए </p> |
| | व्याकरण - शब्द और पद | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • https://www.youtube.com/watch?v=8mEiL0e5Jyg | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित कार्य • लिखित परीक्षा | <ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • अध्यापिका बोर्ड पर कुछ शब्द लिखकर उनका वाक्य में प्रयोग करने के लिए कहेंगी • शब्दों के रूप परिवर्तन पर चर्चा • विषय की घोषणा - • अन्य उदाहरण देकर शब्द और पद का परिचय • शब्द और पद के बीच का अंतर • चर्चा • अभ्यास | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • शब्द और पद के अंतर को जान सके • वाक्यों में इनकी पहचान करने में सक्षम बने • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | प्रथम इकाई परीक्षा | | | | |
| मई -18 दिन | व्याकरण - उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर श्याम पट्ट पुस्तक से अभ्यास | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण पुनरावृत्ति उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास | विषय सम्बन्धी - <ul style="list-style-type: none"> उपसर्ग- प्रत्यय का भाषा में महत्व समझा सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए। शब्दों में उन्हें पहचानने में सक्षम |
| | संचयन भाग -1- स्मृति | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर पुस्तक से सरल अर्थ वीडियो दिखाना https://www.youtube.c | आनुभविक ज्ञानार्जन- <ul style="list-style-type: none"> लेखक ने चिठ्ठियों के लिए जान का जोखिम लिया- यदि आप उसके स्थान पर होते तो क्या करते ? कला समेकित ज्ञानार्जन/ परियोजना कार्य - <ul style="list-style-type: none"> कला के अध्यापक | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा लिखित अभ्यास | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> अपने बचपन की किसी खतरनाक/ जोखिम भरी घटना का वर्णन सुनाना संस्मरण विधा पर बात करते हुए पुस्तक से पाठ का अध्ययन करवाना। विषय की घोषणा- <ul style="list-style-type: none"> पुस्तक से कविता | विषय सम्बन्धी - <ul style="list-style-type: none"> बाल सुलभ शरारतों का ज्ञान हुआ ग्रामीण खेलों को समझने के साथ पुराने समय में बच्चों के संघर्ष की समझ। कहानी के सार को समझकर पूछे गए प्रश्नों के उत्तर देने में सक्षम |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | om/watch?v=sHgn5PmHlsI | द्वारा स्केच का ज्ञान कक्षा में देना <ul style="list-style-type: none"> अपनी पसंद के दृश्य का स्केच तैयार करना । | | एक फूल की चाह का पठन व सरल अर्थ । विषय विस्तार- <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | कला सम्बन्धी - <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार नैतिक मूल्य <ul style="list-style-type: none"> अपने से बड़ों के प्रति आदर का भाव विकसित नैतिक मूल्यों का विकास |
| | व्याकरण - शब्द और पद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर https://www.youtube.com | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित कार्य लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण अध्यापिका बोर्ड पर कुछ शब्द लिखकर उनका वाक्य में प्रयोग करने के लिए कहेंगी । शब्दों के रूप परिवर्तन पर चर्चा | विषय सम्बन्धी - <ul style="list-style-type: none"> शब्द और पद के अंतर को जान सके वाक्यों में इनकी पहचान करने में सक्षम बने । परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | e.com/watch?v=8mEiL0e5Jyg | | | विषय की घोषणा - <ul style="list-style-type: none"> अन्य उदाहरण देकर शब्द और पद का परिचय शब्द और पद के बीच का अंतर चर्चा अभ्यास | |
| | <ul style="list-style-type: none"> व्याकरण - अर्थ के आधार पर वाक्य भेद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर कक्षा में श्यामपट पर अभ्यास वीडियो दिखाना https://www.youtube.com/watch?v=R5eOtt9uWZA | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक अभ्यास बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम |
| | व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण पुस्तक से कुछ शब्द लेकर प्रत्येक | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षा के लिए व्यावहारिक रूप में पठन करते हुए इनके |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • पुस्तक से सरल अर्थ बताना | | | के लिए उदाहरण देकर कक्षा में इनका अध्ययन | अर्थ व रूपों को समझने में सक्षम |
| जून - | जून - द्वितीय इकाई परीक्षा | <ul style="list-style-type: none"> • अब तक किए गए सारे कार्य की दोहराई | | | | |
| जुलाई 23 दिन | संचयन भाग -1- - हामिद खान | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • पुस्तक से सरल अर्थ • वीडियो दिखाना https://www.youtube.com/watch?v=-QjnVUdII_4 | आनुभविक ज्ञानार्जन- <ul style="list-style-type: none"> • लेखक ने हामिद खान के होटल पर खाना खाया और पैसे भी नहीं दे पाया यदि आप लेखक के स्थान पर होते तो क्या करते कला समेकित ज्ञानार्जन- <ul style="list-style-type: none"> • ए पी जे अब्दुल कलाम का वीडियो दिखाना • https://www.youtube.com/watch?v=AvbQRxHoVfA • साम्प्रदायिक दंगों | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित कार्य • लिखित परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=AvbQRxHoVfA • ए पी जे अब्दुल कलाम का वीडियो दिखाना • वीडियो से शिक्षा बातचीत • धार्मिक एकता पर चर्चा विषय की घोषणा- <ul style="list-style-type: none"> • विभिन्न धर्मों तथा उनके विचारों पर बातचीत करते हुए पाठ | विषय सम्बन्धी - <ul style="list-style-type: none"> • लेखक की विचारधारा का ज्ञान हुआ • साम्प्रदायिक सदभाव की भावना का विकास हुआ • नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए • कहानी का सार समझकर उसके मूल संदेश को समझ सके • मानवीय गुणों का विकास कला सम्बन्धी - <ul style="list-style-type: none"> • वाचन कौशल का |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>के दृश्य पर पोस्टर तैयार करना ।</p> <ul style="list-style-type: none"> • भारत के पिछड़ेपन का कारण धार्मिक विवाद है/ हमें चीनी उत्पाद को बैन कर देना चाहिए- विषय पर वाद -विवाद । <p>बहुविषयक सहलग्नता(कम्प्यूटर) -</p> <ul style="list-style-type: none"> • विद्यार्थी फ्लिप ग्रीड पर वाद - विवाद का वीडियो भेजेंगे । | | <p>‘हामिद खान’ का अध्ययन करवाया जाएगा</p> <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <p>विस्तार</p> <ul style="list-style-type: none"> • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • समाज में सभी के प्रति आदर तथा समानता का भाव उत्पन्न हुआ । |
| | स्पर्श भाग -1 - गद्य खंड - धर्म की आड़ | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • आर्ट अध्यापक श्रीमान मेयत्रो द्वारा पोस्टर पर कक्षा में जानकारी • आज के संदर्भ में पाठ की प्रासंगिकता पर | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा | <p>आइस-ब्रेकिंग गतिविधि</p> <p>https://www.youtube.com/watch?v=nPQ8PO3MJ2E</p> <ul style="list-style-type: none"> • हिंदी फिल्म ओह माई गोड का दृश्य दिखाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • मजहब नहीं सिखाता आपस में बैर रखना - की भावना का विकास • स्वार्थी धर्म गुरुओं के बारे में ज्ञान व समझ • नए शब्दों की पहचान व अर्थ |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • पुस्तक से सरल अर्थ • वीडियो दिखाना https://www.youtube.com/watch?v=ADXuAIT-etw | <ul style="list-style-type: none"> • चर्चा • विभिन्न धर्मों पर जानकारी एकत्रित करना व धर्मों की मान्यताओं पर चर्चा • कला समेकित परियोजना कार्य - धार्मिक एकता /मजहब नहीं सिखाता आपस में बैर रखना - विषय पर पोस्टर बनाते हुए नारा लेखन | | <ul style="list-style-type: none"> • दृश्य पर चर्चा • भ्रष्ट धर्म गुरुओं के उदाहरण व चर्चा • हामिद खान से इसे जोड़ते हुए वार्तालाप <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • पाठ का पुस्तक की सहायता से अध्ययन • लेख के मूल भाव तथा सन्देश पर चर्चा • आज के संदर्भ में पाठ की प्रासंगिकता पर सामूहिक चर्चा <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • ग्रहण • लेखक व लेख के भाव को समझ कर उत्तर देने में सक्षम <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ |
| | संचयन भाग -1 - दिए जल उठे | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति | <ul style="list-style-type: none"> • आनुभविक ज्ञानार्जन - गाँधी जी की दांडी यात्रा | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न | <p>आइस-ब्रेकिंग गतिविधि</p> <p>https://www.youtube.com/watch?v=K_X7</p> | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • गाँधी जी के स्वतंत्रता आन्दोलन व |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> •पी पी टी •चर्चा • चॉक •ब्लैक बोर्ड •डस्टर •वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=vfYmouFhM5Q | <p>की सचित्र जानकारी एकत्रित कीजिए।</p> <ul style="list-style-type: none"> • इस यात्रा में वे किन -किन स्थानों से होकर गए तथा यह यात्रा कितने दिन चली, किसने इसमें भाग लिया आदि। <p>कला समेकित ज्ञानार्जन / परियोजना (सामाजिक अध्ययन)</p> <ul style="list-style-type: none"> • मानचित्र पर यात्रा का रास्ता दर्शाना | <ul style="list-style-type: none"> • लिखित कार्य • लिखित परीक्षा | <p>gix6FsY</p> <ul style="list-style-type: none"> • दांडी यात्रा पर वीडियो दिखाना • वीडियो पर बातचीत • नमक आन्दोलन पर चर्चा। <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • पाठ का पुस्तक की सहायता से अध्ययन • लेख के मूल भाव तथा सन्देश पर चर्चा। <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न करते हुए पाठ का अध्ययन तथा सरल अर्थ • पाठ से जुड़े शब्दों के अर्थ व घटनाओं की चर्चा। | <p>योगदान की जानकारी</p> <ul style="list-style-type: none"> • दांडी यात्रा व संघर्ष का ज्ञान • जनता के संघर्ष व आजादी के लिए बलिदान से अवगत • पाठ की संपूर्ण कथा को समझकर उत्तर देने में सक्षम। <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ। |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर पुस्तक से सरल अर्थ अभ्यास | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण विषय की घोषणा- पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षा व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम हुए । |
| | व्याकरण - उपसर्ग, प्रत्यय | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर | | <ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण विषय की घोषणा उपसर्ग का परिचय देते हुए भाषा में उनका महत्त्व समझाकर अभ्यास विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास । | विषय सम्बन्धी - <ul style="list-style-type: none"> उपसर्ग- प्रत्यय का भाषा में महत्त्व समझा सके। शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए । शब्दों में उन्हें पहचानने में सक्षम हुए । |
| | व्याकरण - अर्थ के आधार पर वाक्य भेद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी | | <ul style="list-style-type: none"> प्रश्नोत्तरी बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण विषय की घोषणा- शब्द रचना तथा प्रत्येक वाक्य रचना | विषय सम्बन्धी - <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर https://www.youtube.com/watch?v=R5eOtt9uWZA | | | को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना । | |
| | व्याकरण - पत्र लेखन, अनुच्छेद लेखन, नारा लेखन, संवाद लेखन | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर नारा लेखन पर वीडियो https://www.youtube.com/watch?v=E-gNSw8vQI वीडियो - संवाद लेखन https://www.youtube.com/watch?v=oMNMABA9xtg | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • नारा लेखन पर वीडियो दिखाना • संवाद लेखन पर वीडियो दिखाना • कोई भी विषय देकर कक्षा में अभ्यास । कला समेकित ज्ञानार्जन- <ul style="list-style-type: none"> • दो के समूह में संवाद लिखकर कक्षा में अभिनय • दो के समूह में नारा लेखन कक्षा में करवाना | <ul style="list-style-type: none"> • लिखित अभ्यास • लिखित परीक्षा | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी । • कक्षा में चर्चा विषय की घोषणा - <ul style="list-style-type: none"> • प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना । | विषय सम्बन्धी - <ul style="list-style-type: none"> • लेखन कौशल का विकास हुआ • रचनात्मक कौशल का विकास हुआ। • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |
| | स्पर्श भाग -1 - काव्य खंड - • खुशबू रचते हैं हाथ | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> • लघु उद्योगों जैसे मोमबत्ती बनाना, | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिकपरीक्षा • बहुवैकल्पिकप्रश्न | आइस ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • अध्यापिका बच्चों को तस्वीरें दिखाकर | विषय सम्बन्धी - <ul style="list-style-type: none"> • समाज के पिछड़े वर्ग की मुसीबतों से |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <ul style="list-style-type: none"> नए इलाके में | <ul style="list-style-type: none"> पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर वीडियो द्वारा कविताओं की पुनरावृत्ति <p>https://www.youtube.com/watch?v=hwmCGJgFx5w</p> <p>https://www.youtube.com/watch?v=2a2nT2n7_j8</p> | <p>पापड़, लिफाफे या अगरबत्ती बनाने आदि की जानकारी एकत्रित करना ।</p> <ul style="list-style-type: none"> अपने आस-पास होने वाले बदलावों का वर्णन <p>बहुविषयक सहलग्नता - (सामाजिक अध्ययन)</p> <p>परियोजना कार्य - (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> किन्ही दो लघु उद्योगों की जानकारी एकत्रित कर दो-दो के समूहों में पी पी टी बनाना । | <ul style="list-style-type: none"> लिखित कार्य लिखित परीक्षा | <p>प्रश्न पूछेंगी ।</p> <ul style="list-style-type: none"> तस्वीरों पर विद्यार्थी अपने विचार देंगे . चर्चा संघर्ष व परिश्रम पर बातचीत <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> चर्चा के साथ ही कविता खुशबू रचते हैं हाथ का सरल अर्थ करवाना । गरीबी व इससे जुड़ी बेरोजगारी पर चर्चा । आज के समय की मुख्य समस्या, समय का अभाव तथा शहरीकरण पर बात कविता 'नए इलाके में' कविता का अध्ययन व सरल अर्थ करवाना <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <p>अवगत अनके प्रति संवेदना व सहायता का भाव कविता के मूल भाव की समझ</p> <ul style="list-style-type: none"> शहरीकरण से उत्पन्न समस्याओं की जानकारी संयुक्त परिवारों का महत्व समझेंगे दोनों कविताओं के मूल भाव को समझकर कविताओं से जुड़े उत्तर देने में सक्षम हुए । <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> समाज के लिए अपना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | योगदान देने हेतु प्रेरित हुए । |
| | व्याकरण - संदेश लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एकस्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर सन्देश लेखन पर वीडियो https://www.youtube.com/watch?v=vdEZ3-aZ3SM | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> किसी शुभ अवसर के लिए सन्देश तैयार करना <p>कला समेकित</p> <ul style="list-style-type: none"> कक्षा में गाना दिखाना- संदेश आते हैं---- https://www.youtube.com/watch?v=d6g6novTLDE दीपावली की शुभकामनाएं देते हुए सन्देश लिखवाना । | <ul style="list-style-type: none"> लिखित अभ्यास लिखित परीक्षा | <p>आइस ब्रेकिंग गतिविधि</p> <p>कक्षा में गाना दिखाना https://www.youtube.com/watch?v=d6g6novTLDE</p> <ul style="list-style-type: none"> गाने पर चर्चा सन्देश का विभिन्न प्रकारों पर चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> कक्षा में सन्देश लेखन को बोर्ड पर समझाना अभ्यास द्वारा सिखाना । | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> सन्देश लेखन के विषय से परिचित हुए व्यवहारिक जीवन में इन्हें उचित रूप में लिखने में सक्षम हुए परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |
| | स्पर्श भाग -1 - गद्य खंड - कीचड़ का काव्य | <ul style="list-style-type: none"> ई-पुस्तक से पठन एकस्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> दो निर्जीव वस्तुओं के बीच संवाद लिखना संवाद का अभिनय करना कला समेकित ज्ञानार्जन- खम्बात की खाड़ी | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिकपरीक्षा बहुवैकल्पिकप्रश्न | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अवांछित वस्तुओं के महत्व पर बातचीत कीचड़ पर गाना दिखाना <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> पाठ कीचड़ का काव्य का पुस्तक से अध्ययन व | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> कीचड़ अन्न उत्पादन व कला के क्षेत्र में महत्वपूर्ण है, जान सके कवियों के सुन्दरता प्रेम की जानकारी मिली । <p>कला सम्बन्धी -</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>के किनारों व कीचड़ का वीडियो दिखाना। https://www.youtube.com/watch?v=RCwUBbzAI2c</p> <ul style="list-style-type: none"> कीचड़ पर बना गाना दिखाना । https://www.youtube.com/watch?v=CtlabgKGXrw <p>श्रवण गतिविधि</p> <ul style="list-style-type: none"> कक्षा में कोई कहानी सुनाकर प्रश्न देना । | | <p>सरल अर्थ समझाना । विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार अभिनय कौशल का विकास <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> कोई भी वस्तु अनुपयोगी नहीं होती - धारणा का विकास हुआ । |
| | स्पर्श भाग -1-गद्य खंड - चेतना के वाहक डॉक्टर चंद्रशेखर वैकट रामन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर वीडियो द्वारा पुनरावृत्ति | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> कला के अध्यापक द्वारा कक्षा में कोलाज पर जानकारी । विज्ञान के अध्यापक द्वारा कक्षा में रामन प्रभाव पर जानकारी तथा | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिकपरीक्षा बहुवैकल्पिकप्रश्न | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> अध्यापिका समय के बदलावों पर प्रश्न पूछेंगी जैसे- 1) आज मनुष्य के विकास का क्या कारण है ? मानव की प्रगति मुख्य आधार क्या है ? | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> दृढ़ निश्चय की भावना का विकास कंप्यूटर कौशल का विकास विभिन्न वैज्ञानिकों के योगदान से परिचित होंगे । भारतीय विज्ञान में रामन के योगदान को |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | https://www.youtube.com/watch?v=QLSNlzXnEWs | <p>बातचीत </p> <p>कला समेकित -</p> <ul style="list-style-type: none"> • भारत के प्रमुख भौतिकशास्त्रियों की जानकारी एकत्रित कर कोलाज बनाना <p>बहुविषयक सहलग्नता -</p> <p>(विज्ञान) परियोजना कार्य -</p> <p>(Multidisciplinary linkage)</p> <ul style="list-style-type: none"> • भारत के नोबेल पुरस्कार विजेता वैज्ञानिकों की जानकारी एकत्रित कर पी पी टी बनाना/ लिखना | | <p>https://www.youtube.com/watch?v=fCL9vYytWY8</p> <p>वीडियो पर चर्चा</p> <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • पाठ से परिचय तथा पुस्तक की सहायता से पाठ का सरल अर्थ व अध्ययन <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • वैज्ञानिक शब्दावली को हिंदी में समझाना | <p>समझने में सक्षम होंगे</p> <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • जीवन में जिज्ञासु बनने के लिए प्रेरित हुए • कठिनाइयों में हार न मानने के लिए प्रेरित हुए |
| सितंबर- 27 दिन | सितम्बर तृतीय इकाई परीक्षा के लिए | <ul style="list-style-type: none"> • अब तक किए गए सारे कार्य की दोहराई | | | | |
| अक्टूबर-21 दिन | स्पर्श भाग -1- काव्य खंड - अग्निपथ | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एकस्ट्रा मार्क्स द्वारा प्रस्तुति | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> • वीर रस की दो कविताएं लिखना, | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न | <p>आइस ब्रेकिंग गतिविधि -</p> <p>https://www.youtu</p> | <ul style="list-style-type: none"> • वीर रस की रचना का ज्ञान हुआ • जीवन एक संघर्ष है, |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • पी. पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • अमिताभ बच्चन द्वारा कविता वाचन वीडियो दिखाना https://www.youtube.com/watch?v=J7rZjejyrpQ | <p>पढ़ना तथा कोई एक कविता याद करके कक्षा में सुनाना ।</p> <ul style="list-style-type: none"> • कला समेकित ज्ञानार्जन - वीर रस की कविता कक्षा में वीडियो तथा दिखाना । https://www.youtube.com/watch?v=k-mRjh1cDM • आशुतोष राणा की कविता दिखाना । <p>बहुविषयक सहलग्नता(कम्प्यूटर) -</p> <ul style="list-style-type: none"> • विद्यार्थी फ्लिप ग्रिड पर वीर रस पर आधारित कविता पाठ का वीडियो भेजेंगे । | | <p>be.com/watch?v=k-mRjh1cDM</p> <ul style="list-style-type: none"> • आशुतोष राणा की कविता दिखाना । • कविता के बारे में बात • रस से परिचित करवाना <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • कवि से परिचय तथा पुस्तक की सहायता से कविता का सरल अर्थ व अध्ययन । <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • वैज्ञानिक शब्दावली को हिंदी में समझाना । • समाज के विभिन्न | <p>इस बात को समझे</p> <ul style="list-style-type: none"> • कविता के मूल भाव को समझकर उत्तर देने में सक्षम हुए । <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • लेखन कौशल का विस्तार • श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • संघर्ष से हार न मानने के लिए प्रेरित हुए । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | वर्गों पर बात करते हुए कविता अग्निपथ का सरल अर्थ समझाना । • वीर रस से परिचित करवाना • कविता के मूल भाव पर चर्चा | |
| | स्पर्श भाग -1-गद्य खंड - शुक्रतारे के समान | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर वीडियो द्वारा पाठ की पुनरावृत्ति https://www.youtube.com/watch?v=1nvWFrDxuZM | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> साबरमती की सचित्र जानकारी एकत्रित करना कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> महादेव भाई के जीवन का वीडियो दिखाना । https://www.youtube.com/watch?v=QitC5uU3X वन्दे मातरम् गीत दिखाना https://www.youtube.com/watch?v=vOwvP34mRMY महादेव भाई के | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिकपरीक्षा बहुवैकल्पिकप्रश्न | आइस ब्रेकिंग गतिविधि - <ul style="list-style-type: none"> https://www.youtube.com/watch?v=QitC5uU3XZI महादेव भाई के जीवन पर वीडियो दिखाना साबरमती, गाँधी जी के जीवन तथा उनके सहयोगियों पर बातचीत करते हुए पाठ का अध्ययन करवाना पाठ में आए नए शब्दों के अर्थ समझाना । कर्म ही जीवन है - | विषय सम्बन्धी - <ul style="list-style-type: none"> एक नए स्वतंत्रता सेनानी की जानकारी प्राप्त हुई । कर्म ही पूजा है - इस उक्ति का संदर्भ समझ सके । पाठ के सार व भाव को समझकर प्रश्नों के उत्तर देने में सक्षम हुए । कला सम्बन्धी - <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का |

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| | | | <p>जीवन का वीडियो दिखाना ।</p> <p>बहुविषयक सहलग्नता - (विज्ञान) परियोजना कार्य - (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> • सुबह तथा शाम में आसमान में शुक्रतारा देखना • इस तारे के विषय में जानकारी एकत्रित करना । | | <p>महादेव भाई के इस जीवंत उदहारण को समझाना</p> <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> • पाठ का सरल अर्थ व अध्ययन । <p>विषय विस्तार-</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • वैज्ञानिक शब्दावली को हिंदी में | <p>विस्तार</p> <ul style="list-style-type: none"> • रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • कर्म ही पूजा है- उक्ति को समझे । |
| | स्पर्श भाग -1-काव्य खंड - आदमीनामा | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर | <p>आनुभविक ज्ञानार्जन</p> <ul style="list-style-type: none"> • कविता हमें क्या सीख देती है - लिखिए । • 'बदलता ज़माना' पर इसी प्रकार की एक कविता तैयार कीजिए । | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिकपरीक्षा • बहुवैकल्पिकप्रश्न | <p>आइस ब्रेकिंग गतिविधि</p> <p>-</p> <ul style="list-style-type: none"> • आदमी मुसाफिर हैगाना सुनाना • https://www.youtube.com/watch?v=vrycdLgVntU • भावों पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • आदमी के विभिन्न रूपों का ज्ञान हुआ । • मनुष्य अपने कर्मों से ही पहचाना जाता है - धारणा का विकास हुआ। • रचनाकार के उद्देश्यों |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=t5rCkfL5YkE https://www.youtube.com/watch?v=1kxrNp8bLZU | <ul style="list-style-type: none"> कला समेकित ज्ञानार्जन - आदमी मुसाफिर हैगाना सुनाना https://www.youtube.com/watch?v=vrycdLgVntU | | <p>विषय की घोषणा-</p> <ul style="list-style-type: none"> कवि से परिचय कविता का सरल अर्थ व अध्ययन <p>विषय विस्तार-</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति कठिन शब्दों के अर्थ | <p>को समझ सके </p> <ul style="list-style-type: none"> नए शब्दों के अर्थ ग्रहण कर शब्दकोश में वृद्धि हुई <p>कला सम्बन्धी -</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार लेखन कौशल का विस्तार श्रवण कौशल का विस्तार रचनात्मक लेखन का विस्तार <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> सोच तथा कर्म ही इंसान की पहचान हैं -धारणा का विकास हुआ |
| | व्याकरण - पत्र लेखन, संवाद लेखन व अनुच्छेद लेखन, नारा लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> नारा लेखन पर वीडियो दिखाना संवाद लेखन पर वीडियो दिखाना कोई भी विषय देकर कक्षा में | <ul style="list-style-type: none"> लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी कक्षा में चर्चा <p>विषय की घोषणा -</p> <ul style="list-style-type: none"> प्रत्येक का कक्षा में | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> लेखन कौशल का विकास हुआ रचनात्मक कौशल का विकास हुआ परीक्षाओं तथा आवश्यकता अनुसार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> डस्टर नारा लेखन पर वीडियो https://www.youtube.com/watch?v=E-gNSw8vQI वीडियो - संवाद लेखन https://www.youtube.com/watch?v=oMNMABA9xtg | <p>अभ्यास </p> <p>कला समेकित ज्ञानार्जन-</p> <p>दो के समूह में संवाद लिखकर कक्षा में अभिनय</p> <p>दो के समूह में नारा लेखन कक्षा में करवाना </p> | | <p>बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना </p> | <p>लिखने योग्य हुए </p> |
| | व्याकरण - अर्थ के आधार पर वाक्य भेद | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी पी टी चर्चा चॉक ब्लैक बोर्ड डस्टर https://www.youtube.com/watch?v=R5eOtt9uWZA | | <ul style="list-style-type: none"> प्रश्नोत्तरी मौखिक परीक्षा बहुवैकल्पिक प्रश्न लिखित अभ्यास लिखित परीक्षा | <ul style="list-style-type: none"> पूर्वज्ञान परीक्षण विषय की घोषणा- शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने |
| | व्याकरण - संदेश लेखन | <ul style="list-style-type: none"> ई-पुस्तक से पठन एक्स्ट्रा मार्क्स द्वारा प्रस्तुति पी. पी टी चर्चा चॉक | <p>आनुभविक ज्ञानार्जन -</p> <ul style="list-style-type: none"> किसी शुभ अवसर के लिए सन्देश तैयार करना <p>कला समेकित</p> <ul style="list-style-type: none"> कक्षा में गाना | <ul style="list-style-type: none"> लिखित अभ्यास लिखित परीक्षा | <p>आइस ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> कक्षा में गाना दिखाना - https://www.youtube.com/watch?v=d6g6novTLDE गाने पर चर्चा | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> सन्देश लेखन के विषय से परिचित हुए व्यवहारिक जीवन में इन्हें उचित रूप में लिखने में सक्षम हुए |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | <ul style="list-style-type: none"> • ब्लैक बोर्ड • डस्टर • सन्देश लेखन पर वीडियो • https://www.youtube.com/watch?v=vdEZ3-aZ3SM | <p>दिखाना- संदेश आते हैं----</p> <p>https://www.youtube.com/watch?v=d6g6novTLDE</p> <ul style="list-style-type: none"> • दीपावली की शुभकामनाएं देते हुए सन्देश लिखवाना । | | <ul style="list-style-type: none"> • सन्देश का विभिन्न प्रकारों पर चर्चा विषय की घोषणा - • कक्षा में सन्देश लेखन को बोर्ड पर समझाना • अभ्यास द्वारा सिखाना । | <ul style="list-style-type: none"> • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |
| | व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी. पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित अभ्यास • लिखित परीक्षा | <ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • परीक्षा में व्यावहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम |
| | व्याकरण - शब्द और पद | <ul style="list-style-type: none"> • ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी. पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • https://www.youtube.com/watch?v=8m | | <ul style="list-style-type: none"> • प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित कार्य • लिखित परीक्षा | <ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • अध्यापिका बोर्ड पर कुछ शब्द लिखकर उनका वाक्य में प्रयोग करने के लिए कहेंगी । • शब्दों के रूप परिवर्तन पर चर्चा विषय की घोषणा - | <p>विषय सम्बन्धी -</p> <ul style="list-style-type: none"> • शब्द और पद के अंतर को जान सके • वाक्यों में इनकी पहचान करने में सक्षम बने । • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | EiL0e5Jyg | | | <ul style="list-style-type: none"> • अन्य उदाहरण देकर शब्द और पद का परिचय • शब्द और पद के बीच का अंतर • चर्चा • अभ्यास | |
| | नवम्बर -11 दिन | <ul style="list-style-type: none"> • वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई करवाई जाएगी | | | | |
| | दिसंबर | <ul style="list-style-type: none"> • वार्षिक परीक्षा | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: IX
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|--|--|---|
| <p><i>March</i></p> <p style="text-align: center;"><i>No. of Days:10</i></p> | <p>Number System:</p> <ul style="list-style-type: none"> ● Rational Number: A number 'r' is called a rational number, if it can be written in the form $\frac{p}{q}$, where p and q are integers and $q \neq 0$. ● Irrational Numbers: A number 's' is called irrational if it cannot be written in the form $\frac{p}{q}$, where p and q are integers. | <ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> ● To find the Square Root by spiral method <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Shown Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm. <p>Skill Assessment:</p> <ul style="list-style-type: none"> ● Represent $\sqrt{5}$ on the number line. ● Flowchart used to understand the number system. | <ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> ● Students are taught based on cognitive psychology. <p>Critical pedagogy:</p> <ul style="list-style-type: none"> ● It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> ● It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> ● Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | <p>The children can develop an understanding of number system and its importance in life.</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|--|--|--|--|
| <i>April</i> <i>No. of Days:15</i> | <p>Polynomials</p> <ul style="list-style-type: none"> • Polynomials: Definition Relationship between Zeroes and Coefficients of a Polynomial. Types of Polynomial. • Division Algorithm for Polynomials. • Euclid's Division: Dividend = Divisor \times Quotient + Remainder. • ALGEBRAICALLY: A real number a is called a zero of a polynomial $p(x,0)$, if $p(a) = 0$. • GEOMETRICALLY: The x – coordinate of the point where graph of a polynomial intersects x- axis is called the zero of the polynomials. | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> • To verify the identity $(a+ b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$. Using cuboids and unit cubes. • Mind Maps • Diagrams: <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Graphical representation of $x+ 3 =6$. <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Differentiate different polynomials based on degrees. | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> • This pedagogical method often relies on a student-centered approach to teaching. | The children can understand the concept of Polynomial. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|---|--|--|---|
| <p><i>April</i></p> <p><i>No. of Days:5</i></p> | <p>COORDINATE GEOMETRY</p> <ul style="list-style-type: none"> The plane is called the Cartesian, or coordinate plane and the lines are called the coordinate axes. The horizontal line is called the x-axis, and the vertical line is called the y-axis. The coordinate axes divide the plane into four parts called quadrants. | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> To obtain the mirror image of a given geometrical figure with respect to the x-axis and the y-axis. <p>Experiential Learning:</p> <ul style="list-style-type: none"> Graphical representation of points A (6,5), B (3, -4) C (-3, -5) Mind Maps Diagrams: | <ul style="list-style-type: none"> MCQ's Oral Test: Written Test: Written Work: By doing Correction Work Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology. <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. | <p>The children can develop skills to apply mathematical knowledge to solve real life problems.</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|---|--|--|---|
| | | | | | centered approach to teaching. | |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| <i>July</i> <i>No. of Days:12</i> | <i>LINES AND ANGLES</i> <ul style="list-style-type: none"> • If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and vice versa. This property is called as the Linear pair axiom. • If two lines intersect each other, then the vertically opposite angles are equal. • If a transversal intersects two parallel lines, then • each pair of corresponding angles is equal, • each pair of alternate interior angles is equal, | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | <ul style="list-style-type: none"> • Diagrammatical representation of angles. Art Integrated Project: <ul style="list-style-type: none"> • To verify the sum of any two sides of a triangle is always greater than the third side. • Mind Maps • Diagrams: | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> | <ul style="list-style-type: none"> • The children can understand the concept and develop drawing skills and apply in real life. Children can understand the related topic. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---------------|--|--|--|-------------------|
| | <ul style="list-style-type: none"> • each pair of interior angles on the same side of the transversal is supplementary. • If a transversal intersects two lines such that, either • any one pair of corresponding angles is equal, or • any one pair of alternate interior angles is equal, or • any one pair of interior angles on the same side of the transversal is supplementary, then the lines are parallel. • The sum of the three angles of a triangle is 180°. | | | | <ul style="list-style-type: none"> • This pedagogical method often relies on a student-centered approach to teaching. | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|---|--|---|--|
| <i>July</i> <i>No. of Days:13</i> | <p>TRIANGLES:</p> <ul style="list-style-type: none"> Two figures are congruent, if they are of the same shape and of the same size. Two circles of the same radii are congruent. If two sides and the included angle of one triangle are equal to two sides and the included angle of the other triangle, then the two triangles are congruent (SAS Congruence Rule). Similarly ASA Congruence Rule. AAS Congruence Rule. SSS Congruence Rule. | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board | <ul style="list-style-type: none"> Experiential Learning: Making equilateral and isosceles triangles with the help of 6cm,5cm,6cm and 6cm sticks Diagrammatical representation of Triangles. <p>Art Integrated Project: To verify the sum of any two sides of a triangle is always greater than the third side.</p> | <ul style="list-style-type: none"> MCQ's Oral Test: Written Test: Written Work: By doing Correction Work Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies | <ul style="list-style-type: none"> The children can understand the concept and develop drawing skills and apply in real life. Children can understand the related topic. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|--|---|--|---|--|
| | <ul style="list-style-type: none"> RHS Congruence Rule. | | | | on a student-centered approach to teaching. | |
| <p><i>August</i></p> <p><i>No. of Days:12</i></p> | <p>CIRCLES</p> <ul style="list-style-type: none"> Theorem: The perpendicular from the center of a circle to a chord bisects the chord. Theorem: The line drawn through the center of a circle to bisect a chord is perpendicular to the chord. Theorem: There is one and only one circle passing through three given non-collinear points. Theorem: Equal chords of a circle (or of congruent circles) are equidistant from the center (or centers). Theorem: Chords equidistant from the center of a | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet e-book Extra mark Mind maps Green Board | <ul style="list-style-type: none"> Project Work: Diagrams: <p>Art Integrated Project:</p> <ul style="list-style-type: none"> To verify, using the method of paper cutting, pasting and folding that the angle in a semi- circle is a right angle. Diagrammatical representation of Circle. Mind Maps Diagrams: | <ul style="list-style-type: none"> MCQ's Oral Test: Written Test: Written Work: By doing Correction Work Assignments | <p>Cognitive Pedagogy :</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> | <ul style="list-style-type: none"> The children can understand the concept and develop drawing skills and apply in real life. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|--|---|---|--|
| | <p>circle are equal in length.</p> <ul style="list-style-type: none"> • Theorem: The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle. • Theorem: Angles in the same segment of a circle are equal. • Theorem: The sum of either pair of opposite angles of a cyclic quadrilateral is 180°. | | | | <ul style="list-style-type: none"> • This pedagogical method often relies on a student-centered approach to teaching. | |
| <i>August</i> | <p>SURFACE AREAS AND VOLUMES</p> <p>Area of rectangle = length x breadth.</p> <p>Surface Area of a Cuboid = $2(lb + bh + hl)$</p> <p>Surface Area of a Cube = $6a^2$</p> <p>Curved Surface Area of a</p> | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum. | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Work: • By doing Correction Work • Assignments | <p>Cognitive Pedagogy :</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. | The children can develop skills to apply mathematical knowledge to solve real life problem |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---------------|---|---|---|-------------------|
| No. of Days:15 | <p>Cylinder = $2\pi r h$.</p> <p>Total Surface Area of a Cylinder = $2\pi r (r + h)$.</p> <p>Curved Surface Area of a Cone = $\pi r l$</p> <p>Total Surface Area of a Cone = $\pi r l + \pi r^2 = \pi r (l + r)$</p> <p>Surface Area of a Sphere = $4\pi r^2$</p> <p>Curved Surface Area of a Hemisphere = $2\pi r^2$</p> <p>Total Surface Area of a Hemisphere = $3\pi r^2$</p> <p>Volume of a Cuboid = base area \times height = length \times breadth \times height</p> <p>Volume of a Cube = edge \times edge \times edge = a^3</p> <p>Volume of a Cylinder = $\pi r^2 h$</p> <p>Volume of a Cone = $\frac{1}{3} \pi r^2 h$</p> <p>Volume of a Sphere = $\frac{4}{3} \pi r^3$</p> | | <p>Practical:</p> <ul style="list-style-type: none"> To show that area of a triangle is half the product of its base and height using paper cutting and pasting method <p>Art Integrated Project:</p> <ul style="list-style-type: none"> To design and build the model of a house which is in the shape of cuboid and roof is in the form of semicircular. Find the capacity and surface area of the house. | | <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Developing logical reasoning by using Vedic math's in multiplying two digits and three digits numbers to make calculation easy. | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|--|---|--|
| September | Revisions, Exams and assessment | – | – | – | – | – |
| <i>October</i> <i>No. of Days:4</i> | CONSTRUCTIONS <ul style="list-style-type: none"> • Bisector of a given angle. • Construct the perpendicular bisector of a given line segment. • Construct the following angles and verify by measuring them by a protractor: (i) 75° (ii) 105° (iii) 135° • Construct a triangle, given its base, a base angle and sum of other two sides. • Construct a triangle given its base, a base angle and the difference of the other two sides. • Construct a triangle, given its perimeter and its two base angles. | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | Art Integrated Project: <ul style="list-style-type: none"> • Construct the 75° angle and verify by measuring them by a protractor: | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments | Cognitive Pedagogy <ul style="list-style-type: none"> • Students are taught based on cognitive psychology Critical pedagogy: <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | Children can construct the perpendicular bisector of a given line segment. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|--|--|--|--|---|
| <p><i>October</i></p> <p><i>No. of Days:2</i></p> | <p>HERON'S FORMULA</p> <p>Area of right- angled triangle:</p> <p>Area of a Triangle — by Heron's Formula Example: Find the area of a triangle, two sides of which are 8 cm and 11 cm and the perimeter is 32 cm</p> <p>Example: The sides of a triangular plot are in the ratio of 3: 5: 7 and its perimeter is 300 m. Find its area.</p> | <ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board ● White Board ● Wacom Tablet ● e-book ● Extra mark ● Mind maps ● Green Board | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> ● To show that area of a triangle is half the product of its base and height using paper cutting and pasting method. <p>Experiential Learning:</p> <ul style="list-style-type: none"> ● Students will find the area of right- angled triangle with the help of both formula of area of triangle. | <ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: ● Written Work: ● By doing Correction Work ● Assignments | <p>Cognitive Pedagogy</p> <ul style="list-style-type: none"> ● Students are taught based on cognitive psych ology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> ● It is a theory and practice of helping students achieve critical con sciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> ● It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> ● Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | <p>Children can find the area of triangle by using Heron's Formula.</p> |
| | | | | | | |
| <p><i>October</i></p> | <p>QUADRILATERALS</p> <ul style="list-style-type: none"> ● Sum of the angles of a | <ul style="list-style-type: none"> ● Smart Board ● PPT's ● Videos ● Chalk Board | <ul style="list-style-type: none"> ● Diagrams: <p>Art Integration:</p> <ul style="list-style-type: none"> ● To show that the figure formed by | <ul style="list-style-type: none"> ● MCQ's ● Oral Test: ● Written Test: | <p>Cognitive Pedagogy</p> <ul style="list-style-type: none"> ● Students are taught based | <p>The children can understand the concept and develop drawing</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|---|--|--|
| <i>No. of Days:10</i> | <p>quadrilateral is 360°.</p> <ul style="list-style-type: none"> • A diagonal of a parallelogram divides it into two congruent triangles. • In a parallelogram, • opposite sides are equal (ii) opposite angles are equal • diagonals bisect each other • A quadrilateral is a parallelogram, if • opposite sides are equal or (ii) opposite angles are equal • or (iii) diagonals bisect each other • or (iv) a pair of opposite sides is equal and parallel | <ul style="list-style-type: none"> • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | <p>joining the mid points of consecutive sides</p> <p>Diagrammatical representation of Parallelogram Rectangle, and Square</p> | <ul style="list-style-type: none"> • Written Work: • By doing Correction Work • Assignments | <p>on cognitive psychology</p> <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. <p>The students are taught on basis of Bloom Taxonomy.</p> | skills and apply in real life. |
| <i>October</i> | STATISTICS <ul style="list-style-type: none"> • DATA: Facts or figures, collected with a | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet | Art Integrated Project: <ul style="list-style-type: none"> • Collection of data of vowels and consonants from a | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Test: • Written Work: | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> | <ul style="list-style-type: none"> • The children can develop skills to apply mathematical knowledge to |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|--|--|
| <i>No. of Days:10</i> | <p>definite purpose, are called data.</p> <ul style="list-style-type: none"> • The three measures of central tendency for ungrouped data are: • Mean: It is found by adding all the values of the observations and dividing it by the total number of observations. • Median: It is the value of the middle-most observation (s). • Mode: The mode is the most frequently occurring observation. • Range: difference between highest value and lowest value. • Class size: Difference between the class interval. | <ul style="list-style-type: none"> • e-book • Extra mark • Mind maps • Green Board | <p>given article. Draw a pie diagram from the recorded data). Answer the question asked based on recorded data.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Collect the age of villagers and represent the data in the form of class interval and frequency. And locate graphically the mode of a given frequency distribution. <p>Project:</p> <ul style="list-style-type: none"> • To find the mean of marks obtained by the students in Mathematics class test. <p>Skill Assessment: Find the mean of first 10 prime numbers.</p> | <ul style="list-style-type: none"> • By doing Correction Work • Assignments | <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. • Developing logical reasoning by using Vedic math's in multiplying two digits and three digits numbers to make calculation easy. | <p>solve real life problem. Children can understand the related topic.</p> |

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|---|---|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Class mark: Average of class intervals. | | | | | |
| <p><i>November</i></p> <p><i>No. of Days:12</i></p> | <p>AREAS OF PARALLELOGRAMS AND TRIANGLES</p> <ul style="list-style-type: none"> • Theorem: Parallelograms on the same base and between the same parallels are equal in area. • Property: Area of a triangle is half the product of its base and the corresponding altitude. • Property: A median of a triangle divides it into two triangles of equal areas. • Property: Two triangles on the same base (or equal bases) and between the | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board | <ul style="list-style-type: none"> • Diagrams: <p>Art Integrated Project: To show that the area of a parallelogram is product of its base and altitude, using paper cutting and pasting method.</p> | <ul style="list-style-type: none"> • MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | <ul style="list-style-type: none"> • The children can understand the concept and develop drawing skills and apply in real life. • Children can understand the related topic. |

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|------------------------------------|--|---------------|--|--|--------------------------|-------------------|
| | <p>same parallels are equal in area.</p> <ul style="list-style-type: none"> • Theorem: Two triangles having the same base (or equal bases) and equal areas lie between the same parallels. | | | | | |
| December | Final Exams and Assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR,
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: General Science
Class: IX
Session 2020 - 21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|---|---|
| Feb – Mar (8) | Matter in our surrounding <ul style="list-style-type: none"> ● Set Induction ● Understand the concept of matter, atoms, elements, changing states, diffusion, and latent heat. ● Comprehend the concept of diffusion and latent heat. ● Differentiate between evaporation and boiling point. ● Calculate the conversion of Kelvin to Celsius and vice versa. ● Represent the diagram of sublimation and infer the properties. | Teaching Aids <ul style="list-style-type: none"> ● Blackboard, Chalk, Duster, Smart Board ● Videos and Ppt. for reinforcing the idea for states of matter. ● Olabs.com for practical's on Kinetic theory and particle nature. | <ul style="list-style-type: none"> ● Role Play: Group of 5 students will be blindfolded and made to feel the objects around them and identify. ● Interdisciplinary Linkages: Mathematical calculation of Kelvin and Celsius. Relating the Kinetic Theory with Physics. ● Art Integration ● Diagrammatic representation of sublimation, melting and boiling point, particles for states of matter. ● Kinetic Model of gases and Particle theory. Behavior of particles under different physical conditions. ● Assessment of the students done based on practical's and activities performed. | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having set of 5 questions to assess students and develop an attitude of self - analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Concrete Learning Based on Experiential Learning gain by sense of touching and concrete understanding ● Motivation and Brain Storming Factors affecting solids, liquids, and gases. ● Interactive Lectures Raising the curiosity of students by ● Inquiry Based learning. Motivating students by showing videos, graphics, ppts to enhance their learning outcome. ● Real Life Examples: Boiling of water. Melting of ice. Chalk, chair, | <i>The learner</i> <ul style="list-style-type: none"> ● relates processes and phenomena with causes and matter, effect of temperature, pressure etc. on various states. explains ● processes and phenomena, the concept of particle nature of matter. ● measures physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, melting and boiling point with relevant apparatus. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|---|---|--|---|
| | | | <ul style="list-style-type: none"> NCERT textbook activities of diffusion, Brownian Motion, Calculation of Boiling and Melting Point | | table, water, air etc. are examples of matter. | |
| Mar (10) | Motion <ul style="list-style-type: none"> Set Induction Discussion on the state of rest or motion with the example of travelling by car. Understand the concept of motion, speed, velocity, and acceleration Comprehend the concept of distance and displacement Differentiate between distance and displacement Differentiate between speed and velocity, uniform, and non-uniform motion Calculate the speed, velocity, and acceleration of an object Represent the motion by graphical method Draw the inference from a given graph | <i>Teaching Aids</i> <ul style="list-style-type: none"> Blackboard, chalk, smart board, Extra marks <i>Video:</i> <ul style="list-style-type: none"> Rest and Motion Uniform and Non-Uniform Motion Speed and Velocity Graphical representation of linear motion. Project work On the motion, uniform, and non-uniform. PowerPoint presentation on displacement, distance, speed, velocity, and types of acceleration. Model making for understanding the concept of motion. | <ul style="list-style-type: none"> <i>Concrete Learning:</i> By model making and hands on learning <i>Inter disciplinary Linkages:</i> Math for graphical calculation of velocity, acceleration, and distance. <i>Diagram:</i> Graphical Representation of motion <i>Art Integration:</i> Model making for understanding the concept of motion. | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. | <ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of movement and use of limbs. Interactive Lecture In coordination with group activity, model making and tug of war. Constructive learning Learning by doing. Concept of force to be introduced by playful activities of Tug of War, Role Play for understanding the types of forces. Inquiry Based Learning: Enhancing the knowledge of students by activities like running, walking, sitting. Relating the concept with forces. | <i>The learners</i> <ul style="list-style-type: none"> relates the process motion, speed, velocity, and acceleration Comprehend the concept of distance and displacement differentiate between speed and velocity, uniform, and non-uniform motion calculate the speed, velocity, and acceleration of an object represent the motion by graphical method draw the inference from a given graph Measure the values of velocity, speed, acceleration etc. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| March 10 | <p>The Fundamental Unit of Life</p> <ul style="list-style-type: none"> Discovery of cell Prokaryotic and eukaryotic cell. Structure of plasma membrane. Plant and animal cell. Cell organelles. Mitosis and meiosis. | <ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks). Video related to: | <p>Experiential learning:</p> <ul style="list-style-type: none"> Role play: A group of students will be presenting a skit on cell organelles. Practical: To prepare a temporary mount of Onion peel and to study the cells. To prepare a temporary mount of Human Cheek cells and to study its characteristics. To explore the concept of plasmolysis and deplasmolysis. Project: To make project on plant cell or animal cell and write the structure and functions of all the organelles. Art Integration: To draw diagrams of Prokaryotic cell Plant Cell, Animal Cell, bacterial Cell, Structure of cell organelles Mitochondria, Golgi apparatus, Endoplasmic reticulum, Nucleus mitosis and meiosis. | <p>The L.O will be assessed on</p> <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic Active learning (Critical thinking) The students will draw four columns on a chart and will write about essential and non-essential component of prokaryotic cell. Group learning (Communication, Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different solutions of osmosis. Differentiation (Character, Citizenship) The student in a group of ten, will be presenting a skit on all the | <p>The learner</p> <ul style="list-style-type: none"> Understand about the prokaryotic cell and eukaryotic cell Characteristic features of eukaryotic cell, - importance of cell membrane and cell wall Function and structure of different cell organelles Concept of osmosis and Diffusion Components of a cell and types of cell division. Differentiate between nucleus and nucleoid Draw the inference from a given diagram To explore the concept of plasmolysis and deplasmolysis. |

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| | | | | | <p>organelles of the cell.</p> <ul style="list-style-type: none"> • Questioning (Critical thinking, Communication) Teacher will prepare a list of questions about the functions of the cell organelles and will ask these questions during discussions. | |
| Apr (10) | <p>Is Matter Around Us Pure</p> <ul style="list-style-type: none"> • Set Induction • Understanding the concept of pure and impure. Explaining the concept of Elements, Compounds as Pure. Mixtures as impure. • Difference between pure and impure. • Calculation of concentration by % mass and % volume. • Comprehend the separation techniques, Physical and Chemical Changes. | <p>Teaching Aids</p> <ul style="list-style-type: none"> • Video: Videos on Separation Technique Chromatography Tyndall Effect Sublimation. Centrifugation. Distillation and Fractional Distillation. • Flow Charts: Related to classification of Pure and Impure Substances. • Classification of separation techniques. • PowerPoint presentation on Separation techniques. | <ul style="list-style-type: none"> • Project Work: Studying the separation techniques like separating funnel, chromatography. • Group Activity of students for flip teaching on topics of impure and pure substances, centrifugation etc. • Activity of Tyndall effect: Using torch and ink solution. • Interdisciplinary Linkages: Concept of Physics and Math's in understanding the concepts of Concentration. | <ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Daily quiz having set of 5 questions to assess students and develop an attitude of self-analysis. • Formative and Summative assessment | <ul style="list-style-type: none"> • Activating Prior Knowledge • reinforcing the ideas and concepts related to pure and impure substances. • Interactive Lectures: in coordination with chalk, board, group discussion. • Art Integration: concepts of Separation Techniques, videos, and ppt. on same. • Real Life examples of chromatography, | <p><i>The learner</i></p> <ul style="list-style-type: none"> • will be able to relate the concept of Impure and Pure substances. • Analyze and Interpret the topics of Separation Techniques. • Comprehend the Physical and Chemical Changes with day to day life examples. • relates processes and phenomena of separation in understanding the separation of fats from milk, scattering of light |

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| | | <ul style="list-style-type: none"> • Use of virtual lab for experiment on separation techniques. | Physics for centrifugal force <ul style="list-style-type: none"> • Art Integration: Use of diagrams for Chromatography and Distillation. | | distillation, centrifugation by their applications and uses. Filtration technique for tea and coffee etc. | by colloids and suspension. Sun rays entering through slit for scattering phenomenon. |
| April (8) | Force and Laws of Motion <ul style="list-style-type: none"> • Set Induction by Tug of War. <ul style="list-style-type: none"> ▪ Push and pull are experienced by both the teams. One who applies more force will win, • Understand the concept of Balanced and Unbalanced Forces • Evaluate Laws of Motion • Mass and Inertia • Explain Conservation of Momentum • Distinguish action and reaction forces Force and Acceleration | Teaching Aids <ul style="list-style-type: none"> • Blackboard, chalk, smart board. • Ball, chair, table, rope, students. • Videos on Balanced and unbalanced forces • Mass and Inertia • Laws of motion • Conservation of momentum. • PowerPoint Presentation on unbalanced force, Newton's Laws on forces. | <ul style="list-style-type: none"> • Learning By doing: Tug of War, Role play by students to understand push and pull. • Inter disciplinary Linkages: Linking motion to parts of body required for movement. Bones performing an action like lever. (Biology). • Art Integration: Diagram for accelerating body and body at rest. Role play of students in reaction and action forces in sports. • Games and Sports Of football, cricket to understand the concept of reaction and action forces. | <ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • reinforcement of topics by Cross word and puzzles. • Project work on finding the kinematical equations. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. | <ul style="list-style-type: none"> • Activating Prior Knowledge By relating the concept of movement and use of limbs. What causes motion • Raising Curiosity By various activities of IBL like role play for the concept of reactive and unreactive forces. • Higher Thinking Skills by relating the effect of gravity on force. | The learner <ul style="list-style-type: none"> • Relates the concept of Balanced and Unbalanced Forces. Inertia is dependent on mass. More the mass more the momentum. • Evaluate Three Laws of Motion • Relation between Mass and Inertia Explain Law of Conservation of Momentum and its derivation • Distinguish between action and reaction forces and their impact on the objects. • Relation between Force, Mass, and Acceleration. • Measures the values of unbalanced, balanced forces, conservation of momentum. |

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| Apr - May (10) | Gravitation <ul style="list-style-type: none"> • Set Induction • By introducing the chapter with an activity of throwing ball and feather in the air • Understanding the concept of Acceleration due to Gravity and Universal law of Gravitation • Motion of Objects under the influence of Gravity • Mass and weight • Thrust and Pressure • Buoyancy • Archimedes principle • Relative Density | <ul style="list-style-type: none"> • Teaching Aids Blackboard, chalk, smart board, ball, feather etc. • Video: Mass and Weight Thrust and Pressure Acceleration due to gravity Universal Law of Gravitation Archimedes Principle Buoyant Force. • PowerPoint Presentation on Concepts of gravity, Buoyant force, Mass weight difference etc. Vacuum pump to demonstrate the effect of vacuum on gravity. | <ul style="list-style-type: none"> • Experiential Learning By model making. Vacuum cleaner to introduce the topic of gravity. • NASA, ISRO as an example to introduce the concept of thrust and against gravity missions • Inter disciplinary Linkages: Math: calculation of velocity. Chemistry: Coulomb's Law for charged particles • Art Integration: Diagram: Archimedes Principal: Establishing the relation between the loss in weight of solid when immersed in a liquid. • Practical: Developing model of vacuum pump. Functioning of vacuum pump. Relating with motion | <ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test • reinforcement of topics by Cross word and puzzles. • Project work on finding the force of buoyancy, thrust. • Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. | <ul style="list-style-type: none"> • Activating Prior Knowledge By relating the concept of force and gravity. • Interactive Lecture: In coordination with group activity, model making and force of buoyancy. • Concrete learning by doing. Concept of force to be introduced by playful activities of, Role Play for understanding the force of buoyancy. • Activity Based Learning: Enhancing the knowledge of students by activities like swimming, making paper jets to understand thrust etc. | <i>The learner</i> <ul style="list-style-type: none"> • Can relate between the concept of Acceleration due to Gravity and Universal law of Gravitation, Theory of free fall • Change in Motion and Weight of Objects under the influence of Gravity • Differentiate between Mass and weight • Differentiate between Thrust and Pressure • Buoyancy and its relationship with sinking and floating of objects • Archimedes principle Concept of Relative Density and its use |

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| May (11) | Tissues <ul style="list-style-type: none"> • Various type of Plant Tissue. • Meristematic tissue. • Simple and complex permanent tissue. • Epidermis. • Epithelial tissue and its types. • Connective tissue. • Different types of muscular tissue. | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation). • Chalkboard, chalk, duster, Textbook. • Smart board (Extra marks) • Video related to: | <ul style="list-style-type: none"> • Experiential learning: • Flow charts and Mind Maps of types of Plant Tissues and Animal tissues, Comparative study of different type of tissues. • Activity: To study growth of roots in onion bulbs. • To study structure of different plant tissue • To identify permanent slides of animal tissues • Project: To make a project on plant tissue and its types and animal tissue and its types. • Collect information on different types of meristematic tissues. • Draw a structure of a neuron • Discussion on plant and animal tissues. • Art Integration: Diagrams of all Plant Tissues and Animal tissues. • Experiment for studying onion peel. | <p>The L.O will be assessed on</p> <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <ul style="list-style-type: none"> • Brain storming (Collaborative) Teacher will ask few questions to introduce the topic • Active learning (Critical thinking) The students will draw four columns on a chart and will write about characteristics, non-characteristics, location, and functions of a) meristematic tissue. Permanent tissue • Group learning (Communication, Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about the different types of simple permanent tissue. • Demonstration- Observation of animal and plant tissue. Students | <p>The learner</p> <ul style="list-style-type: none"> • Identify different tissue types within the plants and human body. • Classify tissue types and associate them with specific organs and functions of plants and animals • Explain the function and location of different plant and animal tissues • Understanding how plant tissues undergoes differentiation and meristematic tissues gets converted into permanent tissue. • Understanding the concept of neurons and working of the nervous system. • Understand the reason that why plant, and animal tissues are different. • Differentiate between simple and complex permanent tissue. |

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| | | | | | <p>will observe it and note down their observations in the notebook.</p> <ul style="list-style-type: none"> • Questioning (Critical thinking and Communication) Teacher will prepare a list of question about the animal tissues. | <ul style="list-style-type: none"> • Differentiate between xylem and phloem |
| July (12) | <p>Diversity in Living Organisms</p> <ul style="list-style-type: none"> • Hierarchy of classification, • Characteristic features of all the kingdoms • Divisions of Plant kingdom • Phylum of Invertebrates • Different classes under vertebrata | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Why do we classify organisms? | <ul style="list-style-type: none"> • Project: To make project on five kingdom classification. On different divisions of plants. On different Phylum of invertebrates. • Collect information on different Classes of vertebrates. • Art Integrated: Draw diagram of different organism belonging to different kingdom. • Flow charts and Mind Maps of the five-kingdom classification, classification of plants, classification of animals, Hierarchy of classification. | <p>The L.O will be assessed on</p> <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <ul style="list-style-type: none"> • <i>Brain storming (Collaborative)</i> • Teacher will ask few questions related to the topic like diversity, classification, Importance of classifying organisms. • <i>Active learning (Critical thinking)</i> The students will draw four columns on a chart and will write about need, importance, example, and characteristics used for classifying living organisms. | <p>The learner</p> <ul style="list-style-type: none"> • Understand the need of classification, know the basic criteria of classification in science • Correlate hierarchy of classification and evolution • Ccategorize the basic groups of plants and features based on their characteristic features • Understand the reason that why plant, and animal tissues are different • Explain the scientific naming system of |

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| | | | <ul style="list-style-type: none"> • Activity: To differentiate between dicot and monocot plant • To study the characteristics of different organisms • Skill assessment: • Reading skills will be assessed and enhanced by loud reading of new scientific terms used in the topic • Communication skills by developing scientific vocabulary and its proper usage • Critical thinking by systemic approach to classify plants based on characteristics • Creativity while drawing diagrams with accuracy | | <ul style="list-style-type: none"> • <i>Group learning (Communication, Collaboration)</i> The students will be divided into a group of five and assigned different kingdom. They must write features and examples of each kingdom. • <i>Demonstration-</i> Five kingdom classification Hierarchy of classification will be displayed with the help of a flow chart. • <i>Discussion-</i> Based on grouping of organisms into five kingdoms with the help of examples. Division of plant kingdom Division of animal kingdom Classification of vertebrates. • <i>Questioning (Critical thinking and Communication)</i> | organisms and to learn important terms. |

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| | | | | | Teacher will prepare a list of questions and asked the students about the divisions. | |
| July - Aug (9) | Atoms and Molecules <ul style="list-style-type: none"> Set Induction Revisiting the concept of matter. Using Flash Cards by students to study different elements Atomic Postulates. Understanding of Atoms, their relative atomic mass and concept of one atomic mass unit. Molecule, molecular mass. Understanding the concept of compounds, formula unit mass, atomicity, moles etc. | Teaching Aids Video: <ul style="list-style-type: none"> Mole concept Postulates of Dalton's Atomic Theory Use of Avogadro's Number. Flash Cards: Group activity PowerPoint Presentation For the concepts of postulates etc. Cross words and puzzles for elements. Ball and Stick model: Develop models of atoms, molecules etc. for and hands on learning. | <ul style="list-style-type: none"> Concrete Learning: Hands on experience of students to differentiate between NaCl, H₂O and Oxygen present in air. Use of ball and stick model. Role Play: for postulates. Students will be able to enact the scientists and their contribution Interdisciplinary Linkages: Biology and chemistry for the concept of atoms and cell. Fundamental functional unit. Math for calculation of molecular mass and atomic mass. Art Integration: Representation of molecules, and atomicity. Comparing the size of atoms with cells. | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Quiz for daily reinforcement of topics. Cross word and puzzles. Project work on advance learning about the Bohr's atomic model. | <ul style="list-style-type: none"> Group Discussion: concept of Moles, Atomicity, Avogadro's Number etc. Activating Prior Knowledge: revisiting the concept of atoms, matter, and properties of atoms. Activity Based Learning Puzzles, questionnaire, making models of atoms and molecules. Higher Order Skills by Model making for understanding the shape of atoms and molecules. | <i>The students should be able to understand the</i> <ul style="list-style-type: none"> relates processes and phenomena of molecular formula, concept of compounds. Differentiate the concept of Molecular mass, relative atomic mass, mole concept, compound, and mixtures. Analyze and Interpret the topics of moles, Avogadro's number and presence of molecules both in elements and compounds. |

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| | | | for atomic theory. | | | |
| Aug 12 | <p>Why do we fall ill?</p> <ul style="list-style-type: none"> • Introduction to Diseases. • Types of diseases. • Acute, chronic. • Communicable, non-communicable. • Immuno- deficiency diseases. • Vaccination. | <ul style="list-style-type: none"> • Computer aided Class (using power point presentation) • Chalkboard, chalk, duster, Textbook • Smart board (Extra marks) • Video related to: Health and diseases Types of diseases Prevention of disease | <ul style="list-style-type: none"> • Experiential learning: • Roleplay: The students will be divided into groups and will be presenting a skit on the different diseases, symptoms, methods of prevention and treatment. • Flowchart and Table: Classification of personal and community health. • Concept of healthy and disease free. • Vaccination and immunization • Acute disease and chronic disease. • Skill assessment: • Appreciate the important role | <p>The L.O will be assessed on</p> <ul style="list-style-type: none"> • Homework • Class test • Daily Quiz • Oral test • Written test | <ul style="list-style-type: none"> • Brain storming (Collaborative) Teacher will ask few questions to introduce the topic about the healthy lifestyle, basic knowledge of healthy diet, diseases etc. • Active learning (Critical thinking) through discussion, explanation and paraphrase on diseases and its causes • Group learning (Communication , Collaboration) The class will be divided into group of five students and | <p><i>The learner</i></p> <ul style="list-style-type: none"> • Differentiate Understand the concept of health and its failure. • To study the basis of classification of personal and community health • Comprehend the concept of healthy and disease free • Differentiate between acute and chronic diseases • Understanding the cause of diseases • Differentiate between infectious and non-infectious disease • Imparting knowledge on how the medicine functions on |

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| | | | <p>played by clean environment in maintaining the health</p> <ul style="list-style-type: none"> Critically analyze the importance of healthy diet Design creative method or techniques by which some disorder can be resolved. Develop citizenship by visualizing and observing the given scenario (different communicable and non-communicable diseases) how to sensitize others regarding those disorders | | <p>questions would be asked on the significance of the topic and share the ideas in pair.</p> <ul style="list-style-type: none"> Differentiation (Character, Citizenship) The student in a group of ten, will be presenting a skit on the different diseases, symptoms, methods of prevention and treatment. Questioning (Critical thinking, Communication) Teacher will prepare a list of questions about the vaccination | <p>different micro-organism</p> <ul style="list-style-type: none"> Comprehending the concept of means of spread of disease Understanding organ specific and tissue specific manifestation Imparting knowledge on the principles of treatment and prevention of disease Draw the inference from a given table |
| July- August :10 <i>Topic: Work and Energy</i> | <ul style="list-style-type: none"> Set Induction The basic thing required to do work. The topic will be introduced by activity of role play. Understand Work and Energy by concept of digestion of food. Calculate Work using formulas | <ul style="list-style-type: none"> <i>Teaching Aids</i> <i>Blackboard, Chalk, smart Board, table, chair, ball, candle, etc.</i> <i>Video:</i> Work and Energy Types of Energy Potential and Kinetic Energy | <ul style="list-style-type: none"> Role Play: Students will be asked to perform the activities like physical exercise and say the importance of each step. They will be asked to explain their experience after 5 minutes. | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test reinforcement of topics by Cross word and puzzles. Project work on finding the Kinetic and | <ul style="list-style-type: none"> Activating Prior Knowledge By relating the concept of force and gravity. Interactive Lecture: In coordination with group activity, model Raising curiosity by relating with | <p><i>The learner.</i></p> <ul style="list-style-type: none"> relate concept of Work and Energy Calculate Work done by an object using formulas Energy changes from one form to another Derive expression for Kinetic and Potential energy |

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| | <ul style="list-style-type: none"> • Concept of Energy and transformation of energy • Derive expression for Kinetic and Potential energy • Define power • Commercial and SI unit of energy | <p>Conception of work.</p> <ul style="list-style-type: none"> • PowerPoint Presentation on concept of energy. • Digestion of food Kinetic energy, Potential Energy, transformation of Energy. | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Linking with Biology the process of digestion for energy. Chemistry to understand the process of chemical energy into various other forms. Math for calculation of Energy. • Art Integration: Diagrams for conversion of energy. • Flow charts for conversion of energy and its examples. | <p>Potential energy with uses.</p> <ul style="list-style-type: none"> • Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. | <p>digestion and process of deriving energy. Role Play for understanding the Energy.</p> <ul style="list-style-type: none"> • Activity Based Learning: Enhancing the knowledge of students by activities like sports, physical exercises, various sources of energy etc. | <ul style="list-style-type: none"> • Define power • Relation between Commercial and SI unit of energy. • Apply knowledge that food is fuel for our body, just like fossil fuels for vehicles. |
| Aug - Sep (12) | <p>Structure of Atoms</p> <ul style="list-style-type: none"> • Set Induction Discussion method for discovery of atom and Subatomic Particles. • Comprehend the Models of Thomson, Rutherford, Bohr's. • Understanding, drawbacks. Contribution in the discovery of subatomic particles | <ul style="list-style-type: none"> • Video: Models Rutherford's Model Bohr's Model Valency concept. • Charts and models for understanding different atomic structures proposed by scientists. • PowerPoint presentation On Thomson's model, | <ul style="list-style-type: none"> • Role Play: To understand to roles of different scientists in developing atomic models • Interdisciplinary Relating Biology (watermelon with Thomson's model). Math's for counting the various shells and distribution of electrons. • Art Integration Rutherford's model of Scattering of rays. | <ul style="list-style-type: none"> • The L.O. will be assessed with an oral and written test. • Quiz for daily reinforcement of topics. • Cross word and puzzles. • Project work on advance learning about the Rutherford's atomic model. | <ul style="list-style-type: none"> • Activating Prior Knowledge by the ideas and concepts related to atoms, subatomic particles. • Interactive Lectures: in coordination with chalk, board, group discussion on electrons, protons etc. and their discovery | <p>The Learner</p> <ul style="list-style-type: none"> • relates processes and phenomena atomic Models. Subatomic Particles and their discovery. • Analyze and Interpret charges and distribution of electrons in specific orbitals called as shells. • Apply the knowledge of |

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| | | Bohr's structure etc. | Developing Rutherford's model for beam of light. Diagrams for atoms. | | <ul style="list-style-type: none"> ● Art Integration: concepts of Thomson's model, using concrete and hands learning for ball and stick model of atoms. ● Real Life examples radioactivity, alpha, beta, and gamma rays. Medical uses etc. | <ul style="list-style-type: none"> radiations and radioactivity, their effects and uses. ● Measures the number of electrons, protons, and other subatomic particles in an atom. ● Will relate the properties of different atoms of different elements. |
| | | | | | <ul style="list-style-type: none"> ● Group Discussion: concept of Moles, Atomicity, Avogadro's Number etc. ● Activity Based Learning Puzzles, questionnaire, making models of atoms and molecules. ● Higher Order Skills by Model making for understanding the shape of atoms and molecules. | |
| September (9) | Sound ● Set induction | ● <i>Teaching Aids: Blackboard, chalk, smart board, extra marks.</i> | ● <i>Group Activity by Role play, by playing music, singing, etc.</i> | ● The L.O. will be assessed with an oral and written test | ● Activating Prior Knowledge By relating the concept of sound | <i>The learner</i> ● Understand Characteristics of sound waves |

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| | <ul style="list-style-type: none"> Understand Characteristics of sound waves Propagation and production of sound Speed of Sound in different media. Echo and Reverberations Applications of Ultrasound SONAR Structure and functioning of Human Ear | <ul style="list-style-type: none"> <i>Video:</i> Production, Propagation, and reflection of sound. Transverse and Longitudinal Waves Bell Jar experiment Echo and Reverberations Mechanism of Hearing Ultrasound and its applications. Tools for model making, (working of SONAR, Ultrasound) like cylindrical metal pipe, tongs of different frequency and string attached to sonometer. | <ul style="list-style-type: none"> <i>Model Making:</i> Students will be asked to develop metallic cylinder hollow to understand the propagation of sound. <i>Inter disciplinary Linkages:</i> Math for calculation of sound and distance. Chemistry for conversion of sound into different forms of energy. <i>Art Integration:</i> Practical: Verification of Laws of Reflection of Sound | <ul style="list-style-type: none"> reinforcement of topics by Cross word and puzzles. Project work on finding the Sound energy with uses. Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc. | <ul style="list-style-type: none"> Interactive Lecture: In coordination with group activity, model Raising curiosity by relating with SONAR and process of deriving energy. Role Play for understanding the Energy. Activity Based Learning: Enhancing the knowledge of students by activities like sports, physical exercises, various sources of energy etc. | <ul style="list-style-type: none"> Explain Propagation and production of sound and that the sound waves are longitudinal The reason for change in speed of Sound in different media. Difference between Echo and Reverberations Applications of Ultrasound in medical sciences and other fields Application of SONAR in different areas <p>Structure and functioning of Human ear</p> |
| September 9 : Natural resources | <ul style="list-style-type: none"> Renewable and non-renewable resources Soil erosion. Carbon cycle. Nitrogen cycle. Greenhouse effect. The oxygen cycles. The ozone layers. Movement of air: Winds. Formation of soil. Water cycle. Air pollution. | <ul style="list-style-type: none"> Computer aided Class (using power point presentation). Chalkboard, chalk, duster, Textbook. Smart board (Extra marks) Video related to: | <ul style="list-style-type: none"> Experiential learning: Project: To make a project on biogeochemical cycle. Interdisciplinary Linkage (with Social Science) Activity: To show the presence of lichen, as an | The L.O will be assessed on <ul style="list-style-type: none"> Homework Class test Daily Quiz Oral test Written test | <ul style="list-style-type: none"> Brain storming (Collaborative) Teacher will ask few questions to introduce the topic like physical changes and chemical changes, biotic and abiotic components of environment. Active learning (Critical) | <p><i>The learner</i></p> <ul style="list-style-type: none"> Understand the importance of air. Comprehend the role of the atmosphere in climatic control. Imparting knowledge on the movement of air: winds Understanding the concept of condensation and |

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| | <ul style="list-style-type: none"> • Water pollution. • Soil pollution. | | <ul style="list-style-type: none"> indicator of air pollution. • Art Integration: • To draw biogeochemical cycle. • The water cycles • The nitrogen cycles • The carbon cycles • The greenhouse effects. • The oxygen cycles • Skill assessment: • Appreciate and discuss the importance of natural resources and biogeochemical cycles collaboratively • Critically analyze various issues related to natural resources and biogeochemical cycles • Built character by recognizing ways to conserve natural resources | | <ul style="list-style-type: none"> <i>thinking</i>) through discussion • Group learning (Communication, Collaboration) The class will be divided into group of five students. Groups will be asked to prepare presentation on allotted topics. Each group will be given five minutes to give presentation. • Questioning (Critical thinking, Communication) Teacher will prepare a list of questions about the conservation of water resources and will ask these questions during discussions. | <ul style="list-style-type: none"> evaporation in water cycle. • Comprehend the concept of air pollution, its cause, effect, and ways of controlling it. • Understanding the importance of water, water pollution, its causes, effect, and ways of controlling water pollution. • Imparting knowledge on the process of weathering of rock. • Comprehending the processes of biogeochemical cycle. The water cycles The nitrogen cycles The carbon cycles The greenhouse effects The oxygen cycles • Understanding the concept of ozone layer and its depletion. • Differentiate between evaporation and condensation |

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| October : 10 | Improvement in Food resources <ul style="list-style-type: none"> ● Set Induction ● Improvement in crop yield ● Factors affecting the yield. ● Nutrient management. ● Irrigation. ● Cropping pattern ● Cattle farming ● Poultry farming ● Fish production ● Composite fish culture | <ul style="list-style-type: none"> ● Computer aided Class (using power point presentation) ● Chalkboard, chalk, duster, Textbook. ● Smart board (Extra marks) ● Video related to: Bee keeping | <ul style="list-style-type: none"> ● Flash Cards by students for importance of Nutrition. ● Interdisciplinary Linkage (with Social Science) ● Project: To find different varieties of fish in composite fish culture. ● To find out different stages of the fowl (chick) and their nutritional requirement. ● Activity: How seeds are stored and how do we get to know that seed is affected. To show composting and vermi composting. Advantage and disadvantage of manures. To make manure ● Skill Assessment: Reading skills while comprehending the questions asked. ● Critical thinking through open ended questions with respect to the management of crops by addition of fertilizers or manure. | <p><i>The L.O will be assessed on</i></p> <ul style="list-style-type: none"> ● Homework ● Class test ● Daily Quiz ● Oral test ● Written test | <ul style="list-style-type: none"> ● Brain storming (Collaborative) Teacher will ask few questions to introduce the topic like crop production, need of improving food resources in India ● Active learning (Critical thinking) The students will write the comparative overview of Rabi and Kharif crops ● Group learning (Communication , Collaboration) The class will be divided into group of five students and questions will be asked by the teacher about type of animal management ● Discussion through examples from life about desirable agronomic characteristics for crop improvement | <p><i>The learner</i></p> <ul style="list-style-type: none"> ● Understand the concept of Improvement in crop yield. ● Comprehend the concept of factors for which variety improvement is done. ● Enhancing knowledge about nutrient management. ● Differentiate between manure and fertilizers. ● Understanding the concept of importance of irrigation. ● Comprehend the concept of different cropping patterns. ● Understanding about crop protection management. ● Imparting knowledge about how grains should be stored. ● Comprehend the concept of animal husbandry with respect to cattle farming, fish |

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| | | | | | <p>Need of irrigation facilities in India Different cropping patterns and its advantages.</p> <ul style="list-style-type: none"> ● Questioning (Critical thinking) Teacher will prepare a list of questions about the traditional and modern method of irrigation, protection of crops and soil management will ask questions during class discussions. | <p>production and poultry farming.</p> <ul style="list-style-type: none"> ● Understanding composite fish culture and bee keeping. ● Draw the inference from a given table |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Science
Class: IX
Session 2020-21

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| February (6) | <u>History</u> The French Revolution | <ul style="list-style-type: none"> • Written notes • Oral material • Visual material to conceptualize the history of revolutions. • Flowcharts | <u>Experiential Learning:</u> <ul style="list-style-type: none"> • Roleplay on the French revolution <u>Practical:</u> <ul style="list-style-type: none"> • Map Activity | <ul style="list-style-type: none"> • Quiz • Oral Test • Written Test | <p>The Learner will be given an opportunity to:</p> <ul style="list-style-type: none"> ▪ Select the works of eminent thinkers like Montesquieu, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution. • Develop timeline on significant events related to the outbreak of the French Revolution. Some events that can be displayed in the timeline are— <p>Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can</p> | <p>The Learner will be able to: -</p> <p>Classify and compare events, facts, data and figures</p> <ul style="list-style-type: none"> • Compare the course of events that lead to French and Russian revolutions. • Remember the names of the people involved • Different types of ideas that inspired the revolution • The wider forces that shaped the revolution. |

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| | | | | | add more information in this timeline on the French Revolution. | |
| March (20) | <u>Economics</u> The Story of village Palampur | <ul style="list-style-type: none"> Lecture method Oral reading of the chapter. Smart class-Extra Marks | <u>Inter disciplinary linkage:</u> <ul style="list-style-type: none"> Writeup on the visualization of a village <u>Art integration:</u> <ul style="list-style-type: none"> Draw a picture of a typical modern village with all basic facilities. | <ul style="list-style-type: none"> Oral Quiz Written Test | <p>The Learner will be encouraged to: - Collect the details of different factors of production like Land, Labor, Capital and Human resources from their surroundings.</p> <p><u>Art Integration Process:</u> The students will be shown pictures of a typical village on the Internet and will be asked to draw the same on a chart paper and color the same.</p> | <p>The learner will be able to: -</p> <ul style="list-style-type: none"> Define basic Economic terms such as factors of production, human capital, working capital and physical capital. Explain cause and effect relationship between different factors of production. |
| March (20) | <u>Geography</u> India- Size and Location | <ul style="list-style-type: none"> Oral Explanation: Location and Size Internet for Political map of India: Locating Tropic of Cancer and Standard Meridian Smartboard class-Extra Marks | <u>Practical:</u> <ul style="list-style-type: none"> Map Activity: On outline map of India, locate and label the neighboring countries and States along with their capitals. | <ul style="list-style-type: none"> NCERT back Exercise. Written Assignment Extra HOTS Questions Oral Quiz | <p>The Learner will get an opportunity to:</p> <p>Observe political map of India <i>as per</i> NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.</p> | <p>The Learner retrieves facts and figures, narrate the processes related to:</p> <ul style="list-style-type: none"> locating places, states, union territories, and other physical features on the map of India. Describes important terms in Geography such as, standard meridian, International |

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| | | | | | | standard time, etc. |
| March (20) | <u>Democratic politics</u> What is Democracy? Why Democracy? | <ul style="list-style-type: none"> Lecture method Flowcharts related to case study of Pakistan, Zimbabwe and Mexico. | <u>Inter disciplinary linkage:</u> An informal letter written to a friend describing the specific features of a democratic country like India. Also, describing how it is different from a non-democratic country <u>Experiential Learning:</u> Classroom debate on Democracy V/s Non-Democracy. | <ul style="list-style-type: none"> Concept based MCQs Written Test Written Assignment | The Learner will be encouraged to: <ul style="list-style-type: none"> Take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship. Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established. Discuss democracy as a government of the people, by the people, and for the people by engaging with some examples. | The Learner will be able to classify, compare and contrast on the basis of the facts and data shown: <ul style="list-style-type: none"> Outlines the formation of democratic governance in different countries of the world. Explains the process of change in democracies. |
| April (18) | <u>Democratic Politics</u> Constitutional Design | <ul style="list-style-type: none"> Oral Explanation Flow chart-Case | <u>Experiential Learning:</u> Debate on Why we should have | <ul style="list-style-type: none"> Written Questionnaire | The Learner will be provided with the | The Learner will be able to understand the cause and effect |

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| | | <p>study of India in comparison with South Africa</p> <ul style="list-style-type: none"> • Smart Class-Extra Marks | <p>a Constitution and who all should be a part of the making of the Constitution?</p> <p><u>Art integration:</u> Making the preamble of the Indian constitution on a chart paper.</p> | <ul style="list-style-type: none"> • Concept based MCQ's • Quiz based on Concept mapping | <p>relevant information :</p> <ul style="list-style-type: none"> • By discussing the details of: (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place. • By collecting information and discussing the process of the making of the Indian Constitution. | <p>relationship between phenomena, events and their occurrence for example:</p> <ul style="list-style-type: none"> • Explains the process of change in democracies. • Identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc. |
| April (18) | <p><u>Geography</u> Physical Features of India</p> | <ul style="list-style-type: none"> • Lecture method – Explanation with the help of Map, pictures and diagrams. • Oral reading of the chapter by students. • Smart class- Extra marks | <p><u>Practical:</u> Map work related to the plateaus, peaks, western ghats, Eastern ghats and coastal plains.</p> <p><u>Experiential learning:</u> A PowerPoint presentation on the various landforms of India.</p> | <ul style="list-style-type: none"> • Oral Quiz • Written Test • Concept based questions related to the chapter | <p>The Learner will be encouraged to take an opportunity to:</p> <ul style="list-style-type: none"> • Gather information about physical features in their surroundings and discuss about these features with peers; visuals related to other physiographic divisions may be shown and their features | <p>The Learner will be able to classify and compare events, facts, data and figures for example;</p> <ul style="list-style-type: none"> • Classifies physical features in the surroundings and compare them with physical features of other places. • Understand the origin of the Himalayas, Northern plains, plateaus and deserts. |

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| | | | | | <p>may be explained to them.</p> <ul style="list-style-type: none"> • Show different physiographic divisions and data to look out for the similarities and differences. • Use tactile maps and models to classify physical features of India. | |
| April (18) | <u>Economics</u> People as a Resource | <ul style="list-style-type: none"> • Lecture method • Dictation of important terms • Smart Class-Extra marks | <u>Inter disciplinary linkage:</u> Write an article on the importance of education highlighting the New Education Policy adopted by CBSE (Word length should not exceed 500 words). | <ul style="list-style-type: none"> • Written Test • Oral Quiz • Written Assignment | <p>The Learner will be encouraged to :</p> <ul style="list-style-type: none"> • Choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy. • Compile data from their surroundings and Government reports on (i) unemployment | <p>The Learner will be able to understand and analyze:</p> <ul style="list-style-type: none"> • Empathise with differently abled and other marginalised sections of the society, such as, Scheduled Tribes • Appreciates political diversity • Appreciates cultural diversity |

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| | | | | | <p>existing in urban and rural areas (ii) poverty existing in different states.</p> <ul style="list-style-type: none"> Raise questions to secure healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues. | <ul style="list-style-type: none"> Appreciates religious diversity Recognises language diversity Recognises social diversity |
| May (11) | <u>Democratic Politics</u> Electoral Politics | <ul style="list-style-type: none"> Flowcharts Written Notes on certain topics – Importance of Election Commission and Procedure of Elections. Smart Class-Extra Marks | <p><u>Experiential Learning:</u> Conducting Elections in the class.</p> <p><u>Art Integration:</u> Making the following items in class-Ballot boxes, Ballot paper, Placards, Students I card will be treated as voter ID, Students list will be treated as Voters, Pamphlets, Stamp, Stamp Pad, Table, Card Board to cover the election area, Permanent markers as Voting</p> | <ul style="list-style-type: none"> Concept based MCQ's Written Test Oral Test | <p>The Learner is motivated to:</p> <ul style="list-style-type: none"> Familiarize with our electoral system and reasons for choosing this Understand the idea of democracy via party politics Recognize the significance of the Election Commission of India. <p><u>Art Integration:</u> The Learner is made familiar with:</p> <ul style="list-style-type: none"> Objects used | <p>The Learner will be able to understand:</p> <ul style="list-style-type: none"> The system of Elections in India The processes involved in Elections Describe the organizations responsible for conducting free and fair elections The Challenges faced by the Election Commission of India. |

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| | | | ink, Chalk, Smart Board. | | during elections and their importance. | |
| May (11) | <u>Geography</u> Drainage | <ul style="list-style-type: none"> Power point presentation on Ganga - Brahmaputra system. Lecture method Oral reading Smart class-Extra Marks | <u>Practical:</u> Map activity- <ul style="list-style-type: none"> Correlate different maps, for example, physical features and drainage, physical features and population. Finding out which river is a home to rich mineral deposits in the Northern plains. | <ul style="list-style-type: none"> Oral Quiz Written Test Written Assignment (back exercise- NCERT) | The Learner is encouraged to: <ul style="list-style-type: none"> Explore various rivers, find details of their origin, course of river, major cities, industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers. Work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report. | The Learner is able to: - <ul style="list-style-type: none"> Explain factors affecting course of a river, climate, population distribution, flora and fauna of a region. Interprets maps of river systems in India, physiograph, and population distribution. |
| July (23) | <u>History</u> Socialism in Europe and the Russian | <ul style="list-style-type: none"> Lecture Method Smart class-Extra marks | <u>Experiential Learning:</u> <ul style="list-style-type: none"> Divide the | <ul style="list-style-type: none"> Written Test Oral Quiz | The Learner will be encouraged to: <ul style="list-style-type: none"> Identify social, economic, and | The Learner will be able to understand the cause and effect relationship, events and |

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| | Revolution | <ul style="list-style-type: none"> • Flowcharts • A short video shown on the October revolution. • Oral Reading | <p>students into three groups for a debate.</p> <ul style="list-style-type: none"> • The first group should be of the opinion that everything is fine in Russia. • The second group should argue that there need to be changes, but not during a war and not to get rid of the Tsar. • The third group should argue for a complete revolution. • At first, grant the students supporting the Tsar more power, practically only allowing the third group only a few words occasionally. • After two rounds of debate, acknowledge that Lenin has been sent back to Russia, and now, the third group can raise their | <ul style="list-style-type: none"> • Concept based MCQ's | <p>political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings, etc., belonging to that period (1905).</p> <ul style="list-style-type: none"> • Locate the places of French and Russian Revolutions on an outline map of the world. • Participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and Social | <p>phenomena related to the same for example:</p> <ul style="list-style-type: none"> • Explains the causes and effects of various revolutions. • Illustrates how different social groups coped with changes in the contemporary world and describe these changes • Explains the difference between revolution and social change. |

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| | | | <p>hand, you will cut off the other groups to let the third group talk.</p> <ul style="list-style-type: none"> Slowly, have the students from the other two groups join the third group so their opinions can be heard. | | <p>Revolutionaries</p> <ul style="list-style-type: none"> Discussion may be initiated on the concepts of revolution and social change. Elucidate the idea that some revolutions like the French and Russian were results of bloodshed. | |
| July (23) | <p><u>Geography</u> Natural Vegetation and Wildlife</p> | <ul style="list-style-type: none"> Power point presentation Lecture Method Oral Reading | <p><u>Project:</u> Disaster management- The Learner has to explain any Man - made Disaster in the past mentioning it's causes, effects and effective measures of preparedness.</p> | <ul style="list-style-type: none"> Oral Quiz Written Test | <p>The Learner will be encouraged to:</p> <ul style="list-style-type: none"> Participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects. Participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes— interstate and across the border and promote nature-human | <p>The learner will be able to:</p> <ul style="list-style-type: none"> Illustrate decision-making and problem-solving skills, for example Mitigating the impact of water pollution. Conservation of resources. Deciding on the appropriateness of resources in historical events and developments. |

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| | | | | | sustainable relationship. | |
| July (23) | <u>Geography</u> Population | <ul style="list-style-type: none"> Lecture Method Inferences from the real World Internet-Current statistics on Population | <u>Inter disciplinary linkage: -</u> A power point presentation on the topic Rising population in India, it's causes and its effects. | <ul style="list-style-type: none"> Concept based MCQ's Written Test | The learner will be given an opportunity to: - <ul style="list-style-type: none"> Show e-content and analyze case studies related to the quality of population. Gather information related to weather and population, from different sources such as, daily newspapers and analyze recorded data and information. | The Learner will be to compare and contrast, analyze and understand: <ul style="list-style-type: none"> Compares different data, such as, population and rainfall; Analyses the linkages between population distribution and food security. Interprets the connection of population density and its related impact on occupational structure. Analyses the National population policy 2000 in terms of its need and importance. |
| July (23) | <u>Economics</u> Poverty as a Challenge | <ul style="list-style-type: none"> Flowcharts Oral reading Lecture method Smart class- Extra marks Dictation of important terms related to the chapter. | <u>Practical:</u> Group discussion on what measures can be implemented by the government to reduce poverty. | <ul style="list-style-type: none"> Oral Quiz Written Test | The Learner is motivated to: <ul style="list-style-type: none"> Discuss how poverty line is estimated especially from the viewpoint of social scientists. Discussion may be held on the newspaper clipping or the teacher may provide data from | The Learner will be able to: <ul style="list-style-type: none"> Explain causes and impact of economic issues such as, poverty, landlessness etc. Analyze the impact of social exclusion and vulnerability. Analyze historical trends in important developmental indicators, such as, |

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| | | | | | <p>government report on poverty.</p> <ul style="list-style-type: none"> Show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic development and environmental conservation. | <p>literacy and poverty.</p> <ul style="list-style-type: none"> Assess the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment. Methodology used to estimate poverty and suitable measures taken by the government. |
| July (23) | <p><u>History</u></p> <p>Nazism and the rise of Hitler</p> | <ul style="list-style-type: none"> Lecture method A short video on Hitler Smart class-Extra Marks | <p><u>Art Integration:</u> (Theatre)A short Role Play depicting how Hitler became a dictator.</p> <p><u>Practical:</u> Pair and share activity-In this activity, the entire class will be divided into groups of four or five and they will share the information with each other on the allocated topic.</p> | <ul style="list-style-type: none"> Individual Presentation Written Test Oral Quiz | <p>The Learner will be encouraged to: -</p> <ul style="list-style-type: none"> Collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discuss how Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, | <p>The Learner will be able to show sensitivity and appreciation skills, for example,</p> <ul style="list-style-type: none"> Empathizes with the people who were affected by wars and holocaust. Decides on the appropriateness of resources in historical events and developments Recalls names, places, dates, and people associated with some important historical events and |

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| | | | | | and Polish. <ul style="list-style-type: none"> Record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism. | developments such as the Russian Revolution, nationalism, Imperialism and colonialism. |
| August (20) | <u>Democratic Politics</u> Working of Institutions | <ul style="list-style-type: none"> Lecture method Oral Reading Dictating definitions of important terms used in the glossary. | <u>Practical:</u> A Lok Sabha setup in which the Prime Minister, the Lok Sabha Speaker, Council of Ministers, the MLA's and the opposition party prepare a Question hour and present it in the classroom. In this activity, all students will be given a chance to speak and raise questions to the ruling party. | <ul style="list-style-type: none"> Oral Quiz Written Test | The learner will be encouraged to: - <ul style="list-style-type: none"> Study features of different types of government and discuss. Study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies. | The Learner will be able to understand: - <ul style="list-style-type: none"> How is the country governed? What does the Parliament do in our democracy? What is the role of the President of India, Prime Minister and the Council of Ministers? How do these relate to one another? |
| August (20) | <u>Economics</u> Food Security | <ul style="list-style-type: none"> Lecture method Flowcharts Smart Class-Extra Marks | <u>Art Integration:-</u> Theatre-A short drama to highlight the shortage of food in the country faced by poor as well as food insecure people followed by group | <ul style="list-style-type: none"> Concept based MCQ's Written test | The Learner will be encouraged to involve in: <ul style="list-style-type: none"> Discussion may be held on the newspaper clipping or the teacher may | The Learner will be able to: <ul style="list-style-type: none"> Explain causes and impact of economic issues such as, landlessness and food insecurity. Illustrate decision- |

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| | | | discussion . | | <p>provide data from government report on food security.</p> <ul style="list-style-type: none"> Focus on the issues of land and agriculture as part of the resources in geography with topics such as, factors of production and food security as a component of agriculture. Analyze different government schemes to ensure food security in their area. | <p>making and problem-solving skills, for example, problem of food shortage, avoid hunger and famines in India.</p> |
| September (14) | <u>Democratic Politics</u> Democratic Rights | <ul style="list-style-type: none"> Lecture method Oral Reading Smart class-Extra Marks | <u>Practical:</u> Group Discussion activity- The entire class will be divided into groups of five to six students each. One student from each group will enact a skit on the violation of democratic rights and the others will find out which right has been enacted. | <ul style="list-style-type: none"> Oral Quiz Written Test | <p>The Learner will be encouraged to: -</p> <ul style="list-style-type: none"> Collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established. Organize mock Parliaments and court proceedings in which various | <p>The Learner will be able to understand:</p> <ul style="list-style-type: none"> Why do we need Rights in a Constitution? What are the Fundamental Rights enjoyed by the citizens under the Indian Constitution? How does the Judiciary protect the Fundamental rights of the citizen? |

| Month (No of working days) | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>democratic rights can be the subject.</p> <ul style="list-style-type: none"> Study different types of governments in the world— democratic, communist, theocratic, military dictatorships, etc. | |
| September (14) | <p><u>History</u></p> <p>Forest Society and Colonialism</p> | <ul style="list-style-type: none"> Narration of the story with pictures from the NCERT book. Lecture Method Flowcharts | <p><u>Practical:</u> - Collaboration activity- Division of class into groups and each group gives a presentation on the assigned topic.</p> <p><u>Art Integration:</u> - Draw a landscape of a typical forest before and after deforestation.</p> | <ul style="list-style-type: none"> Concept based MCQ's Written Test Individual Presentation | <p>The Learner will be encouraged to:</p> <ul style="list-style-type: none"> Look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule. Discuss different Forest Acts in India — Forest Act of 1865, its amendment in 1878 and 1927 and its impact on forest dwellers | <p>The Learner will be able to extrapolates and predicts events and phenomena, for example,</p> <ul style="list-style-type: none"> Predicts natural disasters due to deforestation. Shows sensitivity and appreciation skills, for example, empathizes with differently abled and other marginalized sections of the society, such as, forest dwellers and unorganized sector workers. Identifies musical themes like deforestation and create music to carry the story forward. |

| Month (No of working days) | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>and the village community.</p> <ul style="list-style-type: none"> • Discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects, such as, the extent of land covered under forest in the colonial and contemporary times. | |
| October (21) | <u>Geography</u> Climate | <ul style="list-style-type: none"> • Lecture method • Smart Class-Extra Marks • Usage of Videos from the Internet • PowerPoint Presentation | <u>Inter disciplinary linkage:</u> - A Power Point Presentation on the advancement of Monsoons and the withdrawal of Monsoons. | <ul style="list-style-type: none"> • Oral Quiz • Written Test | <p>The Learner will be encouraged to:</p> <ul style="list-style-type: none"> • Familiarize with major climatic controls — latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions. • Discuss how the climate of hilly regions is significantly | <p>The Learner will be able to:</p> <ul style="list-style-type: none"> • Explain factors affecting climate, population distribution, flora and fauna of a region. • Analyses and evaluates information, for example, • Analyses different types of climate found in different regions of India and the world. |

| Month (No of working days) | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>different from the plains.</p> <ul style="list-style-type: none"> • Overlay maps showing physical features of India and relating it's climate by overlaying the layers on School Bhuvan NCERT portal and analyze the maps. | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Visual Arts
Class: IX
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|--|---|
| March 08 | <p>Topic/Theme: Environment /people/object/traditi on based</p> <ul style="list-style-type: none"> • Outdoor Sketching • Natural and manmade object <p>Sub-topic:</p> <ul style="list-style-type: none"> • Line, shape, form, texture, color, space and perspective | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature(Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • The learner will be taken for a walk to explore the nature. • The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object. • Groups will be made for foliage study. • The learners discuss the elements of arts in the class room using exemplary work of artists to pinpoint each elements and its value in their work. • Perspective (graphical)- Wikipedia https://en.m.wikipedia.org/wiki/ • Brunelleschi.Great cathedral mistery https://youtu.be/RUBnDIoGHg | <ul style="list-style-type: none"> • The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. • The learners understand and explain the elements of visual arts. • The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. • The learners experiment with different methods and materials of visual arts. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| April 08 | Topic /Theme: Environment /people/object/traditi on based <ul style="list-style-type: none"> • Still life study Sub-topic: <ul style="list-style-type: none"> • Form, Shape, Tone, texture and color | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature(Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com • Objects will be arranged with drapery • Still life done with Pencil and water color will be shown. • https://www.pinterest.com/ • Paintings of great Indian artists will be shown. https://www.thebetterindia.com • https://www.mojarto.com • Daily practice during art school. | <ul style="list-style-type: none"> • The learners will improve skills on use of line, color scheme and tones. • The learners experiment with different methods and materials of visual arts. • The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. • The learners develop observation, recording, manipulation and application skills. • The learners discover their potential for creativity, self-expression and visual awareness through painting. • |
| May 08 | Topic /Theme: Environment /people/object/traditi on based Tradition | <ul style="list-style-type: none"> • Books • Wikipedia • Black board | <ul style="list-style-type: none"> • Practical study of nature(Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily | <ul style="list-style-type: none"> • The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp | <ul style="list-style-type: none"> • The learners develop observation, recording, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | based <ul style="list-style-type: none"> Folk Art Sub-topic: <ul style="list-style-type: none"> Limbs of art(Form, proportion, Expression, Resemblance, color and grace) Principles of art (Balance, Rhythm, Harmony etc.) | | | portfolio assessment. | <ul style="list-style-type: none"> The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia.org/ The learner would read and narrate stories from the lives of folk artists or about any folk art. The learners would be involved in making paintings and masks. A project would be given on any current situation which will be executed in any folk style. | <ul style="list-style-type: none"> manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners experiment with different methods and materials of visual arts. The learners will instill respect for the folk artists and understands the regional traditional art. |
| June | Revisions, Exams, and assessment. | – | – | – | – | – |
| July 08 | Topic/Theme: Environment /people/object/tradition based <ul style="list-style-type: none"> Clay modeling Sub-topic: <ul style="list-style-type: none"> Form, proportion, texture and sculptural techniques. | <ul style="list-style-type: none"> Wikipedia You Tube Books | <ul style="list-style-type: none"> Practical study of nature(Experiential learning) Skill assessment Integration with history | <ul style="list-style-type: none"> Assessment of practical work. | <ul style="list-style-type: none"> The class will start with a story of konarak Temple The class will be watching a video of Indian temple sculpture. The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. TEMPLE ARCHITECTURE OF INDIA by Dr. N.C | <ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through sculptures. The learners will |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | Panda and Siva Negi Reddy INDIAN ARCHITECTURE by Percy Brown <ul style="list-style-type: none"> • Visit to e-museum http://www.nationalmuseumindia.gov.in/collect ion.asp • You Tube video Henry Moor- The language of sculpture https://youtu.be/wEpbZxA2Y VM • Daily practice. | instill respect for the folk artists and understands the regional traditional art. <ul style="list-style-type: none"> • The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. |
| August 08 | Topic/Theme: Environment /people/object/tradition based <ul style="list-style-type: none"> • Print making Sub-topic: <ul style="list-style-type: none"> • Form, proportion, texture, color and techniques. | <ul style="list-style-type: none"> • Books • Wikipedia | <ul style="list-style-type: none"> • Live Demonstration • Practical's • Integration with history. | <ul style="list-style-type: none"> • Assessment of practical work. | <ul style="list-style-type: none"> • The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on students prior knowledge. • Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3 JQ • The learners will be involved in live demonstration • The learners will make linocut prints. • The learners will make a project on how print making culture helped industrial revolution to | <ul style="list-style-type: none"> • The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world. • The learners discover their potential for creativity, self-expression and visual awareness through print makings. • The learners |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|--|---|
| | | | | | happen. | develop observation, recording, manipulation and application skills. |
| September 02 | Topic /Theme: Environment /people/object/traditi on based <ul style="list-style-type: none"> • Painting Composition • Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. • Composition on daily life • Sub- topic: Drawings of human and animal figures, perspective learning and color application. | <ul style="list-style-type: none"> • Image references. • Wikipedia • Books | <ul style="list-style-type: none"> • Practical assignments • Integrated with the history and techniques of water color, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> • Assessments of practical work. • Portfolio assessment. | <ul style="list-style-type: none"> • The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. • Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com • Children will be involved in a demonstration class on how to make abstract painting. | <ul style="list-style-type: none"> • The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. • Doing it practically they will improve skills on use of line, color scheme and tones. • The learners Would be able to understand the core values of an art piece. • Understand the basic principles of colour. • The learners Discover their potential for creativity, self- expression and visual awareness through painting. |
| October 08 | <ul style="list-style-type: none"> • Portfolio assessment | <ul style="list-style-type: none"> • Portfolio | <ul style="list-style-type: none"> • Portfolio design as a project. | <ul style="list-style-type: none"> • Portfolio assessment | <ul style="list-style-type: none"> • The learners will see few examples of previously made portfolio. • The learners will be involved in making a | <ul style="list-style-type: none"> • The learners will be able to design a folio with their work or sample of works which would |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | portfolio in a form of a project. | be self-explanatory of their creative skills. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Hindustani Vocal Music
Class: IX
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|---|---|
| March (8) | Topic: Alankar <ul style="list-style-type: none"> • Four Alankars set to all prescribed ragas and talas. | <ul style="list-style-type: none"> • Notebook • Harmonium • Tabla | <ul style="list-style-type: none"> • Experiential Learning: One activity of number arrangement will be given to understand the Alankar patterns in various ragas. • After this activity they will make some patterns of Sargam to make Alankars in different beats. | <ul style="list-style-type: none"> • Oral Test • Written Test • Homework | <ul style="list-style-type: none"> • Class will start with one activity of number arrangement to understand the Alankar patterns in various ragas. • Different swar pattern will be created in various ragas and various talas. • Students will practice of Alankars with the help of Tanpura, Harmonium and Tabla. • https://www.youtube.com/watch?v=9t4WcumdnR0 | <ul style="list-style-type: none"> • Student will be able to understand different note and their frequencies. • This practice is helpful in voice modulation and voice flexibility. • Students will learn to create different swar patterns in various Ragas. • Helpful in improvisation and creating tanas in various ragas. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|--|---|---|
| April (8) | <ul style="list-style-type: none"> • Raga Alhaiya Bilawal • Raga Yaman • Aroha, avroha, pakad and one drut khayal in all ragas. | <ul style="list-style-type: none"> • PDF Files • ElectricTanpura • Electric Tabla • Virtual Piano | <ul style="list-style-type: none"> • Creation of innovative swar patterns according to the nature of ragas. • Documentation of swar combination in notebook. • Practical practice of notes used in Raga Alhaiya Bilawal and Raga Yaman. • One activity to identify songs composed in both ragas. | <ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Alhaiya Bilawal and Raga Yaman. • One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. • Swar pattern and one composition in both ragas will be shared with students. https://www.youtube.com/watch?v=vYL5ZONNzdQ • https://www.youtube.com/watch?v=UoymDZjTuC8 | <ul style="list-style-type: none"> • Sings aroha, avroha and pakad of the ragas • Identifies the swar patterns of the given ragas. • Sings composition of chhota khayal. • This study will help students to identify the music or songs based on these notes. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|--|--|---|
| May (8) | <ul style="list-style-type: none"> • Raga Kafi • Swarmalika • Lakshangeet • One composition in each prescribed ragas. | <ul style="list-style-type: none"> • PDF Files • Text Books • Tanpura • Harmonium • You Tube | <ul style="list-style-type: none"> • Experiential Learning: one project of creating a composition in one of the raga will be given to students. • They will create one swarmalika (composition of Notes) in any one raga. | <ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. | <ul style="list-style-type: none"> • Class will start with one project of creating a composition in one of the raga prescribed in syllabus. • Students will be taught how to create a composition in raga keeping vadi, samvadi, nyas, jati etc. terms in mind. • https://www.youtube.com/watch?v=0ES8YfOTkaE | <ul style="list-style-type: none"> • Students will be able to understand Ragas with the help of lakshan Geet. • They will be able to identify the different swar patterns of various ragas. • They will be able to sing compositions in Ragas. • This study will help students to identify the music or songs based on these notes. |
| June | Revisions, Exams and assessment | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|---|---|
| July (8) | <ul style="list-style-type: none"> • Identification of Ragas from phrases of swaras. | <ul style="list-style-type: none"> • Video • Audio • Tabla • Tanpura | <ul style="list-style-type: none"> • Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. • Documentation in notebook. | <ul style="list-style-type: none"> • MCQ • Oral Test • Assignment | <ul style="list-style-type: none"> • One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. • Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc | <ul style="list-style-type: none"> • Able to understand the swar pattern in different ragas. • Helps to identify the ragas from music phrases, tunes or songs etc. • Helpful in creating or composing own music. |
| August (8) | <ul style="list-style-type: none"> • Devotional Song • Folk Song | <ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium • Wikipedia • Audio video clips | <ul style="list-style-type: none"> • Project: one project will be given to listen different genre of music like Bhajan, Geet, Folk Music etc. of any region and to write their views according to their understanding. | <ul style="list-style-type: none"> • Oral Test • MCQ • Home work • Assignment | <ul style="list-style-type: none"> • Vides of different music genre of Indian music will be shown to the students. • They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. • They will learn various Bhajans and Folk Songs in their classes. | <ul style="list-style-type: none"> • Students will learn different genres of Indian Music. • Comprehends the relevance/ importance of Folk Music. • They will learn different bhajans. |
| September | Exams and Assessment | - | - | - | - | - |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|---|--|--|---|
| October (8) | Recitation of Talas: <ul style="list-style-type: none"> • Dadra • Keharwa • Teentala • Ektala | <ul style="list-style-type: none"> • Tabla • Audio • Video | <ul style="list-style-type: none"> • Practical practice to recite tala with hand gesture. • Recite tala in ekgun dugun and chaugun keeping hand beat same | <ul style="list-style-type: none"> • MCQ • Oral Test • Homework | <ul style="list-style-type: none"> • In the beginning of the class a demonstration will be shown on Tabla for better understanding. • They will be taught tala in ekgun dugun and chaugun keeping hand beat same. • https://www.youtube.com/watch?v=g-TlqIQ17NU | <ul style="list-style-type: none"> • It will help to understand the musical meter, that is any rhythmic beat or strike that measures musical time of Tala Jhaptala, Rupak, Tilwada, and Tala Dhamar. |
| November/ December | Exams and assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH LANGUAGE AND LITERATURE
Class: X
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|--|--|
| Feb (5) March (10) | FIRST FLIGHT UNIT 1- A LETTER TO GOD <ul style="list-style-type: none"> • A letter to God • Dust of Snow • Fire and Ice | <ul style="list-style-type: none"> • Chalk board, chalk, duster • eBook http://ncert.nic.in/textbook/textbook.htm • Dictionary • Videos from internet • PPT • Extra marks | Experiential Learning <ul style="list-style-type: none"> • Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> • Art | <ul style="list-style-type: none"> • Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions. | <ul style="list-style-type: none"> • Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. • Explanation of the chapter/poems • Silent reading of the chapter/poems • Writing the literary devices with examples from the chapter/poems | The learner: <ul style="list-style-type: none"> • Can understand and appreciate prose/poetry as literary form • Understand the author's/poet's style of writing • Can narrate events and complete the given story • Can understand the theme of the story/poems • Believe that faith can move mountains • Inculcate the value of Empathy • Critique and justify the role of human emotions, capable of bringing an end of the world |
| March (8) | FIRST FLIGHT UNIT 2 - NELSON MANDELA: LONG WALK TO FREEDOM <ul style="list-style-type: none"> • Nelson Mandela: A long walk to | <ul style="list-style-type: none"> • Chalk board, chalk, duster • eBook http://ncert.nic.in/textbook/textbook.htm • Dictionary | Experiential Learning <ul style="list-style-type: none"> • Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> • Mind Map: Nelson | <ul style="list-style-type: none"> • Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions. | <ul style="list-style-type: none"> • Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of | The learner: <ul style="list-style-type: none"> • Can understand and appreciate prose/poetry as literary form • Understand the author's/poet's style |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>freedom</p> <ul style="list-style-type: none"> • A Tiger in the Zoo <p>Grammar:</p> <ul style="list-style-type: none"> • Gap Filling • Editing • Omission • rearrangement of sentences | <ul style="list-style-type: none"> • Videos from internet • PPT • Extra marks | <p>Mandela's Character sketch (History)</p> | | <p>voice.</p> <ul style="list-style-type: none"> • Explanation of the chapter/poems • Silent reading of the chapter/poems • Writing the literary devices with examples from the chapter/poems <p><i>AUDIO VISUAL:</i> Short video about Nelson Mandela</p> | <p>of writing</p> <ul style="list-style-type: none"> • Can understand the theme of the story/poems • Critically analyze the impact of racial discrimination • Critique and justify the meaning of apartheid and its effect |
| <p>April (10)</p> | <p>FIRST FLIGHT UNIT 3 - TWO STORIES ABOUT FLYING)</p> <ul style="list-style-type: none"> • His First Flight • Black Aeroplane • How to tell wild animals • The Ball Poem <p>Writing:</p> <ul style="list-style-type: none"> • Revision (Article writing and Letter Writing) | <ul style="list-style-type: none"> • Chalk board, chalk, duster • eBook http://ncert.nic.in/textbook/textbook.htm • Dictionary • Videos from internet • PPT • Extra marks | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Slide Show/PPT <p>Inter Disciplinary linkage:</p> <ul style="list-style-type: none"> • Art • Mind Map: Character sketches of the characters of both the stories. | <ul style="list-style-type: none"> • Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions. | <ul style="list-style-type: none"> • Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. • Explanation of the chapter/poems • Silent reading of the chapter/poems • Writing the literary devices with examples from the chapter/poems <p><i>ACTIVITY:</i> Students narrate their own stories about flying (a kite, paper plane, watching a bird fly)</p> | <p>The learner:</p> <ul style="list-style-type: none"> • Can understand and appreciate prose/poetry as literary form • Understand the author's/poet's style of writing • Can understand the theme of the story/poems • Can critically analyze the difficulties in the given situations and how the characters are able to overcome their fear • Develop creative and critical competencies |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | and their experience of losing a prized possession | |
| May (10) | FIRST FLIGHT UNIT 4 - FROM THE DIARY OF ANNE FRANK) <ul style="list-style-type: none"> From the diary of Anne Frank Amanda Grammar: <ul style="list-style-type: none"> Dialogue writing Writing: <ul style="list-style-type: none"> Paragraph writing Letter writing | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Mind map of Character sketches of Anne Frank and other character Flow Chart of the events in the life of Anne Frank (History) | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter/poems Silent reading of the chapter/poems Writing the literary devices with examples from the chapter/poems <p><i>AUDIO VISUAL:</i> Movie based on Anne Frank's diary</p> | The learner: <ul style="list-style-type: none"> Can understand and appreciate prose/poetry as literary form Understand the author's/poet's style of writing Can understand the theme of the story/poem Critically examine the role of education in life, develop strong character traits and citizenship Critically analyze the importance of freedom |
| July (8) | FIRST FLIGHT UNIT 5,6 - THE HUNDRED DRESSES-I) <ul style="list-style-type: none"> The Hundred Dresses-1 The Hundred Dresses-II Animals | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Art | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter/poems Silent reading of the chapter/poems Writing the literary devices | The learner: <ul style="list-style-type: none"> Can understand and appreciate prose/poetry as literary form Understand the author's/poet's style of writing Can understand the theme of the story/poem Understand the importance of values in life and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | with examples from the chapter/poems <i>ACTIVITY:</i> Girls will design a dress and boys design a motorboat like the activity mentioned in the story | being self-contained <ul style="list-style-type: none"> Critically analyze the importance of taking right steps in life |
| July (8) | FIRST FLIGHT UNIT 7 - GLIMPSES OF INDIA <ul style="list-style-type: none"> A Baker from Goa Coorg Tea from Assam The Trees Grammar: <ul style="list-style-type: none"> Editing Gap filling | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Narrating own experience of visiting the three places mentioned in the unit. Inter Disciplinary linkage: <ul style="list-style-type: none"> Social Science (Society and culture of Goa, Assam and Coorg) Art | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter/poems Silent reading of the chapter/poems Writing the literary devices with examples from the chapter/poem | The learner: <ul style="list-style-type: none"> Can understand and appreciate prose/poetry as literary form Understand the author's/poet's style of writing Can understand the theme of the story/poem Critically analyze the importance of knowing our country Critically analyze the importance of trees |
| July (5) | FIRST FLIGHT UNIT 8 -MIJBIL THE OTTER <ul style="list-style-type: none"> Misbill the Otter Fog | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Narrating and writing their experiences with their pets | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the | The learner: <ul style="list-style-type: none"> Can understand and appreciate prose/poetry as literary form Understand the author's/poet's style of writing Can understand the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> Extra marks | Inter Disciplinary linkage: <ul style="list-style-type: none"> Science (Habitat and eating habits of Otters) | | chapter/poem <ul style="list-style-type: none"> Silent reading of the chapter/poems Writing the literary devices with examples from the chapter/poem | theme of the story/poem <ul style="list-style-type: none"> Critically analyze the relationship between animals and humans Critically analyze the importance of change in life |
| August (6) | FIRST FLIGHT UNIT 9 -MADAM RIDES THE BUS <ul style="list-style-type: none"> Madam rides the Bus The Tale of Custard the Dragon Grammar: <ul style="list-style-type: none"> Reported Speech | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Narrating their first travel experience Inter Disciplinary linkage: <ul style="list-style-type: none"> Social Science (Teachings of Lord Buddha) | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter/poems Silent reading of the chapter/poems Writing the literary devices with examples from the chapter/poems <p><i>AUDIO VISUAL:</i> Short video on lord Buddha's teachings</p> | The learner: <ul style="list-style-type: none"> Can understand and appreciate prose/poetry as literary form Understand the author's/poet's style of writing Can understand the theme of the story/poem Understanding the importance of honesty and integrity in life Critically analyze the fact that death is inevitable Critically analyze the importance of inner beauty |
| September (5) | FIRST FLIGHT UNIT 11- <ul style="list-style-type: none"> The Proposal (Play) Writing: <ul style="list-style-type: none"> Revision of | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Role Play Inter Disciplinary | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the play with correct pronunciation, stress, intonation, pause and articulation of | The learner: <ul style="list-style-type: none"> Can understand and appreciate play as literary form Understand the playwright's style of writing |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> Paragraph Writing Letter Writing | <ul style="list-style-type: none"> Videos from internet PPT Extra marks | linkage: <ul style="list-style-type: none"> Dramatics | | <ul style="list-style-type: none"> voice. Explanation of the chapter/poems Silent reading of the play <p><i>AUDIO VISUAL:</i> Short video of the play 'The Proposal'</p> | <ul style="list-style-type: none"> Can understand the theme of the play Understand the importance of values in life Critically examine the choices offered by life |
| March (4) | FOOTPRINTS WITHOUT FEET CHAPTER 1 <ul style="list-style-type: none"> A Triumph of Surgery | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Science (Taking care of dogs as pets) | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Develop the habit of reading Critically analyze the emotions of people |
| April (5) | FOOTPRINTS WITHOUT FEET CHAPTER 2 <ul style="list-style-type: none"> The Thief's Story | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Mind Map of Character sketches of Anil and Hari Singh | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Develop the habit of reading Critically enable the students to understand the two different characters |
| May (3) | FOOTPRINTS WITHOUT FEET CHAPTER 3 | <ul style="list-style-type: none"> Chalk board, chalk, duster | Experiential Learning | <ul style="list-style-type: none"> Quiz Oral tests/PK testing | <ul style="list-style-type: none"> Loud Reading of the chapter with | The learner: <ul style="list-style-type: none"> Can understand and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> The Midnight Visitor | <ul style="list-style-type: none"> eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | <ul style="list-style-type: none"> Slide Show/PPT Screening of a movie on the life of a spy <p>Inter Disciplinary linkage:</p> <ul style="list-style-type: none"> Mind Map of Character sketches of Abusable, Max and Fowler | <ul style="list-style-type: none"> Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <p>correct pronunciation, stress, intonation, pause and articulation of voice.</p> <ul style="list-style-type: none"> Explanation of the chapter Silent reading of the chapter <p>AUDIO VISUAL: Short video of a detective serial</p> | <p>appreciate the author's style of writing</p> <ul style="list-style-type: none"> Can understand the theme of the story Understand the need of thinking quickly, acting wisely, calmly in the situation of danger Critically analyze the importance of right decisions in life |
| May (4) | <p>FOOTPRINTS WITHOUT FEET CHAPTER 4</p> <ul style="list-style-type: none"> A Question of Trust | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | <p>Experiential Learning</p> <ul style="list-style-type: none"> Slide Show/PPT <p>Inter Disciplinary linkage:</p> <ul style="list-style-type: none"> Mind Map of Character sketches of Horace Danby and the other character | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | <p>The learner:</p> <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Understand that appearances are deceptive Critically analyze the importance of taking right steps in life |
| July (4) | <p>FOOTPRINTS WITHOUT FEET CHAPTER 5</p> <ul style="list-style-type: none"> Footprints Without Feet <p>Grammar:</p> <ul style="list-style-type: none"> Integrated Grammar | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet | <p>Experiential Learning</p> <ul style="list-style-type: none"> Slide Show/PPT <p>Inter Disciplinary linkage:</p> <ul style="list-style-type: none"> Art Mind Map of | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the | <p>The learner:</p> <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Critically analyze |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | (Revision) | <ul style="list-style-type: none"> PPT Extra marks | Character sketch of Griffin | | chapter <ul style="list-style-type: none"> Silent reading of the chapter <p>AUDIO VISUAL: Short video of the movie 'The Invisible Man'</p> | the discrimination between good and evil |
| July (4) | FOOTPRINTS WITHOUT FEET CHAPTER 6 <ul style="list-style-type: none"> The Making of a Scientist | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Mind Map of Character sketch of Richard H. Enright Mentioning his scientific discoveries (Science) | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Understand what biography is Critically analyze the virtue of hard work and determination |
| August (4) | FOOTPRINTS WITHOUT FEET CHAPTER 7 <ul style="list-style-type: none"> The Necklace | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Short movie screening Jeweler designing Inter Disciplinary linkage: <ul style="list-style-type: none"> Art Mind Map of Character sketches of Mme Loisel, | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter <p>AUDIO VISUAL:</p> | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Produce sophisticated written analysis in response to the text and outside materials Critically read and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | Mme Forestier and M. Loisel | | Short video of the movie 'The Necklace' | perform literary analysis on texts |
| August (4) | FOOTPRINTS WITHOUT FEET CHAPTER 8 • The Hack Driver Grammar: • Integrated Grammar (Revision) | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Dramatics Mind Map of Character sketches of Oliver Lutkins and the lawyer | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Infer the contextual meaning of the text Critically understand and react to the feelings of an individual |
| September (4) | FOOTPRINTS WITHOUT FEET CHAPTER 9 • Bholi | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Mind Map of Character sketches of Bholi and other characters | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions. | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. Explanation of the chapter Silent reading of the chapter | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story Importance of emotional security, family support for children Critically analyze the importance of freedom |
| September (6) | FOOTPRINTS WITHOUT FEET CHAPTER 10 • The Book That Saved the Earth Grammar: • Integrated | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook http://ncert.nic.in/textbook/textbook.htm Dictionary | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Dramatics | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions | <ul style="list-style-type: none"> Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. | The learner: <ul style="list-style-type: none"> Can understand and appreciate the author's style of writing Can understand the theme of the story |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Grammar (Revision) | <ul style="list-style-type: none"> Videos from internet PPT Extra marks | <ul style="list-style-type: none"> Mind Map of Character sketches of all the characters | | <ul style="list-style-type: none"> Explanation of the chapter Silent reading of the chapter | <ul style="list-style-type: none"> Appreciate science fiction and the text Critically analyze text |
| May (2) | WRITING SKILLS: <ul style="list-style-type: none"> ANALYTICAL PARAGRAPH WRITING | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Mind Map of different paragraphs | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions | <ul style="list-style-type: none"> Discussion on the purpose of paragraph writing. Students to be given sample paragraphs to read and understand Writing the proper format of paragraph on the board for students to note down Giving few words that can be used in paragraph writing <p>AUDIO VISUAL: Short video on paragraph writing</p> | The learner: <ul style="list-style-type: none"> Write in an effectively organized logical and creative manner engaging introduction and conclusion Write narratives to develop real experiences and events using effective technique, relevant descriptive details, and well-structured event sequences Produce clear and coherent writing in which the development, organization and style are appropriate task, purpose and readers |
| April (2) | WRITING/GRAMMAR SKILLS: <ul style="list-style-type: none"> DIALOGUE WRITING | <ul style="list-style-type: none"> Chalk board, chalk, duster eBook Dictionary Videos from internet PPT Extra marks | Experiential Learning <ul style="list-style-type: none"> Slide Show/PPT Inter Disciplinary linkage: <ul style="list-style-type: none"> Dramatics | <ul style="list-style-type: none"> Quiz Oral tests/PK testing Written tests Classroom discussions based on textual topics Notebook evaluation of practice questions | <ul style="list-style-type: none"> Students to narrate their memorable experiences The class will read selected short stories by the teacher The class will | The learner: <ul style="list-style-type: none"> Write in an effectively organized logical and creative manner engaging introduction and conclusion |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>discuss different short stories</p> <ul style="list-style-type: none"> • Students will be given words/phrases to write the story and writing the same on the board • Students to identify setting characters and key events of a sample dialogue writing. • Students to write the dialogues based on given/identified clues <p>AUDIO VISUAL: Power point presentation on dialogue writing</p> | <ul style="list-style-type: none"> • Students will be able to recognize the elements of a short story • Develop their functional writing skills and display experience writing creatively in the medium of the short story • Write narratives to develop real experiences and events using effective technique, relevant descriptive details, and well-structured event sequences • Produce clear and coherent writing in which the development, organization and style are appropriate task, purpose and readers |
| April (3) | <p>WRITING SKILLS:</p> <ul style="list-style-type: none"> • FORMAL LETTER WRITING | <ul style="list-style-type: none"> • Chalk board, chalk, duster • eBook • Dictionary • Videos from internet • PPT • Extra marks | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Slide Show/PPT <p>Inter Disciplinary linkage:</p> <ul style="list-style-type: none"> • Social Science (Interacting formally with different people | <ul style="list-style-type: none"> • Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions | <ul style="list-style-type: none"> • The lesson will begin with students compiling a list of talking points which they believe may be of use for each other when writing their letters | <p>The learner:</p> <ul style="list-style-type: none"> • Write in an effectively organized logical and creative manner engaging introduction and conclusion • Collaborate with others to create a |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | who hold certain social responsibilities) | | <ul style="list-style-type: none"> • The class will read sample letters • Students will be divided into groups of 4-5 and given topics to write about • Students work in groups and as a class to create a brief template to guide them when writing their letters <p>AUDIO VISUAL: Power point presentation on formal letter writing</p> | <p>template for letter writing</p> <ul style="list-style-type: none"> • Plan and draft a formal letter • Write an effective formal letter describing all the concerns they have |

पाइनग्रोव स्कूल, धर्मपुर



संबद्धीकरण संख्या 630044; स्कूल कोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : दस

सत्र: 2020-21

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| फ़रवरी 6 | पुस्तक – स्पर्श (भाग-२) बड़े भाई साहब | पावर प्वाइंट, प्रस्तुति वीडियो https://www.youtube.com/watch?v=AEs5hZtYtEA <ul style="list-style-type: none"> ई-बुक फ्लो चार्ट कंस्ट्रक्शन पेपर (Construction paper) धागा लकड़ियाँ कैंची कलर पेंसिल्स टेप रिबन | आनुभविक ज्ञानार्जन <ul style="list-style-type: none"> बच्चे घर में अपने छोटे या बड़े होने के अनुभव साझा करेंगे। (चर्चा द्वारा) कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> <i>वाद-विवाद</i> का आयोजन किया जायेगा। अनुशासन बनाये रखने के लिए प्राचीन या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है। नाटक <ul style="list-style-type: none"> बच्चे नाटक की पटकथा लिखेंगे। पात्रों का चयन करेंगे अभिनय प्रस्तुति देंगे। कला अध्यापक / | <ul style="list-style-type: none"> परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> अध्यापक /अध्यापिका बच्चों से उनके घर में छोटे या बड़े होने के अनुभव पूछेंगी /गा। बच्चे घर में अपने छोटे या बड़े होने के अनुभव साझा करेंगे। बच्चों से उनकी रुचियों के बारे में पूछा जायेगा, जिससे हम इस निष्कर्ष पर पहुंचेंगे कि बच्चों को खेलना - कूदना, बातें करना, अभिनय करना अच्छा लगता है। विषय की घोषणा | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना मुहावरों के अर्थ बताना कला संबंधी |


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| | | | <p>अध्यापिका तथा खेल अध्यापक / अध्यापिका की सहायता से बच्चों को पतंग बनानी व उड़ानी सिखाई जा सकती है ।</p> <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) गणित अध्यापक अलजेब्रा की बारीकियां तथा इतिहास के अध्यापक बच्चों को इतिहास में तिथियों का महत्त्व समझायेंगे ।</p>  <p>विज्ञान अध्यापक की सहायता से पतंग के उड़ने के पीछे का रहस्य / सिद्धांत समझाया जायेगा</p> | | <p>विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति | <ul style="list-style-type: none"> वाचन कला का सुधार अभिनय कला का विस्तार पतंग बनाना व उड़ाना सीखना प्राचीन खेल गुल्ली डंडा खेलना  <p>नैतिक मूल्य</p> <p>पारम्परिक भारतीय समाज में छोटे भाई को सही रास्ते पर बनाए रखने के लिए बड़े भाई द्वारा किए जाने वाले त्याग को रेखांकित करना।</p> |
| मार्च 26 | पुस्तक - स्पर्श (भाग - २) | पावर प्वाइंट, वीडियो | आनुभविक ज्ञानार्जन | परावर्तन(reflection) | आइस-ब्रेकिंग गतिविधि | विषय सम्बन्धी |

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| | साखी | https://www.youtube.com/watch?v=_AGyyvjVXMA ई-बुक ब्लैक बोर्ड , चाक , डस्टर | बच्चे मानवीय मूल्यों के स्रोत के बारे में अपने विचार प्रस्तुत करेंगे । अपने पिछले अनुभवों के आधार पर वे बताएंगे कि उन्होंने मानवीय मूल्य / नैतिक मूल्य कहाँ से सीखे । दोहे, गीत , साखियाँ , कहानियाँ नैतिक मूल्यों का खज़ाना है , बच्चों के अनुभवों से निकलकर आएगा । कला समेकित ज्ञानार्जन -बच्चे साखियों को गाकर सुनायेंगे । - साखियों की अंत्याक्षरी करवाई जाएगी । निम्नलिखित विषयों पर समूह चर्चा, भाषण, आशु भाषण करवाये जा सकते हैं - • मज़हब नहीं सिखाता आपस में बैर रखना | शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | अध्यापक / अध्यापिका बच्चों को कक्षा में अच्छे व्यक्ति के गुणों के बारे में बोलने के लिए प्रोत्साहित करेगी/ गा तथा क्रमवार बोर्ड पर लिखेगी / गा। तत्पश्चात बच्चों से पूछा जायेगा कि हमें मानवीय मूल्यों की सीख कहाँ से मिलती है? जब अपेक्षित उत्तर अर्थात दोहे / गीत / महान व्यक्तियों से मिल जायेगा तब कक्षा में विषय की घोषणा की जाएगी । विषय विस्तार कबीर जी के जीवन की जानकारी वीडियो द्वारा दी जाएगी । • कविता पाठ • व्याख्या • चर्चा • सम्बंधित प्रश्न • खुले अंत वाले प्रश्न • पुनरावृत्ति | <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • दोहों के अर्थ • समाज सुधारक संत कवि कबीर के बारे में जानकारी कला संबंधी <ul style="list-style-type: none"> • गायन कौशल • वाचन कला का सुधार नैतिक मूल्य <ul style="list-style-type: none"> • धर्म के नाम पर बाहरी आडम्बरों से दूर रहना । • भगवान हर स्थान पर वास करते हैं । • हमें घमंड नहीं करना चाहिए । |

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| | | | <ul style="list-style-type: none"> • राजनीति में धर्म का स्थान नहीं होना चाहिए • ऐसी वाणी बोलिये मन का आप खोये • कस्तूरी कुंडली बसे .. • अहंकार बनाम सर्वनाश • निंदक नेडा राखिये • पोथी पढ़ी पढ़ी जग मुवा ... <p>बहुविषयक सहलग्नता (Multidisciplinary linkage)</p> <ul style="list-style-type: none"> • सामाजिक अध्ययन और विज्ञान विषय के अंतर्गत कस्तूरी मृग की जानकारी दी जाएगी ।  <p>दुर्लभ वन्य जीव प्रजाति 'कस्तूरी मृग' उत्तराखंड का राज्य वन्य पशु है।</p> | | | <ul style="list-style-type: none"> • दूसरों के साथ मीठी वाणी का प्रयोग करना चाहिए । • निंदक का महत्त्व समझना । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | जिसकी गिनती जंगल के खूबसूरत जीवों में होती है। कस्तुरी मृग को 'हिमायलन मस्क डियर' के नाम से भी जाना जाता है। वैसे इसका वैज्ञानिक नाम 'मास्कस क्राइसोगौ' है https://hindi.nativeplanet.com/travel-guide/musk-deer-reserved-sanctuaries-state-animal-of-uttarakhand-kasturi-mrig-hindi/articlecontent-pf20118-002835.html | | | |
| | पुस्तक - संचयन (भाग-२) हरिहर काका | पावर प्वाइंट, खुले अंत वाले प्रश्न वीडियो https://www.youtube.com/watch?v=tUIQGTleQM0 ई-बुक | आनुभविक ज्ञानार्जन बच्चे अपने बुजुर्गों की दिनचर्या के बारे में बताएँगे तथा सुझाव देंगे की वे उनके जीवन में कैसे अधिक खुशियां ला सकते हैं। छात्र / छात्राएं अपने आस-पास के धार्मिक स्थलों की सकारात्मक तथा नकारात्मक बातें बताएँगे, जिसके माध्यम से बच्चों में गहन सोच (critical | परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व् | आइस-ब्रेकिंग गतिविधि अध्यापक / अध्यापिका बच्चों से निम्नलिखित विषय पर चर्चा करेंगे तथा उन्हें कक्षा में ज्यादा से ज्यादा भाग लेने के लिए प्रोत्साहित करेंगे। 1- बच्चों को प्रोत्साहित किया जायेगा कि वे अपने दादा -दादी / नाना -नानी की दिनचर्या का वर्णन करें। उनके पड़ोस में | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>thinking) विकसित होगी।</p> <p>कला समेकित ज्ञानार्जन अध्यापक/ अध्यापिका बच्चों को चार या पांच के समूहों में बांटकर निम्नलिखित कोई एक प्रस्तुति देने के लिए कह सकती हैं।</p> <p>वाद विवाद-</p> <p>-वृद्धाश्रम बढ़ने का कारण आज के युवा वर्ग में बढ़ती असंवेदना है। - धार्मिक स्थल अन्धविश्वास को बढ़ावा देते हैं। -हमें वृद्धाश्रम बंद कर देने चाहिए। -वृद्धों का ख्याल न रखने वालों को कड़ी से कड़ी सजा होनी चाहिये। - मिडिया का बढ़ता प्रभाव</p> <p>नाटक- बच्चे नाटक की पटकथा लिखेंगे।</p> | <p>मौखिक परीक्षा खुले अंत वाले प्रश्न</p> | <p>यदि कोई ऐसे व्यक्ति हैं जिनके कोई संतान नहीं हैं या उन्होंने अपनी जायदाद किसी और के नाम कर दी है, उनके जीवन के बारे में कुछ बताएं।</p> <p>2- आपके/गाँव / शहर/ पड़ोस में यदि कोई धार्मिक स्थल है तो वहाँ के बारे में कुछ बताएं। तत्पश्चात विषय की घोषणा की जाएगी।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना पुनरावृत्ति के लिए बच्चों को हरिहर काका कहानी के नाट्य रूपांतरण की वीडियो दिखाई जाएगी। | <ul style="list-style-type: none"> • रचनाकार के उद्देश्य को स्पष्ट करना • मुहावरों के अर्थ बताना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> • समाज में व्याप्त विसंगतियों के बारे में जानकारी • ग्रामीण परिवेश और व्यवहार की जानकारी <p>कला संबंधी</p> <ul style="list-style-type: none"> • वाचन कौशल का विस्तार • अभिनय कला का विस्तार • लेखन कौशल का विस्तार • सामाजिक कौशल का विस्तार <p>टीम भावना</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>पात्रों का चयन करेंगे अभिनय प्रस्तुति देंगे ।</p> <p>1-संपत्ति के लिए अपने भी पराये बन जाते हैं । बदलते रिश्ते ।</p> <p>2-जिस पेड़ ने हमेशा घनी छाँव दी अब</p> <p>इसके अतिरिक्त बच्चे निम्न रूपों से भी प्रस्तुति दे सकते हैं ।</p> <ul style="list-style-type: none"> • रैप गाना • कविता लिखना • पोस्टर बनाना <p><i>चेहरे की सिलवटों में छिपी अनकही दास्ताँ..</i></p>  | | | |
| | <p>पुस्तक – व्याकरण</p> <p>शब्द पद और पदबंध</p> | <p>पावर प्वाइंट</p> <p>वीडियो</p> | <p>बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे ।</p> | <p>अभ्यास कार्य</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व मौखिक परीक्षा</p> | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षा • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा | <ul style="list-style-type: none"> • शब्द की परिभाषा , उदारण • पद की परिभाषा , उदारण |

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| | | https://www.youtube.com/watch?v=pLhMTcBssAY ई-बुक | | | <ul style="list-style-type: none"> सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> पदबंध के उदाहरण तथा अभ्यास |
| | लेखन अनुच्छेद | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=a6mudXA4R8A&t=32s ई-बुक | विभिन्न अनुच्छेदों को कक्षा में बाँटना और बच्चों को भाषण तैयार करने को कहना । | अभ्यास कार्य लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> अनुच्छेद को सही ढंग से लिखने की कला विकसित करना कला संबंधी भाषण कौशल का विस्तार |
| | लेखन औपचारिक प्रार्थना पत्र | पावर प्वाइंट वीडियो ई-बुक | आनुभविक ज्ञानार्जन पत्रों के महत्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी तथा वीडियो भी दिखाई जाएगी। बच्चों को अपने माता /पिता को अपनी ग्रीष्कालीन छुट्टियों की योजना (कोई भी अन्य विषय) के बारे में बताते हुए पत्र लिखने को कहना | परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) अभ्यास कार्य लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि पत्रों के महत्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी तथा वीडियो भी दिखाई जाएगी । https://www.youtube.com/watch?v=E4UDjh0PImw विषय की घोषणा | विषय सम्बन्धी भिन्न- भिन्न प्रकार के (औपचारिक / अनौपचारिक) पत्रों को लिखना सीखना कला संबंधी <ul style="list-style-type: none"> गीतों द्वारा पत्रों के महत्त्व को जानना । |


| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | बच्चे अपने विद्यालय/कक्षा की किसी समस्या के बारे में प्रधानाचार्य / अध्यापक / अध्यापिका को सूचित करते हुए प्रार्थना पत्र लिखेंगे । कला समेकित ज्ञानार्जन बच्चों को चार / पांच समूहों में बांटा जायेगा तथा उन्हें चिट्ठियों से सम्बंधित गीत / लोकगीत प्रस्तुत करने के लिए प्रेरित किया जायेगा । | | बच्चों आज हम पत्र लेखन विषय करने जा रहे हैं । विषय विस्तार बच्चों को विडियो के माध्यम से तथा चर्चा के द्वारा समझाया जायेगा । https://www.youtube.com/watch?v=fDhqGg8LNj4 सम्बंधित प्रश्न पूछना पुनरावृत्ति | |
| अप्रैल 22 | अप्रैल पुस्तक- स्पर्श (भाग-२) डायरी का पत्रा | पावर प्वाइंट, खुले अंत वाले प्रश्न वीडियो https://www.youtube.com/watch?v=MKMOUDoZUs4 चर्चा द्वारा ई-बुक | आनुभविक ज्ञानार्जन डायरी लेखन विधा की जानकारी- बच्चों को उनके प्रतिदिन के कार्यों को डायरी में लिखने के लिए प्रेरित किया जायेगा । कला समेकित ज्ञानार्जन निम्नलिखित गतिविधियों द्वारा परियोजना कार्य करवाया जा सकता है – | परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि बच्चों से प्रश्न पूछा जायेगा कि पिछले दस/बीस दिनों में क्या उनके जीवन में कोई खास घटना घटी ? यदि हाँ तो कब, कहाँ , कैसे ? बच्चे सही समय , दिन या वार नहीं बता पाएंगे पीर अध्यापक / अध्यापिका उन्हें डायरी लेखन के बारे में बताएँगे । | विषय सम्बन्धी <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • पाठ का सारांश अपने शब्दों में सुनना |

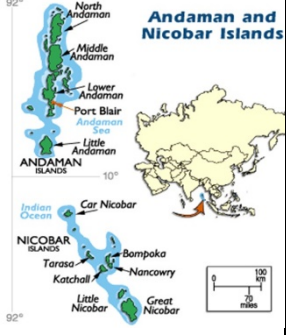
| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p><i>देशभक्ति की कहानियां, कवितायें, गीत, समूहगान, स्वतंत्रता सेनानियों द्वारा दिए गए नारे</i></p> <p><i>सरोजिनी नायडू, अरुणा आसफ अली, कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी प्राप्त करके स्क्रेप बुक में लिखिए।</i></p> <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) सामाजिक अध्ययन तथा कला (आर्ट) विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p> | | <p>डायरी लेखन से तनाव काम होता है तथा रचनात्मकता बढ़ती है। https://helloswasthya.com/swastha-jeevan/fun-facts/diary-likhane-ke-health-benefits/#gref</p> <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> रचनाकार के उद्देश्य को स्पष्ट करना मुहावरों के अर्थ बताना साहित्य के गद्य विधा (डायरी) की जानकारी देना परतंत्र भारत में मनाये गए दूसरे स्वतंत्रता दिवस की जानकारी देना स्वतंत्रता संग्राम से जुड़ी बातों की जानकारी देना <p>नैतिक मूल्य</p> <ul style="list-style-type: none"> छात्रों में देश प्रेम की भावना जागृत करना <p>कला व आनुभविक ज्ञानार्जन संबंधी</p> <p>डायरी लेखन विधा - डायरी लेखन द्वारा बच्चे अपने सम्पूर्ण दिन के कार्यों का</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | <p>पुनरावलोकन कर सकेंगे । बच्चे स्कैप बुक में सरोजिनी नायडू , अरुणा आसफ अली , कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी सचित्र लगाएंगे ।</p>  |
| | <p>पुस्तक – स्पर्श (भाग - २)</p> <p>पद- मीरा</p> | <p>पावर प्वाइंट,</p> <p>वीडियो https://www.youtube.com/watch?v=Tyd-wJ8ZFLLc</p> <p>ई-बुक</p> | <p>आनुभविक ज्ञानार्जन</p> <p>बच्चे कुछ भजनो को सुनाएंगे या उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनो का उल्लेख करेंगे ।</p> <p>मीराबाई के जीवन की कथा की जानकारी</p> | <p>परावर्तन(reflection)</p> <p>शिक्षक/की प्रतिपुष्टि(feedback)</p> <p>छात्र / छात्रों की प्रतिपुष्टि(feedback)</p> <p>प्रश्न-उत्तर</p> <p>चर्चा द्वारा</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों से कक्षा में पूछा जायेगा कि उन्होंने कौन कौन से भजन सुने हैं ? बच्चे कुछ भजनो को सुनाएंगे या उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनो का उल्लेख करेंगे ।</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • कविता का रसास्वादन करना • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना • पदों का केंद्रीय भाव अपने शब्दों में लिखना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | हिरन्यकश्यप और प्रह्लाद की कथा मीराबाई के किसी प्रसिद्ध भजन को वीडियो द्वारा कक्षा में सुनाना । कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> मीरा के पदों का संकलन करके चार्ट बनाना । गायन का समावेश करना । | बहुवैकल्पिक प्रश्न लिखित व् मौखिक परीक्षा | विषय की घोषणा बच्चों आज हम मीरा के पद पढ़ने जा रहे हैं । विषय विस्तार <ul style="list-style-type: none"> कविता पाठ व्याख्या चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> प्राचीन हिंदी की मिश्र भाषा को समझ सकने की योग्यता का विस्तार कला संबंधी गायन कला का समावेश करना । मीरा के पदों का संकलन कर समूहों में चार्ट बनाना, जिससे निम्नलिखित कौशलों का विस्तार होगा टीम प्रबंधन संचार नेतृत्व |
| | पुस्तक – व्याकरण पदबंध | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=ZucfAP7ePjA&t=300s ई-बुक | बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे । | अभ्यास कार्य बहुवैकल्पिक प्रश्न लिखित व् मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | |
| | पुस्तक – व्याकरण | पावर प्वाइंट वीडियो | बच्चे अध्यापक द्वारा दिए गए ज्ञान के आधार पर | अभ्यास कार्य बहुवैकल्पिक प्रश्न | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार | विषय सम्बन्धी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | रचना के आधार पर वाक्य रूपांतरण | https://www.youtube.com/watch?v=Fdn-fTQ6bDs https://www.youtube.com/watch?v=-J9qqedtT4U ई-बुक | विभिन्न वाक्यों का रूपांतरण करेंगे। (Power Point Presentation) पी. पी. टी. | लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> वाक्य की परिभाषा तथा इसके अंग को जानना रचना के आधार पर वाक्य के भेद को जानना उपवाक्य से परिचित होना मुख्य और आश्रित उपवाक्यों को पहचानना सीखना वाक्यों को रूपांतरित करना कला सम्बन्धी पी. पी. टी. या चार्ट बनाना |
| मई | प्रथम इकाई परीक्षा | | | | | |
| मई 18 | मई पुस्तक - स्पर्श (भाग-२) तंतारा वामीरो | पावर प्वाइंट, खुले अंत वाले प्रश्न वीडियो https://www.youtube.com/watch?v=fiJ51st7w4 चर्चा द्वारा | आनुभविक ज्ञानार्जन बच्चे भारतीय द्वीपों की जानकारी ग्रहण करेंगे तथा मानचित्र पर उन्हें ढूँढकर उनके बारे में महत्वपूर्ण बातें जान पाएंगे। कला समेकित ज्ञानार्जन | परावर्तन(reflection) शिक्षक/की प्रतिपुष्टि(feedback) छात्र / छात्रों की प्रतिपुष्टि(feedback) प्रश्न-उत्तर बहुवैकल्पिक प्रश्न | आइस-ब्रेकिंग गतिविधि भारत में कुल 1,208 द्वीप (निर्जन सहित) हैं। | विषय सम्बन्धी <ul style="list-style-type: none"> नए शब्दों को ग्रहण करना ईश्वर का उपहार : प्रेम का सम्मान करने की सीख देना समाज की संकीर्ण रूढ़ियों एवं धारणाओं को समाप्त करने की प्रेरणा देना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | ई-बुक | <p>कहानी का अंत बदलकर लिखना</p> <p>अपने घर परिवार के बुजुर्गों से कुछ लोककथाओं को सुनकर कक्षा में अपने शब्दों में सुनाना ।</p> <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p> | <p>लिखित व मौखिक परीक्षा</p> <p>खुले अंत वाले प्रश्न</p> |  <p>बोर्ड पर बच्चों की सहायता से कुछ द्वीपों के नाम लिखे जायेंगे । तत्पश्चात उन्हें भारत का नक्शा दिखाया जायेगा और वहां कुछ द्वीपों की पहचान करने को कहा जायेगा ।</p> <p>इसके बाद बच्चों को अंडमान - निकोबार का नक्शा दिखाकर संक्षिप्त जानकारी दी जाएगी । बच्चों को अंडमान - निकोबार की वीडियो दिखाई जाएगी , जिससे वे वहां के बारे में जानने के लिए अधिक इच्छुक होंगे ।</p> | <ul style="list-style-type: none"> • तंतारा के पात्र द्वारा दूसरों की भलाई का सन्देश देना कला सम्बन्धी • कथा वाचन कला का विकास करना । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | |  <p>विषय की घोषणा</p> <p>बच्चो आज हम अंडमान - निकोबार द्वीप समूह की एक लोककथा पढ़ने जा रहे हैं ।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना | |
| | <p>पुस्तक – व्याकरण</p> <p>समास</p> | <p>पावर प्वाइंट</p> <p>वीडियो https://www.youtube.com/watch?v=qvjk6dkrJ5c</p> <p>ई-बुक</p> | | <p>अभ्यास कार्य</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व</p> <p>मौखिक परीक्षा</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <ul style="list-style-type: none"> • विषय की घोषणा • विषय विस्तार • अभ्यास कार्य • चर्चा | <ul style="list-style-type: none"> • समास की परिभाषा • सामासिक शब्द बनाना तथा समास विग्रह करना जानना • संधि एवं समास में अंतर • जानना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> समास के भेदों को जानना विभिन्न प्रकार के समासों की तकनीकी विशेषताओं को जानना <p>पाठ्यपुस्तकों में प्रयुक्त समासों के भेद जानना</p> |
| | <p>पुस्तक – स्पर्श (भाग २)</p> <p>दोहे - बिहारी</p> | <p>पावर प्वाइंट</p> <p>वीडियो https://www.youtube.com/watch?v=B1dT8BxGe7k</p> <p>खुले अंत वाले प्रश्न , ई-बुक</p> | <p>आनुभविक ज्ञानार्जन</p> <p>बिहारी जी के जीवन के बारे में जानकारी एकत्रित कीजिये ।</p> <p>धार्मिक आडम्बरों के बाह्य रूप पर कबीरदास जी ने भी समय समय पर प्रहार किया है और बिहारी जी ने भी । धार्मिक आडम्बरों पर अपने विचार प्रकट कीजिये ।</p> <p>कला समेकित ज्ञानार्जन</p> <ul style="list-style-type: none"> अपनी पसंद के किन्हीं ३ दोहों का अर्थ लिखते हुए चार्ट बनाइये । सामूहिक चर्चा | <p>बहुवैकल्पिक प्रश्न</p> <p>वाचन गतिविधि द्वारा</p> <p>बच्चे पहला व अंतिम दोहा याद करके सुनाएंगे ।</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <p>गागर में सागर भरना का क्या अर्थ है ?</p> <p>क्या ये गुण गद्य और पद्य रचनाओं में भी देखा जाता है ?</p> <p>पद्य की किस विधा में ये गुण विद्यमान होता है ?</p> <p>दोहे , छंद , कविता आदि आपने किन - किन कवियों की रचनाएँ पढ़ी हैं ?</p> <p>कौन से कवि ने आपको प्रभावित किया और क्यों ?</p> <p>सतसैया के दोहरे ज्यों नावक के तीरक्या आपने पहले यह सुना है ?</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> शब्द भण्डार में वृद्धि कविता का रसास्वादन करना शृंगारपरक दोहों का आनंद उठाना प्राचीन काव्य साहित्य की जानकारी देना दोहों का भावार्थ समझाना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> वाचन कौशल का विस्तार नीतिपरक व शृंगारपरक दोहों का रसास्वादन करना |

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| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
| | | | | | अभ्यापक / अध्यापिका विषय की घोषणा करेंगे । विषय विस्तार <ul style="list-style-type: none"> • कविता पाठ • व्याख्या • चर्चा • सम्बंधित प्रश्न पूछना पुनरावृत्ति | |
| | पुस्तक – स्पर्श (भाग २) मनुष्यता | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=u1sk3bbP71k खुले अंत वाले प्रश्न , ई-बुक | आनुभविक ज्ञानार्जन अध्यापक/ अध्यापिका की सहायता से रंतिदेव , दधीचि , कर्ण आदि पौराणिक पात्रों के विषय में जानकारी प्राप्त कीजिये । कला समेकित ज्ञानार्जन बच्चे निम्नलिखित विषयों पर अपने विचार समूह चर्चा के द्वारा प्रकट करेंगे - परोपकारिता का महत्त्व वही मनुष्य है जो मनुष्य के लिए मरे | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> • इतिहास से कुछ व्यक्तियों के उदाहरण दीजिये जिन्होंने अपने से पहले दूसरों को समझा और अपने प्राण तक न्योछावर करने से पीछे नहीं हटे । • दानवीर किसे गया ? • बच्चों की सहायता से अध्यापक / अध्यापिका पौराणिक पात्रों (रंतिदेव , दधीचि , कर्ण , महात्मा बुध) की कहानी सुनाएंगे । • विषय की घोषणा | विषय सम्बन्धी <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • पाठ का सारांश अपने शब्दों में सुनना • रचनाकार के उद्देश्य को स्पष्ट करना कला सम्बन्धी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | <ul style="list-style-type: none"> • बच्चों, आज हम मैथिलीशरण गुप्त जी द्वारा रचित कविता मनुष्यता करने जा रहे हैं। • विषय विस्तार • कविता पाठ • व्याख्या • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | <ul style="list-style-type: none"> • सामूहिक चर्चा द्वारा विद्यार्थी के विचारों को अभिव्यक्ति देना। • कविता का रसास्वादन करना • मैथिलीशरण गुप्त जी कविता' मनुष्यता को फ्लो चार्ट से समझाना <p>नैतिक मूल्य</p> <p>परोपकार एवं विश्वबंधुत्व की भावनाओं को सही ढंग से समझाना</p> |
| जून | द्वितीय इकाई परीक्षा/ अब तक किए गए सारे कार्य की दोहराई | | | | | |
| जून | लेखन कार्य विज्ञापन | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=vmEs8MDQpbo ई-बुक | | अभ्यास कार्य लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षा • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | कम से कम शब्दों में अधिक से अधिक विशेषताओं को प्रभावपूर्ण ढंग से व्यक्त करना सीखना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| 23 जुलाई | पुस्तक – संचयन (भाग २) सपनों के से दिन | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=trwsqIGZtuo https://www.youtube.com/watch?v=D2K8XLXYAWQ&t=98s खुले अंत वाले प्रश्न , ई-बुक | आनुभविक ज्ञानार्जन निम्नलिखित विषयों पर चर्चा के माध्यम से बच्चे आनुभविक ज्ञानार्जन करेंगे <ul style="list-style-type: none"> जब आप लोग अपनी प्राथमिक कक्षाओं में थे तो आप अपने स्कूल में सबसे अधिक कौन सी चीज़ पसंद करते थे? जब आप लोगों को गर्मियों / सर्दियों की छुट्टियां होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्य के बारे में आप क्या सोचते थे? कला समेकित ज्ञानार्जन वाद -विवाद का आयोजन किया जायेगा । <ul style="list-style-type: none"> अनुशासन बनाये रखने के लिए प्राचीन | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> जब आप लोग अपनी प्राथमिक कक्षाओं में थे तो आप अपने स्कूल में सबसे अधिक कौन सी चीज़ पसंद करते थे ? जब आप लोगों को गर्मियों / सर्दियों की छुट्टियां होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्य के बारे में आप क्या सोचते थे ? बच्चे बारी - बारी से अपने विचार प्रकट करेंगे । विषय की घोषणा बच्चों आज हम आपकी पूरक पुस्तक संचयन से पाठ -२ (सपनों के से दिन)करने जा रहे हैं । जिसके लेखक हैं गुरदयाल सिंह । लेखक | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना ग्रामीण परिवेश एवं व्यवहार का ज्ञान बाल मनोविज्ञान की जानकारी पाठ में आए मुख्य चरित्रों के बारे में जानकारी प्राप्त करना पुराने समय एवं वर्तमान समय में अनुशासन बनाये |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>या आधुनिक युक्तियों में कौन सी युक्ति बेहतर है ।</p> <ul style="list-style-type: none"> स्कूलों द्वारा दिया जाने वाला गृहकार्य बंद किया जाना चाहिए । <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को शारीरिक शिक्षा विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p> | | <p>ने अपने बचपन की यादों का चित्रण किया है ।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> पाठ- पठन कठिन शब्दों के अर्थ समझाना बच्चों की मनोवृत्ति के बारे में चर्चा करना बच्चों को अनुशासन में रखने के लिए अपनाई गई युक्तियों के बारे में तथा आधुनिक समय में अपनाई जाने वाली युक्तियों के बारे में चर्चा करना । प्रश्न उत्तर मौखिक प्रश्न उत्तर लिखित पुनरावृत्ति | <p>रखने के तरीकों में परिवर्तन समझना</p> <p>कला सम्बन्धी</p> <p>खेल कूद सम्बन्धी वाचन कौशल सम्बन्धी</p> |
| | <p>पुस्तक – स्पर्श (भाग २)</p> <p>पर्वत प्रदेश में पावस</p> | <p>पावर प्वाइंट</p> <p>वीडियो https://www.youtube.com/watch?v=HhKx60i_6qQ</p> <p>खुले अंत वाले प्रश्न ,</p> | <p>आनुभविक ज्ञानार्जन</p> <p>इस कविता में वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों की बात कही गई है । आप अपने यहाँ वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों के</p> | <p>प्रश्न-उत्तर</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व्</p> <p>मौखिक परीक्षा</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <p>आपके गाँव / शहर में वर्षा ऋतु आने पर क्या - क्या बदलाव आते हैं ? बच्चे अपने अनुभव साझा करेंगे तथा वर्षा</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | ई-बुक | <p>विषय में जानकारी प्राप्त कीजिये ।</p> <p>कला समेकित ज्ञानार्जन वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों की सूचि बनाइये । वर्षा ऋतु में गए जाने वाले गीतों/ लोकगीतों की जानकारी प्राप्त कर किन्ही दो गीतों को लिखिए ।</p> | | <p>ऋतू के मौसम / प्रकृति में आये बदलावों का वर्णन करेंगे ।</p> <p>विषय की घोषणा</p> <ul style="list-style-type: none"> विषय विस्तार कविता पाठ व्याख्या चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <p>शब्द भंडार में वृद्धि करना</p> <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना प्रकृति के मानवीकरण को समझना वर्षा ऋतु में पर्वतीय प्रदेश के मायावी सौंदर्य को जानना पर्वतीय क्षेत्र में वर्षा के समय पल पल परिवर्तित होने वाले जादुई दृश्यों के चित्रणों को जानना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों, गीतों/ लोकगीतों की जानकारी |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | <p>पुस्तक – स्पर्श (भाग २)</p> <p>तोप</p> | <p>पावर प्वाइंट</p> <p>वीडियो https://www.youtube.com/watch?v=pyRdtY565pY</p> <p>खुले अंत वाले प्रश्न , ई-बुक</p> | <p>आनुभविक ज्ञानार्जन</p> <p>तेज़ी से बढ़ती जनसँख्या और घनी आबादी वाली जगहों के आसपास पार्कों का होना क्यों ज़रूरी है? कक्षा में परिचर्चा कीजिये ।</p> <p>कला समेकित ज्ञानार्जन</p> <p>बच्चों को १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्कैप बुक या पावर पॉइंट प्रस्तुति के माध्यम से देने को कहा जायेगा ।</p> <p>बहुविषयक सहलग्नता (Multidisciplinary linkage)</p> <p>पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p> | <p>प्रश्न-उत्तर</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व मौखिक परीक्षा</p> | <p>आइस-ब्रेकिंग गतिविधि https://www.youtube.com/watch?v=P8PlfvZxTCY बच्चों को वीडियो दिखाई जाएगी तथा उससे सम्बंधित प्रश्न पूछे जायेंगे ।</p> <p>विषय की घोषणा बच्चो आज हम कंपनी बाग में रखी तोप के बारे में पढ़ेंगे ।</p> <p>विषय विस्तार</p> <ul style="list-style-type: none"> • कविता पाठ • व्याख्या • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • पाठ का सारांश अपने शब्दों में सुनना • रचनाकार के उद्देश्य को स्पष्ट करना • कविता का रसास्वादन करना • देश की विरासत और उसकी रक्षा की जानकारी प्राप्त करना • कविता का केंद्रीय भाव समझना • अंग्रेजी शासन काल में प्रयोग होने वाले हथियारों की जानकारी प्राप्त करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | कला सम्बन्धी <ul style="list-style-type: none"> • बच्चे १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्कैप बुक या पावर पॉइंट प्रस्तुति के माध्यम से देंगे। जिससे निम्नलिखित कौशलों का विस्तार होगा • टीम प्रबंधन • संचार • नेतृत्व |
| | <p>पुस्तक - स्पर्श (भाग - २)</p> <p>अब कहाँ दूसरों के दुःख से दुखी होने वाले</p> | <p>पावर प्वाइंट, खुले अंत वाले प्रश्न</p> <p>वीडियो https://www.youtube.com/watch?v=U_LJAJS04NY</p> <p>चर्चा द्वारा ई-बुक</p> | <p>आनुभविक ज्ञानार्जन</p> <p>किसी ऐसी घटना की जानकारी दीजिये जब अपने मनोरंजन के लिए मानव द्वारा पशु - पक्षियों का उपयोग किया गया हो।</p> <p>अपने आस - पास एक पौधा लगाइये और पर्यावरण असंतुलन रोकने के लिए अपना योगदान दीजिये।</p> | <p>प्रश्न-उत्तर</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व</p> <p>मौखिक परीक्षा</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <p>किसी ऐसी घटना की जानकारी दीजिये जब अपने मनोरंजन के लिए मानव द्वारा पशु - पक्षियों का उपयोग किया गया हो।</p> <p>विषय की घोषणा</p> <p>बच्चों आज हम निदा फ़ाज़ली द्वारा लिखित पाठ अब कहाँ दूसरों के</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • पाठ का सारांश अपने शब्दों में सुनना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | <p>कला समेकित ज्ञानार्जन अपने शहर / गाँव में आज से 10-२० सालों में हुए प्राकृतिक परिवर्तनों को कारणों सहित अपने माता - पिता की सहायता से लिखिए ।</p> <p>बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं</p> | | <p>दुःख से दुखी होने वाले पढ़ेंगे । विषय विस्तार</p> <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | <ul style="list-style-type: none"> • रचनाकार के उद्देश्य को स्पष्ट करना <p>कला सम्बन्धी</p> <ul style="list-style-type: none"> • जीव मात्र के प्रति प्रेम , दया / की भावना • पृथ्वी पर रहने वाले सभी जीवों का पृथ्वी पर अधिकार समझना • विकास कार्यों को पर्यावरण की दृष्टि से परखना • जनसंख्या वृद्धि की समस्या व उससे उत्पन्न समस्याओं को समझना • जीव जंतुओं के प्रति करुणा, सहानुभूति, प्रेम आदि की भावनाएं शब्द भण्डार में वृद्धि |
| | <p>पुस्तक - स्पर्श (भाग - २) गिरगिट</p> | <p>पावर प्वाइंट, खुले अंत वाले प्रश्न वीडियो</p> | <p>आनुभविक ज्ञानार्जन अपने आस - पास देखी गई सामाजिक विसंगतियों</p> | <p>बहुवैकल्पिक प्रश्न</p> | <p>आइस-ब्रेकिंग गतिविधि गिरगिट की वीडियो दिखाई जाएगी जिसके</p> | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> • पठन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | 1) <u>केवल पढ़ने के लिए</u> | https://www.youtube.com/watch?v=oPR89ctSEok चर्चा द्वारा ई-बुक | को अपने शब्दों में लिखिए । | | माध्यम से छात्र / छात्राएं गिरगिट की रंग बदलने की प्रवृत्ति को जान पाएंगे । विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा | <ul style="list-style-type: none"> लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना समाज में व्याप्त अवसरवादिता को समझना भाई भतीजावाद की हानियों को समझना |
| अगस्त 20 | लेखन सूचना | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=CFwcizZ81_k ई-बुक | | अभ्यास कार्य बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार चर्चा अभ्यास कार्य पुनरावृत्ति | कम शब्दों में सही ढंग से अपनी बातों को अभिव्यक्त करने की क्षमता को विकसित करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | लघुकथा लेखन | पावर प्वाइंट वीडियो | बच्चों को विभिन्न स्थितियों के आधार पर लघु कथा प्रस्तुत करने के लिए कहना । | अभ्यास कार्य बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार चर्चा अभ्यास कार्य पुनरावृत्ति https://www.youtube.com/watch?v=KiJ4Zytbpg | बच्चों को लघु कथा लेखन के गुर सीखना तथा उन्हें प्रसिद्ध लघु कथाएं पढ़ने के लिए प्रेरित करना । |
| | पुस्तक – स्पर्श (भाग २) कर चले हम फ़िदा | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=CO7T3sHhvr0 https://www.youtube.com/watch?v=nBbmW9JpbUg खुले अंत वाले प्रश्न , ई-बुक | आनुभविक ज्ञानार्जन सैनिक जीवन की चुनौतियों को ध्यान में रखते हुए एक निबंध लिखिए । कला समेकित ज्ञानार्जन <ul style="list-style-type: none"> कविता/ गीत का कक्षा में गायन हकीकत फिल्म की पटकथा अपने शब्दों में लिखिए । बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को इतिहास विषय के साथ | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> बच्चों को कर चले हम फ़िदा गीत सुनाया जायेगा (वीडियो के माध्यम से) पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार कविता पाठ व्याख्या चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कविता का रसास्वादन करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं | | | <ul style="list-style-type: none"> कविता / गीत की पृष्ठभूमि की जानकारी कविता का केंद्रीय भाव कला सम्बन्धी देश प्रेम की भावना सैनिकों के प्रति आदर भाव कविता/ गीत का कक्षा में गायन |
| | <p>पुस्तक - स्पर्श (भाग २)</p> <p>पतझड़ में टूटी पत्तियां</p> | <p>पावर प्वाइंट</p> <p>वीडियो https://www.youtube.com/watch?v=F18EuJ5Qrr0</p> <p>खुले अंत वाले प्रश्न , ई-बुक</p> | <p>आनुभविक ज्ञानार्जन</p> <p>बच्चे सोने के भावों के बारे में जानकारी प्राप्त करेंगे तथा मानसिक रोगों के कारण और उपायों की जानकारी प्राप्त करना ।</p> <p>कला समेकित ज्ञानार्जन</p> <p>भारत के नक्शे पर वे स्थान अंकित कीजिये जहाँ चाय की पैदावार होती है । इन स्थानों से सम्बंधित भौगोलिक स्थितियां क्या है और अलग - अलग जगह की चाय की क्या</p> | <p>प्रश्न-उत्तर</p> <p>बहुवैकल्पिक प्रश्न</p> <p>लिखित व मौखिक परीक्षा</p> | <p>आइस-ब्रेकिंग गतिविधि</p> <p>बच्चों के साथ सोने के भावों की चर्चा की जाएगी तथा सुध सोने और गिन्नी के सोने में अंतर बताया जायेगा । गिन्नी के सोने के इतिहास से सम्बंधित वीडियो दिखाई जाएगी । पूर्व ज्ञान परीक्षा</p> <p>विषय की घोषणा विषय विस्तार</p> <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना | <p>विषय सम्बन्धी</p> <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | विशेषताएं हैं , इनका पता लगाइये । सामूहिक चर्चा स्कूलों में प्रतियोगिताएं बंद होनी चाहिए । प्रतियोगिता ही मानसिक तनाव का कारण । | | <ul style="list-style-type: none"> • पुनरावृत्ति | <ul style="list-style-type: none"> • लेख की मुख्य विषय वस्तु को समझना • नैतिक मूल्यों की जानकारी • झेन की देन पाठ का सारांश • गिन्नी का सोना का सारांश • कला सम्बन्धी • भारत के मानचित्र पर चाय की पैदावार वाले राज्यों को दर्शाना । • वाचन कौशल का विस्तार |
| सितम्बर 27 | तृतीय इकाई परीक्षा के लिए दोहराई अब तक किये गए सारे कार्य की दोहराई करवाना | | | | | |
| | दोहराई फ्लिप शिक्षण | पावर प्वाइंट वीडियो खुले अंत वाले प्रश्न , ई-बुक | | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व् मौखिक परीक्षा | <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | बच्चे फ्लिप शिक्षण के माध्यम से विभिन्न पाठों की दोहराई करेंगे तथा विषयों को गहराई से समझ पाएंगे । पढ़ते समय बच्चों में सहयोग |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | की भावना विकसित होगी । |
| अक्टूबर (21) | पुस्तक – संचयन (भाग २) टोपी शुक्ला | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=ThII4dPv4t4 https://www.youtube.com/watch?v=6X4Q00Ou pzU खुले अंत वाले प्रश्न , ई-बुक | आनुभविक ज्ञानार्जन बच्चे अपने बचपन के अनुभव साझा करेंगे और अपने बचपन के अनुभवों को कक्षा में सुनाएंगे । कला समेकित ज्ञानार्जन मज़हब नहीं सिखाता आपस में बैर रखना - विषय पर नारा लेखन या पोस्टर बनाइये । | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि <ul style="list-style-type: none"> अपने बचपन के किसी मित्र के बारे में कुछ पंक्तिया प्रस्तुत कीजिये । विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना नए शब्दों के अर्थ ग्रहण करना चरित्र चित्रण समाज में सांप्रदायिक सौहार्द बनाए रखने पर बल देना पढाई में कमज़ोर विद्यार्थियों के प्रति परिवार एवं अध्यापकों की सोच को उदार बनाना |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | कला सम्बन्धी <ul style="list-style-type: none"> सच्ची मित्रता पर एक अनुच्छेद लिखिए । मज़हब नहीं सिखाता आपस में बैर रखना - विषय पर नारा लेखन या पोस्टर बनाइये । <p>जिससे निम्नलिखित कौशलों का विस्तार होगा</p> <ul style="list-style-type: none"> टीम प्रबंधन संचार नेतृत्व |
| | लेखन लघुकथा लेखन | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=_KiJ4Zytbp_g&t=7s ई-बुक | बच्चे अपनी मनपसंद कोई भी लघु कथा कक्षा में सुनाएंगे । | संकेत बिंदुओं के आधार पर लघुकथा लिखना और सुनना । | <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार चर्चा अभ्यास कार्य | प्रसिद्ध लघुकथाओं की जानकारी देना तथा बच्चों को कहानियां पढ़ने के लिए प्रेरित करना । |
| | पुस्तक – स्पर्श (भाग २) कारतूस | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=rcp6A2wLrl4 | आनुभविक ज्ञानार्जन एकांकी और नाटक में क्या अंतर है ? कुछ नाटकों और एकांकियों की सूची तैयार कीजिये । कला समेकित ज्ञानार्जन | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | आइस-ब्रेकिंग गतिविधि https://www.youtube.com/watch?v=fKYS0-kzPMo रोबिन हुड के बारे में जानकारी देना । पूर्व ज्ञान परीक्षा | विषय सम्बन्धी <ul style="list-style-type: none"> पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | खुले अंत वाले प्रश्न , ई-बुक | अभिनय कौशल का विस्तार करना बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएं विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं | | विषय की घोषणा विषय विस्तार <ul style="list-style-type: none"> • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | <ul style="list-style-type: none"> • नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना • पाठ का सारांश अपने शब्दों में सुनना • रचनाकार के उद्देश्य को स्पष्ट करना • नए शब्दों के अर्थ ग्रहण करना • साहित्य की गद्य विधा एकांकी की जानकारी • देश की आज़ादी की लड़ाई की जानकारी देना • एकांकी के नायक के चरित्र की विशेषताओं को समझना कला सम्बन्धी बच्चों को एकांकी प्रस्तुत करने की जानकारी दी जायगी , उन्हें 4-५ के समूहों में विभक्त किया जायेगा तथा उन्हें कोई भी एकांकी चुनने की छूट होगी । |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
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| | | | | | | एकांकी प्रदर्शन करेंगे । |
| | पुस्तक – स्पर्श (भाग २) आत्मत्राण | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=dfuDh2xEI0I खुले अंत वाले प्रश्न , ई-बुक | रवीन्द्रनाथ ठाकुर ने अनेक गीतों की रचना की है । उनके गीत - संग्रह में से दो गीत छाँटिए और कक्षा में कविता पाठ कीजिये । | प्रश्न-उत्तर बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार कविता पाठ व्याख्या चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> विषय सम्बन्धी पठन कौशल का विस्तार लेखन कौशल का विस्तार वाचन कौशल का विस्तार नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना पाठ का सारांश अपने शब्दों में सुनना रचनाकार के उद्देश्य को स्पष्ट करना कविता का रसास्वादन करना शब्द भण्डार में वृद्धि करना आत्मनिर्भर /आत्मरक्षा की प्रेरणा कविता का केंद्रीय भाव |
| | | पावर प्वाइंट | | अभ्यास कार्य | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा | विचारों को अभिव्यक्त |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|--|---|--|--|---|
| | लेखन संवाद | वीडियो https://www.youtube.com/watch?v=a3xAVlmsSS ई-बुक | बच्चों को विभिन्न स्थितियों के आधार पर संवाद प्रस्तुत करने के लिए कहना । | लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | करने की क्षमता में वृद्धि करना |
| | पुस्तक – व्याकरण मुहावरे | पावर प्वाइंट वीडियो https://www.youtube.com/watch?v=uEVqRu_Yvek ई-बुक | कार्य प्रपत्र मुहावरों का कहानी में/ संवाद में प्रयोग करना । | अभ्यास कार्य बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा सम्बंधित प्रश्न पूछना पुनरावृत्ति | <ul style="list-style-type: none"> मुहावरे का अभिप्राय समझना मुहावरे के प्रयोग की आवश्यकता जानना मुहावरे की विशेषताएं जानना मुहावरों एवं लोकोक्तियों में अंतर समझना पाठ्यपुस्तकों में प्रयुक्त होने वाले मुहावरों को जानना <p>विभिन्न मुहावरों का अर्थ एवं उनका वाक्य प्रयोग जानना</p> |

| महीना /कार्य दिवसों की संख्या | विषय / उप विषय | शिक्षण में मददगार सामग्री | योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन | कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा) | शैक्षणिक प्रक्रियाएं | अध्ययन के परिणाम |
|-------------------------------|---|---|---|--|---|--|
| | अपठित गद्यांश | वीडियो https://www.youtube.com/watch?v=sUKLFwxA82M व्याकरण पुस्तक | कार्य प्रपत्र | अभ्यास कार्य बहुवैकल्पिक प्रश्न लिखित व मौखिक परीक्षा | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षा • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | गद्यांश का मूल भाव समझने , भाषा पर अधिकार बढ़ाने तथा प्रश्नों के उत्तर देने में सटीक शब्दों का प्रयोग करना । |
| | <u>लेखन कार्य और व्याकरण</u> हर महीने सुविधानुसार करवाया जा सकता है | | | | <ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षा • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति | |
| नवम्बर 11 दिन | | वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई करवाई जाएगी | | | | |
| दिसंबर | वार्षिक परीक्षा | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
 Class: X
 Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|--|--|--|---|---|---|
| <p><i>Feb/ March</i></p> <p><i>No. of Days:15</i></p> | <p>Real Numbers and Polynomials</p> <ul style="list-style-type: none"> • Number Systems from natural numbers to Real numbers. • Euclid's Division Lemma • Apply Euclid lemma for finding the HCF of two numbers. • Verify relationship between zeroes and coefficients of a polynomial • Find the zeroes of a bi-quadratic polynomial if two zeroes are given. • Polynomials of degrees 1, 2 and 3 are called linear, quadratic and cubic polynomials, respectively. • A quadratic polynomial in x with real | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> • To obtain the HCF of two natural numbers, say 'a', 'b' with $a > b$, $a = 2\text{cm}$ and $b = 4\text{cm}$. By using paper strips of dimension 2cms and 4cms <p>Experiential Learning:</p> <ul style="list-style-type: none"> • Students had been given three paper strips of dimension 3cm, 6cm and 9cm. And asked to measure each strip equally. Students observed that 9cm strip is divided by 3cm and 6cm strip by 2. Result found that highest common factor is 3cm. <p>Skill Assessment:</p> <ul style="list-style-type: none"> • Apply Euclid's division lemma on 'a' and 'b', $a = bq + r$, | <ul style="list-style-type: none"> • Crossword Puzzles • MCQ's • Assignments (CW & HW) • Remedial Worksheets • Oral test | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing. <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> • Problem solving • Critical thinking • Life skills • Understood the concept of HCF of two numbers using Euclid Lemma • Understood the geometrical interpretation and concept of zeroes of different types of polynomials. |

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|--|---|--|---|---|---|--|
| | <p>coefficients is of the form $ax^2 + bx + c$, where a, b, c are real numbers with $a \neq 0$.</p> <p>The zeroes of a polynomial $p(x)$ are precisely the x-coordinates of the points, where the graph of $y = p(x)$ intersects the x-axis.</p> | | where $0 < r < b$ for some whole numbers q and r. | | Developing logical reasoning by using Vedic math's in multiplying two digits and three digits numbers to make calculation easy. | |
| <p>March</p> <p>No. of Days:15</p> | <p>Trigonometry and Applications of Trigonometry</p> <ul style="list-style-type: none"> • Trigonometric Ratios. • If one of the trigonometric ratios of an acute angle is known, the remaining trigonometric ratios of the angle can be easily determined. • The values of trigonometric ratios for angles 0°, 30°, 45°, 60° and 90°. • The value of $\sin A$ or $\cos A$ never exceeds 1, | <ul style="list-style-type: none"> • Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet | <p>Art Integrated Project: To show Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> • If sun's angle of elevation is 30° and length of the shadow of a tree is 10m. Height of the tree can be calculated by using concept of angle of elevation. | <ul style="list-style-type: none"> • Crossword Puzzles • MCQ's • Assignments • (CW & HW) • Remedial Worksheets | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> • Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> • It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> • It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge, comprehension, application, | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> • Problem solving • Critical thinking • Life skills • Got familiar with the Knowledge of T-Ratios • Children can apply application of Trigonometry in practical life. |

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|------------------------------------|--|--|--|--|---|--|
| | <p>the quadratic equation $ax^2 + bx + c = 0$ can be found by equating each factor to zero.</p> <ul style="list-style-type: none"> Solve various word problems. | | | | Developing logical reasoning by using Vedic math's in multiplying two digits and three digits numbers to make calculation easy. | |
| May | Revisions, Exams and Assessment | – | – | – | – | – |
| May <i>No. of Days:14</i> | <p>Arithmetic Progression:</p> <ul style="list-style-type: none"> An arithmetic progression (AP) is a list of numbers in which each term is obtained by adding a fixed number d to the preceding term, except the first term. The fixed number d is called the common difference. <p>The general form of an AP is $a, a + d, a + 2d, a + 3d.$</p> <ul style="list-style-type: none"> To observe geometrical patterns and | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet | <p>Experiential Learning: Drawing of different AP patterns Art Integrated Project:</p> <ul style="list-style-type: none"> To verify that the given sequence is an arithmetic progression by paper cutting and pasting method. <p>Project:</p> <ul style="list-style-type: none"> To verify that the sum of first 'n' natural numbers is $n(n+1)/2$ by graphical method. <p>Skill Assessment: Find the sum of first 20 even numbers by using concept of AP.</p> | <ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial Worksheets | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking Life skills Will be able to observe geometrical patterns and understand concept of AP. Understood the terms like n^{th} term, S_n, etc. Will be able to relate situations in daily life where AP is observed. |

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|------------------------------------|---|--|---|--|---|--|
| | | | triangle graphically and to verify it by section formula. | | <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. | |
| <i>August</i> | <p>Circle and Area related to circle/Surface Area</p> <ul style="list-style-type: none"> Meaning of Chord, Diameter, Tangents, Secants of a circle. Understand the terms: Major & segments, Major & Minor sectors and formula for calculating their areas. Circumference of a circle = $2\pi r$. | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet | <p>Experiential Learning:</p> <ul style="list-style-type: none"> Prepare architectural Project layout of a house/flat. Also write a detailed report on the whole procedure carried out. The plan should include all shapes related to circles (circular lawn, semicircular balcony, kitchen in the shape of a segment, sectorial washrooms etc.) <p>Art Integrated</p> | <ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial Worksheets | <p>Cognitive Pedagogy</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking Life skills <p>Understood the meaning of tangents of a circle.</p> <p>Understood the terms, major & segments, Major & minor sectors and</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|---|---|
| <i>No. of Days:18</i> | <ul style="list-style-type: none"> Area of a circle = πr^2. Length of an arc of a sector of a circle with radius r and angle with degree measure θ is $\frac{\theta}{360} \times 2\pi r$. Area of a sector of a circle with radius r and angle with degree measure θ is $\frac{\theta}{360} \times \pi r^2$. Area of segment of a circle = Area of the corresponding sector – Area of the corresponding triangle. Apply the knowledge of area of plane figures in solving problems with combination of figures. | | Project: <ul style="list-style-type: none"> To verify using the method of paper cutting, pasting and folding that the lengths of tangents drawn from an external point to a circle are equal. | | development and wellbeing Bloom Taxonomy: <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Culturally Responsive Pedagogy: <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. | formula for calculating their areas. Will be able to apply the knowledge of area of plane figures in solving problems with combination of figures. |
| September | Revisions, Exams and Assessment | – | – | – | – | – |
| <i>October</i> | Statistics: <ul style="list-style-type: none"> Find mean, mode and median for grouped and | <ul style="list-style-type: none"> Smart Board PPT's Videos | Art Integrated Project: <ul style="list-style-type: none"> Collection of data of vowels and | <ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments | Cognitive Pedagogy: <ul style="list-style-type: none"> Students are taught based | The following skills of the students are enhanced <ul style="list-style-type: none"> Problem solving |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|---|--|
| <i>No. of Days:12</i> | <p>ungrouped data by different methods.</p> <ul style="list-style-type: none"> Representing a cumulative frequency distribution graphically as a cumulative frequency curve, or an ogive of the less than type and of the more than type. The median of grouped data can be obtained graphically as the x-coordinate of the point of intersection of the two ogives for this data. | <ul style="list-style-type: none"> Chalk Board White Board Wacom Tablet | <p>consonants from a given article. Draw a pie diagram from the recorded data). Answer the question asked based on recorded data.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> Collect the age of villagers and represent the data in the form of class interval and frequency. And locate graphically the mode of a given frequency distribution. <p>Project:</p> <ul style="list-style-type: none"> To find the mean of marks obtained by the students in Mathematics class test. <p>Skill Assessment: Find the mean of first 10 prime numbers.</p> | <ul style="list-style-type: none"> (CW & HW) Remedial Worksheets | <p>on cognitive psychology</p> <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. | <ul style="list-style-type: none"> Critical thinking Life skills Learnt to calculate mean mode, median. Learnt to draw ogives |
| <i>October</i> | <p>Probability:</p> <ul style="list-style-type: none"> Determine the probability of simple events. Identify the probability of simple events | <ul style="list-style-type: none"> Smart Board PPT's Videos Chalk Board White Board Wacom Tablet | <p>Art Integrated:</p> <p>Project:</p> <ul style="list-style-type: none"> Shuffle two dice and write the sample space of the experiment. Now color even number outcome with | <ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments (CW & HW) Remedial Worksheets | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology <p>Critical pedagogy:</p> | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking Life skills |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|--|---|
| <i>No. of Days:3</i> | <p>through a given sample space.</p> <ul style="list-style-type: none"> Solve real life problems using principles of counting techniques and probability. | | <p>green and odd number with purple. Find the probability of odd number on both dice.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> Take 6 red balls, 5 black balls and 7 green balls and put them in a box. Probability of red ball will be $\frac{6}{18}$ or $\frac{1}{3}$ <p>Project:</p> <p>To get familiar with the idea of probability of an event through a double color card experiment.</p> | | <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. | Understood the concept of probability |
| <i>October</i> | <p>Triangles:</p> <ul style="list-style-type: none"> If a line divides any two sides of a triangle in the same ratio, then | <ul style="list-style-type: none"> Smart Board PPT's Videos | <p>Art Integrated Project:</p> <ul style="list-style-type: none"> To verify the Pythagoras Theorem | <ul style="list-style-type: none"> Crossword Puzzles MCQ's Assignments | <p>Cognitive Pedagogy:</p> <ul style="list-style-type: none"> Students are taught based on cognitive psychology | <p>The following skills of the students are enhanced</p> <ul style="list-style-type: none"> Problem solving Critical thinking |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|--|---|--|
| <i>No. of Days:15</i> | <p>the line is parallel to the third side.</p> <ul style="list-style-type: none"> If in two triangles, corresponding angles are equal, then their corresponding sides are in the same ratio and hence the two triangles are similar (AAA similarity criterion). If in two triangles, corresponding sides are in the same ratio, then their corresponding angles are equal and hence the triangles are similar (SSS similarity criterion) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are in the | <ul style="list-style-type: none"> Chalk Board White Board Wacom Tablet | <p>by method of paper folding, cutting and pasting.</p> <p>Experiential Learning:</p> <ul style="list-style-type: none"> To show Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm. <p>Project: To verify the Basic Proportionality Theorem using parallel line board and triangle cutouts.</p> | <ul style="list-style-type: none"> (CW & HW) Remedial Worksheets | <p>Critical pedagogy:</p> <ul style="list-style-type: none"> It is a theory and practice of helping students achieve critical consciousness. <p>Social pedagogy:</p> <ul style="list-style-type: none"> It suggests that education is critical to a student's social development and wellbeing <p>Bloom Taxonomy:</p> <ul style="list-style-type: none"> Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. <p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> This pedagogical method often relies on a student-centered approach to teaching. | <ul style="list-style-type: none"> Life skills Understood the concept of Similarity Learnt different criterions of similarity Children can use concept of similar triangle in practical life |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---------------|--|--|--------------------------|-------------------|
| | <p>same ratio (proportional), then the triangles are similar (SAS similarity criterion).</p> <ul style="list-style-type: none"> • The ratio of the areas of two similar triangles are equal to the square of the ratio of their corresponding sides. • In a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides (Pythagoras Theorem). | | | | | |
| November | Revision and Tests | - | - | - | - | - |
| December | Final Exams and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR,
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: General Science
Class: X
Session 2020 - 21

| Month/ No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------|--|---|---|---|--|---|
| Feb/Mar (12) | Chemical Reactions and Equations <ul style="list-style-type: none"> ● Set Induction Changes in our day to day life by examples. ● Classifying the changes as permanent and non-permanent. ● Activity to find the changes as physical as chemical. ● Different types of reaction like a) Displacement. b) Double Displacement. c) Precipitation. d) Decomposition. e) Combination. f) Redox. Reactions. ● Practical modules and help of virtual labs. | <ul style="list-style-type: none"> ● Teaching Aids Blackboard, Chalk, Duster, Smart Board ● Videos and Ppt. for reinforcing the ideas for reaction and their types ● Olabs.com for Practical on types of reaction. ● Flow charts to understand the types of chemical reactions | <ul style="list-style-type: none"> ● Group Activity: to make students perform different activities like stretching the rubber, performing melting of ice, adding curd to milk etc. ● Flow charts: to understand the process of permanent change and temporary change. Types of reaction. ● Industrial visit to Chemical labs, Industries and to understand the process of manufacturing. ● Life skills examples from day to day activities and use of chemicals. ● Interdisciplinary Linkages: Biology for respiration and digestion as examples of | <ul style="list-style-type: none"> ● Oral Questions, Chapter end test, MCQs, Exercise Questions. ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. ● Developing hypothesis by brainstorming and demonstrating experiments. ● Interactive Lesson: Using ppts, modules, YouTube videos. ● Experimental demonstration to explain the topics and understand the topics of | <p><i>The learners:</i></p> <ul style="list-style-type: none"> ● Understand and differentiate between a physical change and chemical change ● Develop scientific skills of observation, drawing conclusions and handling chemicals ● Learn to write word equations and chemical equations and understand the need to balance a chemical equation. ● Categorize the given reactions as combination, decomposition, displacement, double displacement, or redox reaction ● Relate and process the products formed during reactions and the |

| Month/ No of working days | Topic/Subtopic | Teaching Aids | Projects/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------|---|--|---|---|--|---|
| | | | chemical/permanent changes. Physics to understand the reaction states, conditions, temp. pressure etc. Economics for cheap and expensive industrial processes and chemicals. Art Integration <ul style="list-style-type: none"> ● Practical/Experiments to be conducted in the lab. ● Project work on types of reaction and industrial application of reactions studied. | | formation of precipitate. Uses and applications of redox reactions in our day to day life. | reactivity of two elements based on the products formed. |
| Mar (12) | Light – Reflection and Refraction <ul style="list-style-type: none"> ● Set Induction: ● Image of rainbow and sun. Dark and bright room. ● Concept of reflection and laws of reflection. ● Types of reflection diffused and regular. ● Refraction. ● Experiment, demonstration, glass slab method. ● Mirrors and lenses. Difference and properties. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, Chalk, smart board, extra marks, torch, flashlight, magnifying glass etc. ● PowerPoint Presentations. For reflection, refraction, and lenses. ● Extra marks Modules, Videos. ● Model making for glass slab experiment by pin method. | <ul style="list-style-type: none"> ● Experiment method to demonstrate the presence of rays (beam of light) in a source of light. ● Group activity on a set of questionnaires. ● Interdisciplinary Linkages: Light reactions, photosynthesis, bioluminescence. Chemistry to understand the electron excitation, photolysis etc. ● Art Integration: | <ul style="list-style-type: none"> ● Oral Questions, Chapter end test, MCQs, Exercise Questions. ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge: by random Questioning ● Experimental Method For the topic of reflection and refraction taught after getting the expected response from the students. ● Model making to understand the | <i>The learners</i> <ul style="list-style-type: none"> ● Differentiate between plane, concave, and convex mirrors ● Explain the laws of reflection and rules for image formation in spherical mirrors ● Draw correct ray diagrams showing image formation by spherical mirrors for different position of objects ● Use Cartesian sign conventions correctly |

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| | | | <p>Diagrams of lenses, mirrors, refraction, and reflection.</p> <ul style="list-style-type: none"> ● Model making, Magnifying glass experiment for concrete learning. ● Practical/Experiments to be conducted in the lab. ● Project work on working of LASERS, MASERS etc. | | <p>phenomenon of refraction.</p> <ul style="list-style-type: none"> ● Interactive Lecture Discussion. Using ppts, modules, YouTube videos. ● Experimental demonstration to explain the topics. | <ul style="list-style-type: none"> ● Interpret and draw correct information from given statement and solve numerical using mirror formula ● State define refraction and state the laws of refraction ● Explain the refraction of light through a glass slab ● Draw ray diagrams for image formation in spherical lenses ● Apply New Cartesian sign conventions and lens formula to solve numerical. ● Reason out the application of different mirrors and lenses in everyday life. |
| Apr (14) | <p>Periodic Classification of Elements</p> <ul style="list-style-type: none"> ● Set Induction: Introducing the topic with Sanskrit word 'Anu' and 'Parmanu' by Rishi Kanad. ● Different elements have different | <ul style="list-style-type: none"> ● Teaching Aids Blackboard, chalk, smart board, extra class modules. ● PowerPoint Presentations. ● Extra marks Modules, YouTube Videos. ● Chart and handouts for | <ul style="list-style-type: none"> ● Group Activity. Students to enact as Scientists and play the role to explain the background, need and hypothesis for classification. ● Self-Awareness Skill: | <ul style="list-style-type: none"> ● Oral Questions, Chapter end test, MCQs, Exercise Questions. ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and | <ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected | <p>The learner</p> <ul style="list-style-type: none"> ● to process the need of classifying elements and appreciate the classification done by different scientists ● to compare salient features of each classification and |

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| | <p>properties and hence need classification.</p> <ul style="list-style-type: none"> ● Mendeleev's Periodic Table. ● Newland's Octaves. ● Doberniener's Triads. ● All the above based on the property of Atomic Mass. ● Atomic Number for Modern Periodic Table. ● Periodic properties of elements. | <p>Modern Periodic Table.</p> <ul style="list-style-type: none"> ● 3D models of elements and their structures. | <p>By demonstrating the role play understanding the concept.</p> <ul style="list-style-type: none"> ● Art Integration: Role play: to increase awareness skill as students will enact like scientists behind discovery of Periodic Table. ● Practical/Experiments to be conducted in the virtual lab, Project work on study of physical and chemical properties of first 20 elements in Modern Periodic Table. ● Model making and charts for elements their shell structure to determine the number of electrons and valency. ● Flash Cards to help students enact Decision making skill, so students can say the position and properties of elements. | <p>develop an attitude of self -analysis.</p> <ul style="list-style-type: none"> ● Formative and Summative assessment. ● Project Making for development of Modern Periodic Table and flash cards to determine properties. | <p>response from the students.</p> <ul style="list-style-type: none"> ● Decision Making Skill by providing hypothesis and questionnaire for the properties of elements and their reactivity in groups and periods. ● Interactive Lecture: By smart board, ppts., videos etc. Flip teaching, role play will help students develop a better understanding of the concept for properties of elements. ● Discussion method by group activity of Flash Cards. ● Hands on Experience and constructive learning by flashcards. ● Public Speaking skills by providing | <p>understand the requirement of change in classification with time.</p> <ul style="list-style-type: none"> ● explain the salient features of Modern Periodic Table ● comprehend the electronic configuration of an element and find the position of an element in the periodic table. ● Reason out the trends of different properties in the Modern Periodic Table. ▪ research mindset and attitude for the topic provided to expand the Knowledge of students |

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| | | | | | topics of elements raising research attitude. | |
| May | Revisions, Exams and assessment | – | – | – | – | – |
| May/June (15) | Life Processes <ul style="list-style-type: none"> ● Set Induction. Introduction with the help of various activities like physical activities, sports, breathing deep, eating food as potluck to make students understand the science. ● Nutrition, respiration, excretion, circulation (heart) and brain. ● Neuron etc. ● Function of Kidney and nephron in detail. | <ul style="list-style-type: none"> ● Teaching Aids. blackboard, chalk, smart board, extra class. ● PowerPoint Presentations. ● Extra marks Modules, YouTube Videos. ● Chart and handouts for Modern Periodic Table. ● 3D model of heart and human digestive system and their structures. | <ul style="list-style-type: none"> ● Flip Teaching Students are taught the function, properties of various life processes like digestion, assimilation, ingestion, absorption, excretion etc. ● Interdisciplinary Linkages: Release of chemicals with their reactions. Biochemical reactions with importance. ● Practical/Experiments to be conducted in the virtual lab. ● Art Integrated Project work on Life Processes. Model making for the structure of the heart and its function. | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. ● Project Making for development of artificial heart, hemodialysis. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by random questioning and displaying pictures of foodstuffs along with digestive tract. ● Critical thinking: the role of oxygen and how everything works in sync. ● Real Life situations and Decision making. food to be consumed, applying knowledge of hemodialysis and CPR. ● Research Attitude. exploring the in-detail functions of heart and | <i>The learners:</i> <ul style="list-style-type: none"> ▪ Define life processes ▪ Explain modes of nutrition ▪ Describe parts of digestive system in humans and the role of enzymes in digestion process ▪ Explain how amoeba obtains food ▪ Differentiate between aerobic and anaerobic respiration. ▪ Understand the pathways by which glucose breaks down ▪ Explain the parts of the human respiratory system. ▪ Describe the structure and functioning of the human heart. ▪ Explain double circulation |

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| | | | | | creating motivation for students | <ul style="list-style-type: none"> ▪ Differentiate between arteries, veins and capillaries. ▪ Understand the concept of formation of urine by nephron. ▪ Parts of the excretory system in humans. ▪ Explain excretion in plants. |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| July 10 | Heredity and evolution <ul style="list-style-type: none"> ● Set Induction: By activating prior knowledge and asking some questions. ● Alleles, chromosomes, DNA, Genes ● Theory of Hybridization. ● Gregor Mendel's theory of pea plant crossing. ● Punnett's Square. ● Evolution of Theory by Darwin. ● Replacement by Modern Theory of Evolution. | <ul style="list-style-type: none"> ● Teaching Aids. blackboard, chalk, smart board, extra class. ● PowerPoint Presentations for Punnett's square. ● Extra marks Modules, YouTube Videos. ● 3D model of DNA and chromosomes by ppt. and virtual effect. | <ul style="list-style-type: none"> ● 3D Model of DNA: to raise curiosity and develop the base for inquisitive learning. ● Graphics and images of progenies with parents e.g. son with parents, amoeba cells, animals etc. ● Flowchart to explain the process of birth. ● Interdisciplinary Linkages: Chemistry for composition of DNA. Math's for | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. ● Project, Basis of Evolution, theory of Lamarckism. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by displaying images of progenies with parents, DNA, chromosomes. ● Self-Awareness by evolution theory in documentary of Discovery. ● Analysis and Interpretation of genotypic and phenotypic ratio for F1 and F2 generations. ● Brainstorming Interactive | The learners. <ul style="list-style-type: none"> ● analyze and interpret the contribution of Mendel in the field of Genetics. ● conceptualize monohybrid and dihybrid cross ● state how traits are expressed ● explain the method of sex determination in humans ● Differentiate between acquired and inherited traits ● State the evidence of evolution |

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| | | | <p>Punnett's square.</p> <ul style="list-style-type: none"> ● Art Integrated: Videos of evolution from apes. Images for understanding the mixing of genes and passing of traits. Diagrams for structure of DNA, Punnett's square. Models of DNA, chromosomes. ● Documentary by Discovery on the theory of evolution. | | <p>Lecture Discussion.</p> <ul style="list-style-type: none"> ● Facilitate learning by using ppts, modules, YouTube videos to explain the topics. | <ul style="list-style-type: none"> ● explain the concept of artificial hybridization ● Research how humans evolved? |
| July / Aug (12) | <p>Acids, Bases and Salts</p> <ul style="list-style-type: none"> ● Set Induction: Examples of foodstuffs and identifying the taste. ● Presence of certain mysterious chemicals which make them sour and bitter. ● Indicators and their types. ● Use of indicators. ● Compiling the properties of acids and bases. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board, extra marks. ● PowerPoint Presentations, cut outs of foodstuffs, fruits and vegetables. ● Indicators strips, bottles of universal indicators etc. | <ul style="list-style-type: none"> ● Observation and Abstract thinking: Taste of foodstuffs, fruits and vegetables. ● Critical Thinking with daily life examples of food substances as acidic, basic, neutral in nature. Presence of substances as indicators called as Natural indicators. ● Interdisciplinary Linkages: Biology for food substances as | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by giving examples of fruits and vegetables, using images of foodstuffs to classify them according to their taste. ● Research Attitude: by project work on indicators and their uses in day to day life activities. ● Analysis and Interpretation | <p>The learner.</p> <ul style="list-style-type: none"> ▪ Differentiate between acids and bases and define acids and bases according to Arrhenius concept ▪ Identify acidic, basic or neutral nature of chemicals using indicators ▪ Write various reactions shown by acids and bases. ▪ Write balanced chemical equations for reactions of acids and bases with metals, carbonates |

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| | <ul style="list-style-type: none"> Reactions of acids and bases. Salts with reactions and uses in day to day life. | | <p>acidic and alkaline its effect on digestion. Physics for the rate of reaction and effect of temperature and pressure on it.</p> <ul style="list-style-type: none"> Art Integration: Practical's/Experiments to be conducted in the virtual lab, Project work for experiential learning on acidic, basic and salty substances/food items/products used in everyday life. Project work: explore about the various natural indicators and their uses. | | <p>by the students about the taste and relating it with acids and bases.</p> <ul style="list-style-type: none"> Self-Awareness about the presence of acids, bases, salts and their reaction in our day to day life. Interactive Lecture: by questioning and reasoning skills, developing research attitude and using ppts, modules, YouTube videos, experimental demonstration to explain the topics. | <p>and hydrogen-carbonates, metallic oxides etc.</p> <ul style="list-style-type: none"> explain the role of water in showing acidic behavior Define pH and correlate its application in real life Correlate the acidic, basic or neutral nature of the salt to the strength of the acid and base used to obtain the salt Correlate common names, preparation, uses and chemical properties of various salts in the syllabus |
| Aug (7) | <p>Sources of energy</p> <ul style="list-style-type: none"> Set Induction. Energy Sources and their types. Testing Previous Knowledge for introducing the chapter. Types of energy. | <ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board, extra marks. PowerPoint Presentations, videos for the sources of energy. | <ul style="list-style-type: none"> Debate on energy crises and need for developing alternate sources of energy. Latest advancement in the field of energy. Role Play/Group Activity: | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning, Imaginative and Cognitive skills by Previous Knowledge from grade 8 about | <p><i>The learner,</i></p> <ul style="list-style-type: none"> Recognizes various available sources of energy and categorize them into renewable, non-renewable, conventional and |

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| | <ul style="list-style-type: none"> ● Uses of energy their advantage. ● Latest Technological advances in the field ● Nuclear energy, geothermal energy, Tidal energy. | <ul style="list-style-type: none"> ● 3D Model of Windmill as a project to students. | <p>On the topic of energy, it's consumption and measures taken by countries to reduce usage of fossil fuels.</p> <ul style="list-style-type: none"> ● Flip Teaching: Students are given topics of energy sources and their types. ● Field visit: Visit to solar fields, geothermal sites, thermal power plants. ● Interdisciplinary Topics: Chemistry for studying reactions occurring during conversion of energy into electricity. Physic to study the machines used and technology. Engineering for the technology, its progress, EVS for pollution. Economics to understand the cost-effective technology. ● Art Integration: | <ul style="list-style-type: none"> ● Formative and Summative assessment. | <p>energy resources, coal and petroleum, renewable and nonrenewable resources.</p> <ul style="list-style-type: none"> ● Observational and self-awareness by presenting pictures, images and videos before the actual topic to develop insight and test the previous knowledge. ● Hands on learning, Creativity by model making of windmill. ● Social Skills by field visit and industrial tours. | <p>non-conventional sources of energy</p> <ul style="list-style-type: none"> ▪ Explain the criteria to select a source of energy. ▪ Realizes and explains the need to adopt non-conventional sources of energy. ▪ Differentiate and compare between different sources of energy. ▪ Develops research attitude by project making and develops socio-cognitive skills by various activities. |

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| | | | <p>Model making i.e. of windmill. Videos and ppt. to improve learning and induce research attitude. Images and pictures of various sources and the industrial process of conversion of energy.</p> | | | |
| Aug - Sep. (12) | <p>How do organisms reproduce.</p> <ul style="list-style-type: none"> ● Set Induction ● Introduction of the topic by relating with life process and previous Knowledge. ● Types of reproduction, ● Sexual and Asexual modes. ● Mitosis and Meiosis. ● Male reproductive system. ● Female reproductive system. ● Hormones and their functions. ● Birth of progenies. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, YouTube Videos. ● Models of Human reproductive system. ● Flow charts for the process of birth. Mitosis and meiosis. ● Flashcards for group activity on hormones | <ul style="list-style-type: none"> ● Group Discussion/Activity Based Learning: role of sex cells, somatic cells and occurrence of chromosomes. ● Collecting data and samples from various plants and trees like pine, hibiscus etc. to study the male and female reproductive organs in flower and pollination. ● Flash Cards/ Flowcharts to study the function of hormones and stages of | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by Random Questioning and testing the knowledge by showing the picture of progenies with parents. ● Developing research attitude: by helping with campus tours and studying the parts of flowers. ● Raising Curiosity by campus tour, hands on learning, flash | <p><i>The learner,</i></p> <ul style="list-style-type: none"> ▪ Define reproduction. ▪ Relate variations to evolution ▪ Explain different ways by which organisms can reproduce asexually ▪ Define and state advantages of vegetative propagation ▪ Describe Sexual reproduction in flowering plants ▪ Explain the parts of male and female reproductive system in humans |

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| | | | <p>development in humans.</p> <ul style="list-style-type: none"> ● Debate: effect on earth due to population explosion and need of the hour to curb it. ● Interdisciplinary Linkages: Chemistry for the roles of various hormones and their reaction. Math's for the calculation of time frame, incubation period, progeny and time of development for embryos. Sociology and Psychology to study social stigmas and relating it with science behind the girl childbirth. ● Art Integration: Use of flash cards, videos and ppts. to improve concrete, critical and cognitive skills. | | <p>cards and flow diagrams.</p> <ul style="list-style-type: none"> ● Analysis and Critical thinking by understanding the process of reproduction, different time span for different organisms and formation of embryos. ● Interactive Lectures by using various tools, group discussion, ● Scientific Temper by understanding the science behind the reproduction and cause of girl childbirth and removal of social stigma. | <ul style="list-style-type: none"> ▪ Realize the importance of reproductive health |

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| Sep | Revisions, Exams and assessment | – | – | – | – | – |
| Oct (10) | Metals and Non-Metals <ul style="list-style-type: none"> Introduction and testing of previous knowledge. Properties and difference of metals and nonmetals. Reaction of metals. Reaction of nonmetals. Reactivity series. Uses of metals and nonmetals in day to day life. | <ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint Presentations, extra marks Modules, YouTube Videos. Utensils, objects made up of metals and nonmetals. Flow charts for the process of reaction and reactivity series. Flashcards for group activity on metals and nonmetals for their properties. | <ul style="list-style-type: none"> Identification by Images, Pictures to test previous knowledge. Group Activity to allow students collect, note down any 6 objects and classify them accordingly as metals and nonmetals. Flash Cards to help them remember the properties of metals and nonmetals. as a method of deep learning. Interdisciplinary Linkages, Geography to find the sites of minerals in India. Physics to understand the electrical, thermal properties. Biology to relate use of metals and nonmetals in biological processes. Art Integration: | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. Formative and Summative assessment. | <ul style="list-style-type: none"> Activating Prior Knowledge by showing images of objects and relating with everyday life. Hands on learning by making electrical circuits using graphite (pencil) to make understanding of some nonmetals conduct electricity. Creativity by students making their own flash cards. Interactive class by use of reactivity series song, modules of extra marks, ppt. etc. Experimentation and constructivism by making circuits, studying the various | <i>The Learners,</i> <ul style="list-style-type: none"> Explain physical and chemical properties of metals and non- metals Differentiate between metals and nonmetals based on physical and chemical properties Explain and make use of reactivity series to complete reactions Draw inference about reactive metal Understand the properties and formation of ionic compounds Able to draw the dot structures for ionic compounds Learn and understand basic metallurgical processes Understand corrosion and ways to prevent it |

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| | | | <p>Song on the reactivity series of metals. Please stop calling me a careless zebra instead try learning how copper saves gold.</p> <ul style="list-style-type: none"> ● Role Play students acting like metals and nonmetals to describe themselves and their properties. ● Circuit making by help of graphite (pencil) | | components of a circuit and why insulation is important. | |
| Oct. (10) | <p>Electricity</p> <ul style="list-style-type: none"> ● Introduction: ● Relating the previous knowledge. (Set Induction by flash cards) ● Definition of electricity. ● Components of a circuit. ● Series and Parallel connections. ● Ohm's Law ● Electricity from day to day. ● Insulators, safety measures. ● Consumption of electricity | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, you tube Videos. ● Circuit Diagrams. ● Model making and building circuits. ● Bulb, bell etc. for working on electrical circuits. | <ul style="list-style-type: none"> ● Flashcard's/Chart of Metals to activate previous Knowledge for Set Induction. ● Images of objects like bulb, bell, computer etc. to show common links ● Group Activity/Role Play to understand the series and parallel connections. ● Interdisciplinary Linkages: Economics to understand the consumption of | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. ● Practical's and learning to make circuits. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by showing images and flashcards to relate with the topic. ● Self-Awareness: by making students realize the need of insulators for protection and our safety. ● Problem Solving attitude by making circuits, finding the reasons for nonfunctional devices. | <p><i>The learners:</i></p> <ul style="list-style-type: none"> ▪ Define electric current, potential difference and resistance and express relation between them ▪ Identify symbols of different circuit elements and be able to draw simple circuit diagrams ▪ Connect circuits in series and parallel combination ▪ To identify different components/devices used in domestic electric circuits and understand the |

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| | | | <p>electricity and methods to save it. Chemistry to understand the role of electrons and metals. Biology about electrical impulses being carried by nerve cells.</p> <ul style="list-style-type: none"> ● Art Integration. Use of models and circuit diagrams. Videos and ppts. for better understanding and constructive learning. ● Experiment and Practical to find the potential difference and current in series and parallel connections. ● Critical thinking by relating with flow of electrons and properties in day to day life. ● Activity based learning by learning to make circuits. ● Observational and identification skills by taking readings for | | <ul style="list-style-type: none"> ● Developing hypothesis by brainstorming and changing the connections from series to parallel. ● Interactive Lecture Discussion, to invoke curiosity about the connections in classroom and home. | <p>practical use of these components</p> <ul style="list-style-type: none"> ▪ Understand the advantages of safety measures used in electric circuits ▪ To calculate electricity bill for electric energy consumed by a - household for a given month |

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| | | | Current (ampere), Potential Difference(voltage) | | | |
| Oct - Nov (12) | Control and Coordination <ul style="list-style-type: none"> ● Set Induction. ● Control and Coordination in Animals. ● Receptors. ● Types of receptors. ● Role of Nervous System. ● Receptors as Sensory Organs. ● Human Nervous System. ● Human Brain in detail with different lobes. ● Reflex action. ● Tropisms in plants and function of Endocrine glands. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, YouTube Videos. ● Model of Human Brain with various lobes. ● Flashcard's and Charts for Classification of receptors, Human Brain, Endocrine Glands, Tropisms and hormones in plants and animals. | <ul style="list-style-type: none"> ● Hands on Learning: Mimosa plant (Touch Me Not). Students will study response to stimulus. ● Flashcards for learning the receptors and sensory organs. ● Role Play to study the various types of tropisms and students enact, like phototropism, hydrotropism, gravitropism and chemotropism. ● Flip Teaching as group activity by students to explain the various lobes of brain along with their function ● Interdisciplinary Linkages: Physics to study electrical impulses by nerve cells. | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. ● Lab activity to study parts of the brain with various structures. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by displaying the touch me not plant(mimosa) ● Self-Awareness: understanding the movement of our limbs, eyes etc. are all controlled by the brain, nerve cells etc. ● Critical Thinking: about response to stimulus, control, coordination, hormones all work in sync. ● Health and Balanced Lifestyles values by understanding the balanced working of all the systems hormonal, nervous etc. | <i>The learner</i> <ol style="list-style-type: none"> Explain the parts of a neuron and the method of transmission of impulses from one neuron to another Understand how reflex action occurs Draw the structure and highlight the functions of different parts of brain List the role of hormones in coordination in plants locate various Endocrine glands on the outline of human body and state the role of hormones secreted by them |

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| | | | <p>Chemistry to study about the role of hormones. Psychology to study the effects of hormones and stimulating effects on the brain.</p> <ul style="list-style-type: none"> ● Art Integration: ● 3D model of brain to study the lobes and their function. ● Diagrams of nerve cells, tropisms etc. ● Ppts Videos etc. for concepts. | | | |
| Nov. 12 | <p>Carbon and Its Compounds</p> <ul style="list-style-type: none"> ● Set Induction: By atomic structure and students will be able to identify. ● Properties of carbon and reason for its catenation. ● Hydrocarbons as aliphatic and aromatic compounds. Alkanes, alkenes, alkynes. ● Properties and reactions of hydrocarbons. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, YouTube Videos. ● Ball and stick model for constructing simple hydrocarbons. ● Flow charts for the classification of hydrocarbons and their types. | <ul style="list-style-type: none"> ● 3D structure of carbon showing shells, electrons and valency. ● Objects on display to feel and study like pieces of coal, pencil lead, artificial diamond to understand the concept of allotropes of carbon and their uses. ● Ball and stick model of various hydrocarbons and can be used to construct newer molecules. | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. ● Project work on fullerenes and soap/detergents | <ul style="list-style-type: none"> ● Activating Prior Knowledge by displaying the model of carbon. ● Constructivism and Demonstration by Ball and Stick model of hydrocarbons and Practical's. ● Problem Solving Attitude when developing new molecules using Ball and Stick model. ● Interactive Lecture by discussion | <p><i>The Learners,</i></p> <ul style="list-style-type: none"> ▪ Understand the concept of sharing of electrons and formation of covalent bonds ▪ Correlate the bonds formed as single, double or triple to the number of pairs of electrons shared between the atoms. ▪ Learn writing electron dot structure for formation of covalent compounds. ▪ Calculate and identify the number |

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| | <ul style="list-style-type: none"> Aromatic compounds, which contain benzene rings. Soap, detergents, micelles. | | <ul style="list-style-type: none"> Interdisciplinary Linkages: Math to study the geometry and shape of molecules. Physics for understanding the conditions and stability of molecules, reaction conditions etc. Art Integration. Constructing molecules with the help of a ball and stick model. PowerPoint presentation on fullerenes, nanotubes, Buckyball's and detergents/soaps. Practical and experiment for reactions and practice on virtual labs as hydrocarbons are hazardous and unsafe to handle. | | <p>method, inquiry-based learning (IBL).</p> <ul style="list-style-type: none"> Curiosity development by relating the uses of carbons in our day to day life. Inquisitive attitude by Project on nanotubes, fullerenes etc. Real Life examples of glucose, coal, soaps, detergents, plastics, graphite etc. all have carbon in them. | <p>and types of bonds formed in a compound by sharing of electrons.</p> <ul style="list-style-type: none"> Understand the versatile nature of carbon. Recognize Alkanes, Alkenes and Alkynes and differentiate between them. Understand concepts of homologous series and different functional groups. Study the technique of naming different hydrocarbons. Understand physical and chemical, properties of hydrocarbons, alcohols and carboxylic acid. Study the cleansing action of soaps and detergents |
| Nov (6) | <p>Our Environment</p> <ul style="list-style-type: none"> Mode of nutrition in animals and plants. Autotrophic and Heterotrophic. | <ul style="list-style-type: none"> Teaching Aids: Blackboard, chalk, smart board. PowerPoint | <ul style="list-style-type: none"> Model of Human Digestive system for introducing the topic of nutrition. Images and pictures of various | <ul style="list-style-type: none"> The L.O. will be assessed with an oral and written test. Daily quiz having 5 questions to assess students and | <ul style="list-style-type: none"> Activating Prior Knowledge by model of digestive system, images | <p><i>The learner</i></p> <ul style="list-style-type: none"> explain the process of nutrition and their types. |

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| | <ul style="list-style-type: none"> ● Saprophytes and decomposers. ... ● Abiotic components. ... ● Biotic components. ... ● Ecosystem. ... ● Trophic levels. ... ● Pyramid of trophic levels. ● Law of conservation of energy. | <p>Presentations, extra marks Modules, YouTube Videos.</p> <ul style="list-style-type: none"> ● Flash Cards and Charts for understanding the various levels in the ecosystem for Nutrition. | <p>animals, organisms and the way they consume food.</p> <ul style="list-style-type: none"> ● Flow charts for understanding the food pyramid and law of conservation of energy. ● Art Integration ● Drama, students enact various organisms and try to explain their mode of nutrition and food requirements to understand the various trophic levels. ● Ppts. and videos for biotic and abiotic components. | <p>develop an attitude of self -analysis.</p> <ul style="list-style-type: none"> ● Formative and Summative assessment. ● Project Making for Food Pyramid and Food Chain. | <p>of various animals carrying out ingestion of food.</p> <ul style="list-style-type: none"> ● Scaffolding technique to make sure students link the topics of nutrition and trophic. ● Inquisitive Learning by making students understand the law of conservation of energy. ● Interactive Lecture by using ppts, modules, flow charts and flash cards, to explain the topics. | <ul style="list-style-type: none"> ▪ define ecosystem and its components ▪ state relationship between food chain and food web ▪ understand how human activities have led to the depletion of ozone layer ▪ understand how we can manage garbage we produce |
| Nov - Dec (12) | <p>Magnetic effects of current</p> <ul style="list-style-type: none"> ● Set Induction ● Magnet. North and South Poles. ● Magnetic field. Iron filings test around a bar magnet. Magnetic field lines. Magnetic field | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, you tube Videos. ● Magnets of various shapes. | <ul style="list-style-type: none"> ● Objects on display magnets, iron block, wood, copper wire for set induction. ● Hands on learning by giving different types of magnets like bar, horseshoes, disc shape to find north and south pole. | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self -analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by showing objects like iron, magnets, copper, wood etc. to understand the linkage. ● Constructivism and | <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the meaning and properties of magnetic field lines ▪ Draw magnetic field lines using compass needle ▪ Explain different physical phenomenon |

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| | <p>lines for a closed loop.</p> <ul style="list-style-type: none"> ● Fleming's Left- and Right-Hand Rule. ● Electromagnetic Induction. | <ul style="list-style-type: none"> ● Copper wire to make Solenoid (electromagnet). | <ul style="list-style-type: none"> ● Learning by Doing for FLEMING'S Left-Hand Rule and Right-Hand Rule. ● Interdisciplinary Linkages: Chemistry for studying the magnetic and nonmagnetic substances. Geography to study the sites of ores and deposits. Math's for calculation of electromagnetic induction. ● Arts Integration: ● Model making and developing an electromagnet. ● Diagrams and power point presentation on magnets, magnetic field and Fleming's rule. ● Virtual Lab and Practical's for measuring the strength of magnetic fields using galvanometer. | | <p>Demonstration : by making electromagnetic and testing its working.</p> <ul style="list-style-type: none"> ● Application of Knowledge in understanding the working of D.C motor and need of electromagnets. ● Critical Knowledge: for learning Fleming's Rule. ● Developing hypothesis by giving students the example of working on D.C motor and uses of electromagnets in electric power stations. ● Interactive lecture by discussing Maglev trains by Germany, use of electromagnets in scrap yard etc. | <p>and to make careful observations/ deductions and to draw inferences</p> <ul style="list-style-type: none"> ▪ Explain and apply right hand thumb rule, Fleming's left hand and right-hand rule in different situations ▪ Explain the working principle of electric motor and electric generator ▪ Understand the basic details of the AC supply used in domestic circuits in India ▪ Differentiate between AC and DC current and understand basic design of domestic electric circuit ▪ Identify different components/devices used in domestic electric circuits and understand the practical use of these components |

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| Nov - Dec (6) | Management of Natural Resources <ul style="list-style-type: none"> ● Pollution, Wildlife Conservation, Ganga Action Plan, Water for All. ● Why do we need to manage our resources, Dams, Forests and wildlife, Water harvesting? ● Stakeholders, Watershed management, Sustainable development. ● Coal and petroleum. ● Chipko Andolan, Wildlife. | <ul style="list-style-type: none"> ● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, Extra marks Modules, YouTube Videos. ● Map of India, Physical and Political. ● Charts, newspaper cut outs, magazines etc. to understand the steps for conservation of our natural resources. | <ul style="list-style-type: none"> ● Abstract thinking and application of knowledge by using maps, newspaper cut outs and images, to study forest reserves, dams, rivers, coal and mining activity reserves etc. ● Industrial Visit and Study tour: Visit to Sewage Treatment Plant, natural reserve, dams etc. ● Interdisciplinary Linkages: Geography to study maps, places of dams, thermal power stations etc. SST for Chipko Andolan etc. ● Art Integration: Flash Cards: for understanding the process of sustainable development. ● Role Play for Chipko Andolan ● Debate for sustainable development, steps taken to | <ul style="list-style-type: none"> ● The L.O. will be assessed with an oral and written test. ● Daily quiz having 5 questions to assess students and develop an attitude of self-analysis. ● Formative and Summative assessment. | <ul style="list-style-type: none"> ● Activating Prior Knowledge by showing maps both physical and political. ● Inquisitiveness by industrial visit and study tours. ● Social and cognitive skills by the help of role play and enacting Chipko Andolan. ● Public speaking skills will be enhanced when ● Interactive Lecture by debate, flash cards, role play, ppts. and videos. | <i>The learners,</i> <ol style="list-style-type: none"> i) Define natural resources ii) Realize the importance of 3 R's iii) understand the reasons to manage our resources iv) Role of forests and wildlife as natural resources and realize as to why we need to conserve them. v) conceptualize the role of Water Harvesting System vi) List the ways by which an individual contributes to conserve coal and petroleum |

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| | | | conserve wildlife, water resources etc. | | | |
| Dec | Exams and assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: SOCIAL SCIENCE
Class: X
Session 2020-21

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| February (4) | Lesson -1 Political Science Power Sharing | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Group Discussion:</p> <ul style="list-style-type: none"> • Impact of Power Sharing in Sri Lanka and Belgium • Impact u Sharing in India • Why power sharing is desirable? <p>Activity</p> <ul style="list-style-type: none"> • Europe Map • Map of Sri Lanka • Map of Belgium | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • For the Concept formation the students will be introduced to the centrality of power sharing in democracies. • The students will understand the working of spatial & social power sharing mechanisms. • In a Brain storming session, the students will analyze the federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas. • Discussion of queries session organized. | <ul style="list-style-type: none"> • Know why and how power is shared in democracies. • Understand the working of power sharing mechanisms. • Understand the advantages of power sharing • Understands the absence of power sharing leads to conflicts. • The students will be able to understand the importance of mutual respect & understanding to make power sharing a success. • Values learned Sharing Mutual Respect |
| March (5) | Lesson - 1 Economics Development | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Group Discussions</p> <ul style="list-style-type: none"> • The Importance of Public Facility and Sustainable Development. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic & the students will be made | <ul style="list-style-type: none"> • The Students will be able to elaborate macroeconomic concepts like per capita income, |

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| | | | <ul style="list-style-type: none"> • Impact of cutting of trees to make National Highway-5 • Development is the need of the hour but not at the cost of harming the nature. • What precautionary measures are required for development? <p>Activity</p> <ul style="list-style-type: none"> • The children were given the task to calculate their BMI as an activity to create interest and practical application of one's own awareness. <p>Debate</p> <ul style="list-style-type: none"> • Modern development associated with progress has led to problems. • Is increase in income alone sufficient for a nation? | | <p>familiar with some macroeconomic concepts.</p> <ul style="list-style-type: none"> • The students will be sensitized about the rationale for overall human development in our country, which includes the rise of income, improvement in health & education. • The students will be made to understand the terms like HDI, IMR, BMI, per capita income, net attendance ratio, literacy rate etc. • The importance of health & education for people will be explained • In a Brain storming session discussion on the development of India since its Independence & promotion of sustainable development. | <p>literacy rate and sustainable development etc.</p> <ul style="list-style-type: none"> • The student will be able to identify the different indicators of development. • The student will be able to appreciate different perspectives of development. • The student can compare economic & non-economic indicators of development. • The student can correlate quality of life to HDI. • Student will be able to identify the significance of sustainability. • Value Learned Sustainable Development |
| <p>March (5)</p> | <p>Lesson - 1 Geography</p> <p>Resource and Development</p> | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Map Activity</p> <ul style="list-style-type: none"> • Soil Types • Identify types of soil on the map of India. <p>Diagrams</p> <ul style="list-style-type: none"> • Soil Profile | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The student will be explained the meaning of | <ul style="list-style-type: none"> • The students will understand the usability of terms like resource, renewable and nonrenewable resources and |

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| | | | | | resources. <ul style="list-style-type: none"> The students will be explained the classification of resources. Make the students understand the process of soil formation. Learn different types of soils with the help of their colour, texture and composition and relate them with the geographical areas of India shown on the map. In a brain storming session, the students will learn and discuss about the different types of land the land use pattern. Recapitulation and doubt clearance session to take up student queries organized. | sustainable development. <ul style="list-style-type: none"> The student can Perceive inter-dependence of human beings and resources and the effects of resource depletion & suggest measures to check wastage and preserve it for future. The students will be able to identify different types of soils, its region and can identify the kind of soil erosion taking place and identify what measures should be adopted to check erosion. The students will be able to assess and appreciate the planned utilization of resources. |
| March (6) | Lesson – 3 History Nationalism in India | <ul style="list-style-type: none"> Video clips Maps PPT Internet Mind map Flow charts | Map Activity <ul style="list-style-type: none"> India Map as per the Syllabus related to the chapter Group Discussion <ul style="list-style-type: none"> Why did various classes and groups of Indians citizens participate in the | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic and the students will get to understand the concept of nation, nationalism, liberty colonialism, | <ul style="list-style-type: none"> The students will be able to trace the origin and growth of nationalism in India. Will be able to analyze and comprehend the nature of British Colonialism in India. |

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| | | | <p>Civil Disobedience Movement?</p> <ul style="list-style-type: none"> How did the Indian National Congress respond to the Partition of Bengal and why? Analyze the writings and ideas of different political groups and individuals like Sarojini Naidu, Jawaharlal Nehru, Khan Abdul Gaffar Khan etc. <p>Activity</p> <ul style="list-style-type: none"> Make a collection of images, fiction, popular folklore, songs, prints and symbols with which people can identify the nation. Role play on various National Movements. A timeline of the events of India's National Movement. | | <p>democracy, and satyagraha.</p> <ul style="list-style-type: none"> Acquaint with the writings and ideals of different social, political groups and individuals. Students will brainstorm and discuss the strategy of <i>satyagraha</i> and non-violence adopted by Gandhiji and different movements where <i>satyagraha</i> was adopted by the leaders to recognize the immense strength & courage it requires to internalize characteristics of <i>satyagraha</i> and non-violence. Comparing the image of Bharat Mata with image of Germania. | <ul style="list-style-type: none"> Can explain different phases of Indian struggle against the British from Non - Co-operation to Civil Disobedience Movement. The students will be able to compare the difference and relationship between European Nationalism and India's Anti Colonial Movement. The students will be able to appreciate the ideas promoting Pan Indian belongingness <p>Values</p> <ul style="list-style-type: none"> Patriotism Nationalism Unity in Diversity |
| April (8) | Lesson - 2 Economics Sectors of the Indian economy | <ul style="list-style-type: none"> Video clips PPT Internet Mind map Flow charts | <p>Activity</p> <ul style="list-style-type: none"> The students will be asked to draw tables related to employment in primary, secondary and tertiary sectors into bar diagrams. <p>Group Discussion</p> <ul style="list-style-type: none"> Why does a large section | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic. The students will be explained the terms like primary, secondary, tertiary sectors, economic activity, Types of | <ul style="list-style-type: none"> The students will be able to explain the three sectors of the economy. The students can differentiate between various types of unemployment. They can analyze and identify major |

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| | | | <p>of India's population depend on primary sector?</p> <ul style="list-style-type: none"> • What contributed to rapid increase in service sector output? • The contribution of different sectors to output and employment. | | <p>goods, GDP, under employment, seasonal & open unemployment, unorganized & organized, public and private sectors.</p> <ul style="list-style-type: none"> • The students will be explained the significance of service sector in the Indian economy & it's contribution to GDP & creating employment. • The students will be explained the difference between organized and unorganized sectors, economic activities etc. • Brain storming, discussion, recapitulation and doubt clearing session organized. | <p>employment generating sectors and reason out the government investment in different sectors of the economy, the change in sectoral composition of GDP</p> <ul style="list-style-type: none"> • They will be able to categories the different occupation and, economic activities in different sectors using different criteria. • The students will be able to assess India as a major service provider to the world. <p>Values Learned</p> <ul style="list-style-type: none"> • Dignity of Labour |
| <p>April (8)</p> | <p>Lesson – 5 History</p> <p>The Age of Industrialisation</p> | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Activity</p> <ul style="list-style-type: none"> • Divide your class into small groups. Using an informal debate format, assign each group an innovation or invention from the Industrial Revolution to discuss why it was the most important advancement of the time. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained the terms like Orient, proto, stapler, carding, weaving and entrepreneur. • Discussion and | <ul style="list-style-type: none"> • The students will be able to explain and distinguish between proto industrial phase and early factory system. • Being familiar with the process & impact of industrialization on labor class will enable the students |

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| | | | <ul style="list-style-type: none"> • Each group will speak for 1-2 minutes on the following subjects: • Describing what their innovation or invention was. • Why their assigned innovation or invention was the most important? • The impact on society of their innovation (These can be both positive and negative). • The student's job is to convince the class that their invention was the most important invention of the industrial revolution. • Possible innovations and inventions are: <ul style="list-style-type: none"> • Steam Engine • Railroad • Interchangeable • Parts Steamboat • Spinning Jenny | | <p>explanation on the Proto – Industrial phase and early factory system in Britain and India.</p> <ul style="list-style-type: none"> • The children will be made to understand the process of Industrialization and its impact on labour class. • Open discussion organized for them to understand industrialization in the colonies. • The students will understand the effects of World War - I on the industrial revolution and the benefits to the Indian factories. • Discussion and doubt clearing session organized. | <p>to understand the process in the colonies.</p> <ul style="list-style-type: none"> • The students will be able to assess different aspects of pictures & extracts to allow a critical connect with these visuals of cloth labels to answer questions like: • What information do they get from these images & labels? • Why are images of important gods, goddesses & figures shown in these labels? • Did industrialists of both Britain & India use these figures for the same purpose? |
| <p>April (8)</p> | <p>Lesson - 4 Geography Agriculture</p> | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Activity</p> <ul style="list-style-type: none"> • Tree Plantation. <p>Map Activity</p> <ul style="list-style-type: none"> • On a Political Map of India, locate different type of agricultural crops produced in India. • comparison of areas growing rice and wheat with the help of Maps | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • In the concept formation the following terms with their meaning will be explained resources subsistence agriculture, plantation | <ul style="list-style-type: none"> • The students will be able to classify various types of farming & will be able to find out spatial distribution of crops and cropping pattern. • The students can analyze govt. policies for |

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| | | | <p>Debate</p> <ul style="list-style-type: none"> Genetically modified crops are the need of the hour. | | <p>etc.</p> <ul style="list-style-type: none"> Discussion related to different types of cropping patterns in India and their impact on economic development and discuss in the class. Brain storming session organized for the students to understand the factors responsible for production of different types of crops produced in India. Recapitulation and doubt clearance session to take up student queries organized. | <p>institutional & technological reforms in India.</p> <ul style="list-style-type: none"> Students will be able to locate and identify areas or regions known for wheat, rice, tea, coffee production. The students can explain the terms like plantation, subsistence farming, shifting agriculture. Can analyze the reasons for poor output and get to know how farming methods depend on the kind of crop, soil and climate? Values Learned Respect for nature & environment. Conservation of resources & their Sustainability. |
| <p>May (4)</p> | <p>Lesson - 4 Political Science Gender Caste and Religion</p> | <ul style="list-style-type: none"> Video clips PPT Internet Mind map Flow charts | <p>Group Discussion</p> <ul style="list-style-type: none"> Women's political representation in India Gender division in India Analyze the challenges posed by communalism to a democracy & how secularism helps in addressing this challenge. | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic. In the concept formation the following terms will be explained: Sexual division of labour feminist movement | <ul style="list-style-type: none"> The students will be able to identify and analyze the challenges posed by communalism in a democracy, They will recognize the enabling & disabling effects of caste and ethnicity in politics & develop a |

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| | | | Group Activity <ul style="list-style-type: none"> • Role play on Gender Discrimination. | | <ul style="list-style-type: none"> • patriarchal society • Scandinavian countries • secularism • communalism • caste hierarchy etc. • The students will be taught about the relation between religion & politics. • The students will understand communalism and how communal politics leads to social differences and divisions. • In a brain storming session, the students are made to discuss and understand the need for secularism in a democracy like India. • Recapitulation and doubt clearance session organized. | <ul style="list-style-type: none"> gender perspective on politics. • Can distinguish between overlapping and cross cutting difference. Justify how democracy accommodates social diversities. • They will be able to analyze the concept of social differences and its causes. • Create awareness regarding gender equality. • Engage in initiatives that helps promote religious harmony amongst people of all religions. <p>Values learned</p> <ul style="list-style-type: none"> • Respect for all |
| May | Unit Tests Revision | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | Map Practice | <ul style="list-style-type: none"> • Unit Tests were conducted from 05-05-20 to 13-05-20 | <ul style="list-style-type: none"> • Discussion of question and answers, in text questions etc. Clearing of the doubts of the students | <ul style="list-style-type: none"> • The students understood the content of the chapters, got acquainted with the topics & revised the chapters coming for Unit Tests. |

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| May (7) | Lesson - 4 Economics Globalisation and the Indian Economy | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Debate</p> <ul style="list-style-type: none"> • Can globalization potentially contribute to better environment? <p>Group Discussion</p> <ul style="list-style-type: none"> • Why MNCs from developed nations set up their production and assemble units in their own countries and not in other countries and what are its impacts on employment in their own countries? | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • In the concept formation the following terms and meaning will be explained SEZ, liberalization, trade barrier, MNCs' and globalization. • The students will be explained how globalization is experienced by different social groups using goods and services used by people in their daily lives such as, television, mobile phones, home appliances etc. • In a brain storming session, the children will understand, why did India not go for privatization? • Students will be explained the reasons behind the choice of location of factory and its implication on people's livelihood. • Recapitulation and doubt clearance session organized. | <ul style="list-style-type: none"> • The student will get acquainted with the working of the Global Economic process they will study globalization in different contexts and will assess the impact of globalization in their area, region & local economy. • Get familiarize with the meaning of Globalization, liberalization, privatizing, M.N.C., trade barrier etc. • The Student will be able to appreciate the reasons for setting up MNC in India. • Classify various features of MNC, foreign trade and foreign investment. • Evaluate the role of WTO & analyze merits & demerits of globalization. • Examine the role of MNC in globalization. <p>Values Learned: Mutual Co-operation and Interdependence</p> |

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| May (7) | Lesson 2 Political Science Federalism | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Activity</p> <ul style="list-style-type: none"> • Location of Federal countries of the world. <p>Field Visit</p> <ul style="list-style-type: none"> • The students will be taken to the nearest Panchayat and meet the village Pradhan and understand the working of the Local self-government of the village the Panchayat. <p>Integrated Activity</p> <ul style="list-style-type: none"> • Activity with Art integration in the form of Poster Making on the topic 'Key features of Federalism'. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about different types of governments in the world democratic, communist, military dictatorships, etc. • Within democracies, various forms of governments, such as federal, unitary, monarchy and republican etc. will be studied. • The students will be explained how the independent status of the judiciary has affected in smooth functioning of federalism. • The Concept of decentralisation explained and the working of local self-government understood. • Random questioning session and discussion of in text question done. | <ul style="list-style-type: none"> • The students will be able to analyze federal provisions and institutions. • The students will be able to explain decentralization in rural and urban areas. • The students will be able to explain the concept of federal & non-federal government • The students will develop the ability to recognize the features of each type of government. • Values Learned Foster sharing Equality Dignity of citizens |

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| June (7) | Unit Tests Revision | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <ul style="list-style-type: none"> • Map Practice | <ul style="list-style-type: none"> • Unit Tests were conducted from 7-6-20 to 17-6-20 | <ul style="list-style-type: none"> • Discussion of question and answers, in text questions etc. • Clearing of the doubts of the students | <ul style="list-style-type: none"> • The students understood the content of the chapters, got acquainted with the topics & revised the chapters coming for Unit Tests. |
| July (7) | <p style="text-align: center;">Lesson - 6</p> <p style="text-align: center;">Political Science</p> <p style="text-align: center;">Political Parties</p> | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Art Integrated Activity Draw the distinctive symbol of any two political parties</p> <p>Group Discussion</p> <ul style="list-style-type: none"> • Read Cartoons, messages to be conveyed in sketches, photographs associated with political events and the students will participate in discussions. • The students will be asked to read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as, slogans, agenda, symbols, and characteristics of their leaders. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The terms used in political discussion will be explained like Gandhian, communist, secularist, feminist, communalist etc. • Functioning of state governments ruled by different political parties or coalition will be explained. • The students will brainstorm and examine features such as slogans, agenda, symbols and characteristics of political parties. • The students will get acquainted with the importance of National Politics. • Distinctive features of different Political Parties, their victories | <ul style="list-style-type: none"> • The students will be able to analyze the importance of political parties in a democracy and examine the relationship between the social cleavages and political competition with reference to Indian situation. • The students will understand and analyze the party systems in democracies, role of political parties, challenges faced by them & reforms in the country, the comparison of the powers and functions of the state & the central government in India. • They will be able to classify the National and regional parties in India & |

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| | | | | | and defeats in general elections will be explained. • Recapitulation and doubt clearance session organized. | understand the distinctive features of these Political Parties with their symbols, policies and programmes. |
| July (8) | Lesson - 5 History Print Culture and the Modern World | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Activity The students are asked to make a Power Point Presentation on the development of print in the world.</p> <p>Field Visit Visit to a printing press to understand the modern-day printing process.</p> | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will study and discuss different perspectives on diversification of print and printing techniques. • The students will understand the changes in printing technology throughout the world. • In a brain storming session, the students will discuss the advantages of Print. • The students will be explained about the emerging of a new reading class. • Discussion, recapitulation and doubt clearing session organized. | <ul style="list-style-type: none"> • The students will understand the history & development of print in Europe. • The student will understand the role and impact of print revolution. • The student can establish the link between print culture and circulation of ideas. • The students get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper debate on important events and issues of the past. • The student can examine the impact of print in India. • The students will understand that forms of writing have a specific history & they |

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| | | | | | | reflect historical changes within the society & shape the forces of change. |
| July (6) | Lesson - 6 Political Science Outcomes of Democracy | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | Debate <ul style="list-style-type: none"> • Democracy stands much superior to any other form of government. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic and discuss the functioning of democracies in comparison to alternative forms of governments. • In due course the students will be explained about the key features expected and provided by a democracy. • The students will be explained the transparent, accountable and legitimate nature of the government. • The students will learn about economic growth and development, the reduction of poverty and inequality, accommodation of social diversity and enhancing the dignity of citizens in a democracy. • Recapitulation and doubt clearance | <ul style="list-style-type: none"> • The students can discuss and explain the importance of democracy and about various outcomes. • The students now understand and can examine the importance of people's participation in democracy. • The students can analyze the role of democracy in economic growth and development. • Analyze the role of democracy in reduction of inequality and poverty. • The students understand that democracy promotes dignity and freedom of an individual. • The students understand the causes for continuation of democracy in India and distinguish |

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| | | | | | session organized. | between sources of strength and weaknesses of Indian democracy. |
| August (9) | Lesson – 6 Geography Manufacturing Industries | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Map Activity</p> <ul style="list-style-type: none"> • Locate and label the following on the map of India: • Cotton Textile Industries • Iron and steel plants • Software technology parks <p>Debate</p> <ul style="list-style-type: none"> • Why did India not go for privatization of manufacturing activities after 1947? <p>Group Discussion</p> <ul style="list-style-type: none"> • The students will discuss about environmental pollution and degradation and the role of NTPC in this direction. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic, the students will be explained the importance of manufacturing. • The students will learn about the contribution of industry to the national economy and explained terms like agglomeration economy, integrated steel plants etc. • The students learn the importance of industrial location. • The students will learn about agro based & mineral based industries, consumer-based industry, small- and large-scale industries, public and private sector industries. • The students will be explained the process of manufacturing of garment, steel and aluminum. | <ul style="list-style-type: none"> • Students will be able to assess the importance of industries in the national economy. • The students will be able to establish relationship between natural resources and types of industries. Speculate regional disparities and the factors affecting industrial location. • The students can analyze impact of industries on man know the steps taken to check environmental degradation. • The student will understand the impact of overuse of natural resources such as ground water and crude oil, the industries and their impact on the environment. • The students can classify different types of industries based on raw |

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| | | | | | <ul style="list-style-type: none"> Recapitulation and doubt clearance session organized. | materials & relate with pollution in nearby areas. |
| August (5) | Lesson - 5 Geography Mineral and Energy Resources | <ul style="list-style-type: none"> Video clips Maps PPT Internet Mind map Flow charts | Map Activity <ul style="list-style-type: none"> On an outline map of India identify major iron mines, coal mines and oil fields Locate and label major thermal power plants and nuclear power plants on the map of India. Group Discussion <ul style="list-style-type: none"> The students will discuss the benefits of non-conventional sources of energy over the conventional sources of energy. Slogan Writing <ul style="list-style-type: none"> The students will write slogan to encourage save energy campaign | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic and the students will be explained the terms geologists, iron ore, minerals, ferrous & nonferrous metals, quarrying, mining, conventional and non-conventional energy resources etc. The students will be explained the importance of minerals and the different modes of occurrence of minerals. The students will learn about classification of minerals. In a brain storming session, the students will discuss and understand the importance of conservation of minerals. The students will be explained various types of energy resources in detail. | <ul style="list-style-type: none"> The students will be able to distinguish between metallic and non-metallic minerals. Identify different types of minerals and energy resources The student can recognize the regions rich in mineral deposits and places of their availability. The students can list the major iron ore belts in India. The students feel and realize the need of the hour i.e. the judicious use of mineral and energy resources. The students understand and can explain the difference between the conventional and non-conventional sources of energy. |

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| | | | | | <ul style="list-style-type: none"> Recapitulation and doubt clearance session organized. | |
| <p>August (8)</p> | <p>Lesson - 3 Economics</p> <p>Money and Credit</p> | <ul style="list-style-type: none"> Video clips PPT Internet Mind map Flow charts | <p>Activity: -Flip Learning</p> <ul style="list-style-type: none"> Divide your class into small groups. Using the online platform, assign each group a topic from the chapter. Each group will speak for 5 - 8 minutes on their topics. The students can use various audio-visual aids in the form of Power Point presentation, videos from the internet and other extracts for facts and figures to teach. Possible topics to be covered are as follows Loan facilities of banks Self- help Groups PMRY MNREGA Formal and Informal Sectors of Credit. | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic and the students will be explained the important terms to be used in the chapter like credit, collateral, formal and informal sector. The students will be explained about the barter system that existed earlier before the use of money as a medium of exchange. The students will learn about the features of the formal sector of credit with reference to banks. The students will be explained about the terms of credit In a brain storming session, the students will discuss the advantages and disadvantages of both formal and informal sectors of credit. Recapitulation and doubt clearance session organized. | <ul style="list-style-type: none"> The student will understand money as an economic concept, the role of financial institutions from the point of view of day to day life. The students can identify the importance of money as a medium of exchange. They can evaluate the limitations of the barter system and recognize the modern forms of money. The students understand the terms of credit and can assist people to deal with normal proceedings of a bank related to extension of loan. The students can identify the functions and the advantages of self-help groups. The students can help people understand the |

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| | | | | | | advantages of formal sector of credit. |
| September (4) | Lesson – 8 Political Science Challenges to Democracy | <ul style="list-style-type: none"> • Video clips • PPT • Internet • Mind map • Flow charts | <p>Role Play Activity The students will be divided into groups and will be given a challenge to perform as a group i.e. Foundational Challenge Challenge of Expansion Challenge of Deepening of Democracy.</p> <p>Group Discussion The students will discuss and suggest political reforms in India.</p> | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic and the students will be explained the challenges faced by every democracy. • The students will be explained the foundational challenge to democracy. • The students will be explained the Challenge of expansion to democracy. • The students will be explained the challenge of deepening of democracy. • The students will discuss and suggest political and democratic reforms in a discussion session. • The students will understand and redefine the definition of democracy. • Recapitulation and doubt clearance session organized. | <ul style="list-style-type: none"> • The students will be able to understand and define the important challenges faced by democracies. • The students will be able to describe the foundational, expansion and deepening challenges to democracy. • The students now understand the guidelines required for the success of political reforms. • The students will be able to redefine democracy as per their understanding of the concept. • The students can assess, evaluate and then suggest political or democratic reforms for making the democratic system better. |

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| September (7) | Unit Tests Revision | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <ul style="list-style-type: none"> • Map Practice | <ul style="list-style-type: none"> • Unit Tests were conducted from 15-9-20 to 23-9-20 | <ul style="list-style-type: none"> • Discussion of question and answers. • Clearing of the doubts of the students. | <ul style="list-style-type: none"> • The students understood the content & revised the chapters coming for Unit Tests. |
| October (9) | <p style="text-align: center;">Lesson - 1 History</p> <p style="text-align: center;">The Rise of Nationalism in Europe</p> | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Activity</p> <ul style="list-style-type: none"> • In the Art Integration activity, the students are told to draw a table of all the attributes and write their importance in the national movement of Europe and India. <p>Group Discussion</p> <ul style="list-style-type: none"> • The students will discuss the causes of the French revolution and its outcome as a recapitulation activity based on their previous class learning. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • PK Testing by random questioning • The Students will be explained the terms nationalism, absolutists, allegory plebiscite, ideology, conservatism etc. • The students will understand the idea of nation, nation states and measures that introduced collective identity. • The students will learn the difference between European nationalism and anti-colonialism. • The students learn how nationalism developed along with the formation of nation states in Europe post 1830. • The students will learn about treaty of Vienna 1815, romanticism and national feeling • Recapitulation and | <ul style="list-style-type: none"> • The students will be able to analyze the impact of French revolution on other European nations. • The students can evaluate the two practices of imperialism and nationalism. • The students will be well versed with the important events that took place in the European history i.e. making of Germany, unification of Italy, the Balkan issue. • The students can very well define the meaning of various national symbols associated with the national movement of Europe and India. |

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| | | | | | doubt clearance session organized. | |
| October (3) | Lesson - 2 Geography Forest and Wildlife Resources | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Group Activity</p> <ul style="list-style-type: none"> • The students will narrate stories of different communities involved in environmental conservation from different parts of India and study them from geographical perspective. <p>Group Discussion</p> <ul style="list-style-type: none"> • Comparison of depletion of forests and wildlife before and after independence. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the forest and wildlife. They will learn the about flora and fauna, the forest cover in India. • The students will be explained the classification of species into: <ul style="list-style-type: none"> ➤ Normal ➤ Endangered ➤ Vulnerable ➤ Rare ➤ Endemic ➤ Extinct. • The students will be explained various types of forests: <ul style="list-style-type: none"> ➤ Reserved forests ➤ Protected forests ➤ Unclassed forests • The students will learn about various wildlife sanctuaries and national parks of India. • Discussion, recapitulation and doubt clearing session organized. | <ul style="list-style-type: none"> • The students will understand the concept and the importance of forests and wildlife in one environment as well as develop concept towards depletion of resources. • The students will develop an appreciation of the richness and variety of India's heritage both natural and cultural and the need for its preservation. • The students get familiarized with the old and modern methods of conservation of forest and wildlife. • The students can categorize the various animals in their class of species. <p>Values Learned</p> <ul style="list-style-type: none"> • Conservation of our environment, natural resource, animals and wildlife. |

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| October (3) | Lesson - 2 Popular Struggles and movements | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Case Studies</p> <ul style="list-style-type: none"> • Nepal and Bolivia will be discussed with reference to the problems existing there and understand the course of the movement and the struggle done by the people to resolve their issue. <p>Activity</p> <ul style="list-style-type: none"> • The students will collect information of any one movement and speak about it in the class for at least 2 minutes. | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained the difference between movements and struggle. • The students will be explained about the movements in Nepal and Bolivia. • The students will learn and understand the similarities and dissimilarities between Nepal's and Bolivia's protests. • The students will be explained about the mobilization and organizations behind popular struggles. • The students will be explained types of pressure groups i.e. public interest group and sectional interest group. • Discussion, recapitulation and doubt clearing session organized. | <ul style="list-style-type: none"> • The students will be able to distinguish out the political and Social movements in India. • The students will be able to analyze the movement of democracy in Nepal. • The students can examine the water war of Bolivia. • The students can correlate democracy with popular struggles. • The student can recognize pressure groups and movements. • The students will be able to understand the influence of pressure groups on politics. • The students will be able to generate an awareness about the role of pressure group in healthy functioning of democracy. |
| October (3) | Lesson – 3 Geography Water Resources | <ul style="list-style-type: none"> • Video clips • Maps • PPT | <p>Map Activity</p> <ul style="list-style-type: none"> • On an outline map of India locate and label the important dams of India | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. | <ul style="list-style-type: none"> • The students will be able to explain the importance of water as resource, develop |

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|---------------------------------|---|--|---|--|---|---|
| | | <ul style="list-style-type: none"> • Internet • Mind map • Flow charts | <p>Group Activity</p> <ul style="list-style-type: none"> • The students will be divided into groups and asked to prepare a report or make a PPT on the reasons for water scarcity of region like drought prone areas Gujarat, Rajasthan, snow covered areas like Jammu and Kashmir, flood prone areas like West Bengal, Bihar and Assam, regions located in different climatic areas. | <ul style="list-style-type: none"> • Homework | <ul style="list-style-type: none"> • The students will be explained about the causes and aspects of water scarcity. • The students will learn and understand about the hydraulic structures of ancient India. • The students will be explained the classification of dams based on the structure and material used. • The students will be explained about the rainwater harvesting systems referring to Guls, Kuls, Khadins, Johads and Tankas. • The students will discuss the need and advantages of rainwater harvesting system. • Discussion, recapitulation and doubt clearing session organized. | <p>awareness towards its judicious use & get familiarized with the old and modern method of conservation of water.</p> <ul style="list-style-type: none"> • List out various uses of water. Identify different sources of water and collect information on various methods of traditional rainwater harvesting. • Examine the ratio between demand and supply of water and reason out the causes of water scarcity. • Investigate process of global warming & climate change. • The students will be able to locate dams on the map. <p>Values Learned</p> <ul style="list-style-type: none"> • Sustainable development. • Conservation of water resources and management. |
| <p>October (4)</p> | <p>Lesson - 3 Political Science Democracy and Diversity</p> | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map | <p>Case Studies</p> <ul style="list-style-type: none"> ➤ Mexico Olympics ➤ Northern Ireland ➤ Netherland ➤ Yugoslavia | <ul style="list-style-type: none"> • Oral testing • Written test • Quiz • Homework | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the | <ul style="list-style-type: none"> • The student will understand the reasons for drawing international attention to racial discrimination |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|---|---|--|--|---|
| | | <ul style="list-style-type: none"> Flow charts | <p>Activity</p> <ul style="list-style-type: none"> The students are asked to read about some great personality who fought against racial discrimination and speak about them in the class for at least 2 minutes. | | <p>terms like diversity, social differences, social divisions etc.</p> <ul style="list-style-type: none"> The students will be explained about the social differences based on the accident of birth and based on our own choices. The students will be explained about types of social divisions like overlapping differences and cross-cutting differences. The students will be explained the negative and positive outcomes of social divisions. The students will also learn the determinants of politics of social division. Discussion, recapitulation and doubt clearing session organized. | <p>during Mexico Olympics.</p> <ul style="list-style-type: none"> The students will understand the origin of social differences. The student can explain the difference between overlapping and cross-cutting difference. The students can examine the reasons for continued tension in Northern Ireland. The students can analyze the cause leading to the division of Yugoslavia. Can assess the crucial factors in deciding the outcomes of politics of social division. <p>Values Learned</p> <ul style="list-style-type: none"> Brotherhood Accommodation of social diversity. |
| <p>October (6)</p> | <p>Lesson – 7 Geography</p> <p>Lifelines of National Economy</p> | <ul style="list-style-type: none"> Video clips Maps PPT Internet Mind map Flow charts | <p>Map Activity</p> <ul style="list-style-type: none"> Identify the Golden Quadrilateral, North-South corridor, East-West corridor NH-1, NH-2 and NH-7. Locate and label major ports of India. Locate and label the | <ul style="list-style-type: none"> Oral testing Written test Quiz Homework | <ul style="list-style-type: none"> P K Testing by random questioning Introduction to the new topic. The students will be explained about the various means of transport. The students will | <ul style="list-style-type: none"> The students will understand the importance of transport, communication and trade for country's progress. The students will be able to identify the |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|---|---|--|---|---|
| | | | International Airports of India. | | <p>discuss and learn about roadways, railways, waterways pipelines and airways.</p> <ul style="list-style-type: none"> • The students will be explained about the classification of roads in detail. • The students will learn about the major waterways and major ports in India. • The students will be explained the means of personal & mass communication and class of mails. • The students will be explained international trade and Tourism in India. • Discussion, recapitulation and doubt clearing session organized. | <p>types of roads in India and list the organisations who maintain them.</p> <ul style="list-style-type: none"> • The students can identify the factors affecting the construction of railways. • The student can list the major pipelines, airports and sea ports of India. • The students will be able to appreciate the tourism industry in India. • The students understand that the economy of a nation depends on its lifeline i.e. transport, communication and trade. |
| November (4) | Lesson – 5 Economics Consumer Rights | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <p>Project Report</p> <ul style="list-style-type: none"> • The students will prepare a project report on the Rights of the Consumer. <p>Role Play</p> <ul style="list-style-type: none"> • The students will be divided in groups and each group will deal with a consumer right each and make others aware of the same as part of the consumer | <ul style="list-style-type: none"> • Oral testing • Project Work | <ul style="list-style-type: none"> • P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the factors exploiting consumers in marketplace. • The students will be explained Consumer movement (COPRA- | <ul style="list-style-type: none"> • The chapter will be done in a project form hence the students will be able to understand the exploitation of consumers in the market place in a better way. • The students will understand, assess and can apply the |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|----------------------------------|---|---|--|--|--|
| | | | awareness. | | 1986). <ul style="list-style-type: none"> • The students will be explained about consumer rights. • The students will be explained about the duties of a consumer. • The students will learn about the consumer redressal forum. • Discussion, recapitulation and doubt clearing session organized. | major objective of the consumer movement (COPRA-1986). <ul style="list-style-type: none"> • The students can explain the consumer rights to others. • The students can absorb the duties of consumer in a better way. • The students understand the consumer redressal process and can help other in the same. |
| November (20) | Revise for the Pre-Boards | <ul style="list-style-type: none"> • Video clips • Maps • PPT • Internet • Mind map • Flow charts | <ul style="list-style-type: none"> • Map Practice | <ul style="list-style-type: none"> • Pre-Board Exams conducted. | <ul style="list-style-type: none"> • Discussion of question and answers. • Clearing of the doubts of the students. | <ul style="list-style-type: none"> • The students understood the content & revised the chapters coming for Pre-Board Exams. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: IX & X
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|--|--|--|---|---|
| FEBRUARY 06 | Physical Fitness Test. | <ul style="list-style-type: none"> • Measuring tape • Lime powder • Clapper • Wooden box (3'x 3') • Stopwatch • Whistle • Rope • Cones • Weighing machine | <ul style="list-style-type: none"> • Discussion on all the aspects of the tests • Preparing a project on the given tests. Showing videos | <ul style="list-style-type: none"> • MCQs | <ul style="list-style-type: none"> • Vertical jump • Shuttle run • 60-meter sprint • 800-meter run • Height (Meter) • Weight (Kg) • BMI | <ul style="list-style-type: none"> • Data collection • Height • Weight • BMI, • Speed • Strength • Agility • Coordination |
| MARCH 26 | <ul style="list-style-type: none"> • What is Physical Education? • What are the Objectives of Physical education? • What is Warming up? • How to get Ready and Limbering Down for and after specific physical activity? | <ul style="list-style-type: none"> • Reference books • Study Materials • class lectures • Playground • Stopwatch • Measuring tape | <ul style="list-style-type: none"> • Speaking on the topic • Preparing a presentation. • Sharing the views taking help of science teachers. | <ul style="list-style-type: none"> • MCQ Tests. • Performance recording of every individual. | <ul style="list-style-type: none"> • Demonstration • Participation • Interactive sessions. • Discussion • Playing games after warming up. • Measuring of pulse rate. <p>Conducting physical fitness tests like-</p> <ul style="list-style-type: none"> • Short runs • Distance runs • Sit-ups • Pull ups • Pushups • Vertical jump • Standing broad | <ul style="list-style-type: none"> • Realize the importance of disease-free life, display healthy habit, growth and development and address gender difference. • Develop positive attitude and life skills to promote mental health, self-control, concentration, and discipline in life. • Displays different ways to manage stress and aggression. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|--|
| | <ul style="list-style-type: none"> What is Physical Fitness? What are the effects of Physical fitness on us human body? | | | | jump <ul style="list-style-type: none"> Recording the performance of each child and documenting the same. | |
| APRIL 23 | <ul style="list-style-type: none"> Can we measure the growth of human body? What are sports training? How can we prepare for performance excellencies at higher level? | <ul style="list-style-type: none"> Stadiometer weighing machine measuring tape Age Appropriate Index. Playfield stopwatches measuring tape textbooks reference books | <ul style="list-style-type: none"> Speaking on the topic Sharing the views Taking help of Biology teachers Watching videos | <ul style="list-style-type: none"> Research on the topic. Sharing views. Performance recording of every individual. oral Testing. | <ul style="list-style-type: none"> Practical Demonstration of measuring the body parts and weight and recording the data in the practical file. Interactive Session practical use of principles of sports training in playfield with the help of Various sports. Demonstration and participation in games and sports | <ul style="list-style-type: none"> Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community. Measures body parameters such as pulse rate, height, bodyweight, and girth using correct procedure. |
| MAY 26 | <ul style="list-style-type: none"> What is Fatigue? What is Load and adaptation? How to judge the Load? | <ul style="list-style-type: none"> Reference books | <ul style="list-style-type: none"> Speaking on the Topic. sharing each other's views. Sharing experiences. | <ul style="list-style-type: none"> Organizing quiz competition and further sharing the experiences. | <ul style="list-style-type: none"> Practical demonstration of fatigue factors on playfield using various physical activity. Project work Interactive Session Use of physical activity and various | <ul style="list-style-type: none"> Deal with psycho-social issues like drug abuse anxiety, attitudes, behavioral, coping with stress and emotion at school, home and in the community Develop positive attitude and life skills to promote mental health, self-control, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|--|--|
| | | | | | sports along with other training methods on the playfield. | concentration, and discipline in life. • Displays different ways to manage stress and aggression |
| JUNE | TERM-1 EXAMINATION | VACATIONS | - | - | - | - |
| JULY 23 | <ul style="list-style-type: none"> • What are the types of tournaments and drawing of fixtures? • How various sports were evolved? • What are the rules and terminologies governing Sports? | <ul style="list-style-type: none"> • Fixtures of various tournaments • Reference books. • Use of Rules book of various sports. | <ul style="list-style-type: none"> • Speaking on the topic. • Preparing a presentation. • Sharing the views. • Taking help of computer teachers. | <ul style="list-style-type: none"> • Written Tests. Performance • Recording of every individual • Assignments on the topic for preparation. | <p>Knock-out</p> <ul style="list-style-type: none"> • Single • double <p>League</p> <ul style="list-style-type: none"> • Single • Double <p>Combination Fixtures:</p> <ul style="list-style-type: none"> • League cum knock-out • knock-out cum league. <p>Sports and games (any two):</p> <ul style="list-style-type: none"> • Badminton • Basketball • Cricket • Football • Gymnastics • Hockey • Kabaddi • Kho- Kho • Swimming • Table-Tennis | <ul style="list-style-type: none"> • Displays leadership qualities with special references to planning, contributing • Resources mobilization in games and sports meet organization and administration. • Identifies sports facilities and equipment in the school and community. • Uses concepts and applications of games, sports and yoga in the learning of various subjects. • Participates in the games and sports by following the rules including indigenous games. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|---|---|
| | | | | | <ul style="list-style-type: none"> • Tennis • Volleyball <p>Combative Sports:</p> <ul style="list-style-type: none"> • Judo • Wrestling <p>Preparing record book, Playing of above stated games and sports</p> | |
| AUGUST 24 | <ul style="list-style-type: none"> • What are the rules and terminologies governing the sport? • Do you know the area required to play various sports? • What skills/Techniques needed to play various sports | <ul style="list-style-type: none"> • Use of Rules book of various sports. Playground. • Knowledge from various websites. • Playground outdoor and indoor sports area. | <ul style="list-style-type: none"> • Speaking on the topic. • Sharing the views and experiences. • Taking help of computer teachers for the research work. • Watching videos. | <ul style="list-style-type: none"> • MCQ Tests. Performance recording of every individual. | <ul style="list-style-type: none"> • Playing of above stated games and sports. • Visit to various sports stadiums or schools in the vicinity having various sports facilities. • Demonstration Practice | <ul style="list-style-type: none"> • Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sports persons. • Establishes linkage of games and sports learning with other subject areas. • Appreciates indigenous and local areas the games. • Displays different ways to manage stress and aggression. |
| SEPTEMBER 16 | <ul style="list-style-type: none"> • What is the importance of safety at workplace? • What Precautions should we take while using | <ul style="list-style-type: none"> • Resource Material • Media Material • Medicines • Charts | <ul style="list-style-type: none"> • Speaking on the topic. • Preparing a presentation. • Sharing the views and experiences. | <ul style="list-style-type: none"> • Written Tests. Performance • Recording of every individual assignment on the topic for preparation. | <ul style="list-style-type: none"> • Discussion and sharing the experiences of peer group. • Discussions and lectures | <ul style="list-style-type: none"> • Applies safety measures in different situation. • Explain the role education in health promotion. • Applies first aid principles and survival skills |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|---|--|---|
| | <p>medicines?</p> <ul style="list-style-type: none"> How can these be harmful to our body? | | <ul style="list-style-type: none"> Taking help of the medical and admin staff. | | | <p>during injuries and emergency.</p> <ul style="list-style-type: none"> Expresses responsible behavior regarding substances misuse. |
| OCTOBER 27 | <ul style="list-style-type: none"> How can we educate people about their health? How can school be helpful in promoting health of each child? Is health insurance essential for every person? What are future careers in health care? What is the Role of Government In sports promotion? | <ul style="list-style-type: none"> Developing a format for each child reading material. Health promoting materials. Case Studies. Sports and Sports Education Promoting Agencies. Literature Information Institutional Profile Reading Material. | <ul style="list-style-type: none"> Speaking on the topic. Preparing a presentation. Sharing the views and experiences. Taking help of the medical staff. | <ul style="list-style-type: none"> Written Tests. Performance recording of every individual Assignments on the topic for preparation. | <ul style="list-style-type: none"> Screening of health by school authorities. Employing the senior students to record the health data of younger children under the s supervision of physical education teacher. Discussions. Interactive sessions and quiz competition. Projects Interactive Session. | <ul style="list-style-type: none"> Identifies factors affecting health and wellbeing. Analyses factors affecting growth and development during adolescence period. Explain the need of nutrition food as pertinent to health. Learning about the role of Government in setting up sports facilities and its organization. |
| NOVEMBER 19 | ACADEMIC REVISION | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Visual Arts
Class: X
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|--|---|--|
| March 08 | Topic /Theme: Environment /people/object/tradition-based Tradition based <ul style="list-style-type: none"> • Folk Art Sub-topic: <ul style="list-style-type: none"> • Limbs of art (Form, proportion, Expression, Resemblance, color and grace) • Principles of art (Balance, Rhythm, Harmony etc.) | <ul style="list-style-type: none"> • Books • Wikipedia • Black board | <ul style="list-style-type: none"> • Practical study of nature (Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp • The learners will Visit to Folk art- Wikipedia https://en.m.wikipedia.org/ • The learner would read and narrate stories from the lives of folk artists or about any folk art. • The learners would be involved in making paintings and masks. • A project would be given on any current situation which will be executed in any folk style. | <ul style="list-style-type: none"> • The learners develop observation, recording, manipulation and application skills. • The learners discover their potential for creativity, self-expression and visual awareness through painting. • The learner's experiment with different methods and materials of visual arts. • The learners will instill respect for the folk artists and understands the regional traditional art. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|--|--|
| April 08 | <p>Topic /Theme: Environment /people/object/tradition based Painting Composition</p> <ul style="list-style-type: none"> • Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. • Composition on daily life • Sub- topic: Drawings of human and animal figures, perspective learning and color application. | <ul style="list-style-type: none"> • Image references. • Wikipedia • Books | <ul style="list-style-type: none"> • Practical assignments • Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> • Assessments of practical work. • Portfolio assessment. | <ul style="list-style-type: none"> • The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. • Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com • Children will be involved in a demonstration class on how to make abstract painting. | <ul style="list-style-type: none"> • The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. • Doing it practically they will improve skills on use of line, color scheme and tones. • The learners Would be able to understand the core values of an art piece. • Understand the basic principles of colour. • The learners Discover their potential for creativity, self-expression and visual awareness through painting. |
| May 08 | <p>Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> • Outdoor Sketching • Natural and manmade object <p>Sub-topic:</p> <ul style="list-style-type: none"> • Line, shape, form, texture, color, space and | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature (Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • The learner will be taken for a walk to explore the nature. • The learners will be encouraged to feel the light and shades or different surfaces of natural and manmade object. • Groups will be made for foliage study. | <ul style="list-style-type: none"> • The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. • The learners understand and explain the elements of visual arts. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQ s /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|----------------------------------|---------------|--|---|--|--|
| | perspective | | | | <ul style="list-style-type: none"> The learners discuss the elements of arts in the classroom using exemplary work of artists to pinpoint each element and its value in their work. Perspective (graphical)- Wikipedia https://en.m.wikipedia.org/wiki/Brunelleschi . Great cathedral mistery https://youtu.be/RUBnDIoGHg | <ul style="list-style-type: none"> The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. The learner's experiment with different methods and materials of visual arts. |
| June | Revisions, Exams and assessment. | - | - | - | - | - |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQ s /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|--|---|
| July 08 | Topic /Theme: Environment /people/object/tradition based <ul style="list-style-type: none"> • Still life study Sub-topic: <ul style="list-style-type: none"> • Form, Shape, Tone, texture and color | <ul style="list-style-type: none"> • Sketch book • Black board • Wikipedia • Natural things • YouTube | <ul style="list-style-type: none"> • Practical study of nature (Experiential learning) • Skill assessment | <ul style="list-style-type: none"> • Assessment of practical work. • Daily portfolio assessment. | <ul style="list-style-type: none"> • Paintings of Jaun van der Harmen will be shown to get into the topic. https://www.saatchiart.com • Still life done with Pencil and watercolor will be shown. • Objects will be arranged with drapery • https://www.pinterest.com/ • Paintings of great Indian artists will be shown. https://www.thebetterindia.com • https://www.mojarto.com • Daily practice during art period. | <ul style="list-style-type: none"> • The learners will improve skills on use of line, color scheme and tones. • The learner's experiment with different methods and materials of visual arts. • The learners appreciate the beauty of manmade objects and its color, form, light and shades, textures, and work of artist/artisans. • The learners develop observation, recording, manipulation and application skills. • The learners discover their potential for creativity, self-expression and visual awareness through painting. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|---|--|---|
| August 08 | <p>Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Clay modeling Sub-topic: Form, proportion, texture and sculptural techniques. | <ul style="list-style-type: none"> Wikipedia You Tube Books | <ul style="list-style-type: none"> Practical study of nature (Experiential learning) Skill assessment Integration with history | <ul style="list-style-type: none"> Assessment of practical work. | <ul style="list-style-type: none"> The class will start with a story of Konarak Temple The class will be watching a video of Indian temple sculpture. The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. <p>TEMPLE ARCHITECTURE OF INDIA by Dr. N.C Panda and Siva Negi Reddy</p> <p>INDIAN ARCHITECTURE by Percy Brown</p> <ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp You Tube video Henry Moor- The language of sculpture https://youtu.be/wEpbZxA2YVM Daily practice. | <ul style="list-style-type: none"> The learners develop observation, recording, manipulation and application skills. The learners discover their potential for creativity, self-expression and visual awareness through sculptures. The learners will instill respect for the folk artists and understand the regional traditional art. The learners appreciate the beauty of nature, color, form, light and shades, textures, and work of artist/artisans and beauty of manmade objects. |
| September 02 | <p>Topic/Theme: Environment /people/object/tradition based</p> <ul style="list-style-type: none"> Print making Sub-topic: | <ul style="list-style-type: none"> Books Wikipedia | <ul style="list-style-type: none"> Live Demonstration Practical's Integration with history. | <ul style="list-style-type: none"> Assessment of practical work. | <ul style="list-style-type: none"> The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by | <ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the print making culture and will also understand |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQ s /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|--|---|
| | <ul style="list-style-type: none"> Form, proportion, texture, color and techniques. | | | | <p>humans based on student's prior knowledge.</p> <ul style="list-style-type: none"> Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3J0 The learners will be involved in live demonstration The learners will make linocut prints. The learners will make a project on how print making culture helped industrial revolution to happen. | <p>the modern Indian print making practice and connection to the traditional print making practice in the world.</p> <ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through print makings. The learners develop observation, recording, manipulation and application skills. |
| October 08 | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> Portfolio | <ul style="list-style-type: none"> Portfolio design as a project. | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a project. | <p>The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills.</p> |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Hindustani Vocal Music
Class: X
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|--|--|---|---|
| March (8) | Topic: Definition: <ul style="list-style-type: none"> Alaap Taan Meend Kan | <ul style="list-style-type: none"> Class Board Book Electric Tanpura | <ul style="list-style-type: none"> Project will be given to research on topic. A group discussion will take place during the class. Practical explanation of Alaap, Taan, Kan, Meend, | <ul style="list-style-type: none"> Oral Test Home work MCQ | <ul style="list-style-type: none"> Class will begin with a composition and students will be asked to identify the different actions or movements in singing. General discussion about these movements and explanation of musical terms. <p>http://www.tanarang.com/english/glossary_eng.htm</p> | <ul style="list-style-type: none"> Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music. These terms will help in improvisation of ragas. |
| April (8) | <ul style="list-style-type: none"> Basic Knowledge of the Structure and Tuning of Tanpura. | <ul style="list-style-type: none"> Book Video Audio Images Tanpura | Experiential learning: <ul style="list-style-type: none"> Student will learn Tanpura structure with the help of a manual tanpura. Tuning of tanpura will be taught practically to each student individually. | <ul style="list-style-type: none"> MCQ Oral Making (drawing) structure of tanpura. | <ul style="list-style-type: none"> One manual tanpura will be provided to students One by one they will be taught how to hold and play the Tanpura'. Explanation of various parts and tuning on manual Tanpura. <p>https://www.bing.com/videos/search?q=tanpura+video&docid</p> | <ul style="list-style-type: none"> This study will help to understand the history, structure and Tuning of Tanpura. Students will learn holding, tuning and playing techniques of Tanpura. |

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| May (8) | Description of following Ragas <ul style="list-style-type: none"> Raga Khamaj Raga Brindavani Sarang. Raga Bhupali Aroha avroha and pakad. | <ul style="list-style-type: none"> Text book PDF Files Wikipedia Tanpura | <ul style="list-style-type: none"> Experiential learning: Creation of innovative swar patterns according to the nature of raga. One activity of writing notation of any song. | <ul style="list-style-type: none"> Written Assignments Oral Test MCQ | <ul style="list-style-type: none"> Explanation of Bhatkhande Notation System. Writing aroha, avroha and pakad of raga along with description and composition. | <ul style="list-style-type: none"> Students will be able to understand Ragas with the help of lakshan Geet. They will be able to identify the different swar patterns of various ragas. They will be able to sing compositions in Ragas. This study will help students to identify the music or songs based on these notes. |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| July (08) | Composition in Ragas <ul style="list-style-type: none"> Raga Bhupali Raga Khamaj Raga Brindavani Sarang. | <ul style="list-style-type: none"> Text book PDF Files Wikipedia Tanpura | <ul style="list-style-type: none"> Creation of innovative swar patterns according to the nature of ragas. Documentation of swar combination in notebook. Practical practice of notes used in Raga Bhupali, Khamaj and Brindavani Sarang. One activity to identify songs composed in above ragas. | <ul style="list-style-type: none"> Oral Test Home Assignment. Written test. | <ul style="list-style-type: none"> Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhupali, Khamaj and Raga Brindavani Sarang. One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. Swar pattern and one composition in above ragas will be shared with students. | <ul style="list-style-type: none"> Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline. This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas. |

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| August (08) | Brief study: <ul style="list-style-type: none"> Devotional Song Folk song Dhrupad Trana | <ul style="list-style-type: none"> PDF Files Tanpura Tabla Harmonium Wikipedia Audio video clips | <ul style="list-style-type: none"> Project: one project will be given to listen different genre of music like Tarana, Dhrupad, Bhajan, Geet and Folk music of any region and to write their views according to their understanding. | <ul style="list-style-type: none"> Oral Test MCQ Home work Assignment | <ul style="list-style-type: none"> Vides of different music genre of Indian music will be shown to the students. They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. | <ul style="list-style-type: none"> Students will learn different genres of Indian Music. Comprehends the relevance/ importance of Folk Music. Comprehends the style (<i>shaili</i>) of Dhrupad. Students will learn different Bhajan and Geet in different Ragas. |
| September (04) | <ul style="list-style-type: none"> Identification of prescribed Ragas from phrases of Swaras. | <ul style="list-style-type: none"> Video Audio Tabla Tanpura | <ul style="list-style-type: none"> Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. Documentation in notebook. | <ul style="list-style-type: none"> MCQ Oral Test Assignment | <ul style="list-style-type: none"> One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc | <ul style="list-style-type: none"> Able to understand the swar pattern in different ragas. Helps to identify the ragas from music phrases, tunes or songs etc. Helpful in creating or composing own music. |
| September | Exams and Assessment | - | - | - | - | - |

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| October (8) | <ul style="list-style-type: none"> • Tala Tilwada • Tala sooltala • Tala Rupak • Tala Chautala | <ul style="list-style-type: none"> • Pictures • Tabla • Audio • Video | <ul style="list-style-type: none"> • Practical demonstration will be shown on Tabla for better understanding. • Writing Taals in ekgun, dugun and chaugun. • Listen to audio visual recordings and identify the beat circle. • Practical practice to recite tala with hand gesture. • Recite tala in ekgun dugun and chaugun keeping hand beat same. | <ul style="list-style-type: none"> • Assignment • Oral Test • MCQ • Homework | <ul style="list-style-type: none"> • Students will be taught how to write notation of tala Rupak, Jhaptala, Tilwada and Dhamar. • Demonstration will be shown on Tabla.for better understanding | <ul style="list-style-type: none"> • Students will be able to write talas in Bhatkhande Notation System. • Recites boles of Taal. • Helps to understands the musical meter. |
| November/ December | Exams and assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Dance
Class: IX to X
Session 2020-21

| Month/ No of working days | Topic / Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/ Art Integration/ Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| FEBRUARY NO OF DAYS :06 | <u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> <i>Kathak (Classical form)</i> Basic values : <ul style="list-style-type: none"> • Bhumipranam • Gurupranam • Bowing to the stage • Pranam to instruments • Courtesy to accompanist | Books related to Indian classical dances. | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Reflection • Teacher's feedback | Step by step demonstration. Demonstration of your hand movements Demonstration of your foot movements. Demonstrate the students what artists do before a performance. | Learning proper etiquette and paving the way for something special or <u>Sadhna</u> |
| MARCH NO OF DAYS:26 | <u>TAAL GYAN</u> Teen taal and Jhaptal <ul style="list-style-type: none"> • Introduction of Teen Taal Jhaptal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya Drut Laya, Aadi Laya, Kuadi Laya have to be interduce</i> | <ul style="list-style-type: none"> • Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Assessment • Practical | Demonstration method Tying of Ghungroo demonstration By playing Lehra or Nagma and Tabla or Pakhawaj. | Knowledge of different types of Laya in Tala. How layas are woven to weave Talas. Sound of the instrument. |

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| <p>APRIL NO OF DAYS: 23</p> | <p><u>FEET MOVEMONT</u> <u>OR</u> <u>PAD SANCHALAN</u></p> <ul style="list-style-type: none"> • Tatkaar of Teen Taal (<i>Ekgun, Teengun Dugun, Chaugun, Athgun</i>) • Basic and advanced Hastamudra's • Hand movements (Basic and advanced exercise with hands) | <p>By showing pictures, videos .</p> | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Assessment • Practical | <p>Demonstration method,</p> <p>Verbally and Practically</p> <p>Learning by regular practices</p> | <p>Excercising of the hand movements and mudra's.</p> <p>The concentration level or thinking capacity widens.</p> <p>Flexibility of Hasta sanchalan</p> |

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| <p>MAY NO OF DAYS:26</p> | <p><u>Body Movements</u></p> <ul style="list-style-type: none"> • Ang • Pratyang • Upaang <p><u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist.</p> <p><u>Pratyang</u> constitutes those parts which help the main parts to move neck, shoulder, arms, etc.</p> <p><u>Upaang</u> constitutes those small parts in the body which are very minute but are for the right expression like eyebrow, eyes, eyeball, etc.</p> <p><u>Kasak and Masak</u> <u>Bhavbhanga</u></p> | <ul style="list-style-type: none"> • Videos • Pictures <p>Introducing Videos of great artists. For example:</p> <ul style="list-style-type: none"> • <i>Pt. Birju Maharaj</i> • <i>Sitara Devi</i> • <i>Pt. Durga Laal, etc</i> | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical | <p>By showing them practical demonstration.</p> <p>Facial expression demonstration.</p> <p>Body posture demonstration.</p> | <p>This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.</p> |

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| | | Videos of Hand movements and facial expression. | | | Movements of eyes and neck. Movements of hands. | |
| JUNE | TERM-1 EXAMINATION | VACATIONS | | | | |
| JULY NO OF DAYS:23 | <u>Different types of rounds</u> <u>Or Bhramri</u> <u>Purnachakkar,</u> <u>Aardhchakkar, Viprit and</u> <u>Aardhviprit</u> <ul style="list-style-type: none"> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beats Bhramri • Sound of 1 beat Bhramri | Photos and sound of beats on Tabla or Pakhawaj By showing videos | Inter disciplinary linkage: (with EVS, English and Hindi) Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> • Oral Assessment, • Assessment • Practical | Learning by regular practices Practice of coordination (<i>coordination between hand movements and foot work</i>) | Development of Swiftness and sharpness.of Bhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination between hand movements and |

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| | Practice of coordination <i>(coordination between hand movements and foot work)</i> | | | | | foot work increases. |
| AUGUST NO OF DAYS:24 | <p><u>Different types of foot work in Teen taal</u></p> <ul style="list-style-type: none"> Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, Farmaishi chakerdaar Tihai, Palt, ladi, Laykari etc)</i> <p><u>GROUP DANCES IN OTHER FORMS</u></p> <p>To teach different types of group dances for various events.</p> | <ul style="list-style-type: none"> Wooden floor or Cemented floor Videos Ghungroo Folk Music on music system. Live music with the help of Folk instruments like Dolak, Naal, Duf, etc Showing the | Inter disciplinary linkage: (with EVS, English and Hindi) | <ul style="list-style-type: none"> Assessment, Practical Oral assesment | <p>Regular Tatkaar practice</p> <p>Traditional movements of particular Folk dance.</p> <p>Practice with costumes, jewellery and makeup related to dance.</p> | <p>Magic created by weaving different patterns of Laya.</p> <p>Folk dance forms and traditional tunes, songs with their particular language should be taken by the students.</p> <p>Discussion regarding special elements in the</p> |

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| | | costumes, jewellery and makeup related to dance. | | | | performance costume, body movement, music. |
| SEPTEMBER NO OF DAYS:16 | <u>Basic Kathak Bol's in Teen Taal</u> <ul style="list-style-type: none"> • Uthaan • Thaat • Salami • Aamad • Tukda • Paran-Judi-Aamad • Chakkardar Tukda • Farmaishi-Chakkardar Tukda and Paran • Parmelu and Natvari Tukda and Paran | <p>Live performances of various artists</p> <p>By showing pictures, videos.</p> <p>Charts for Mudra's</p> | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Assessment • Oral assessment • Practical | <p>Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.</p> <p>To show live performances.</p> | <p>Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.</p> |
| OCTOBER NO OF DAYS:27 | <u>TO TEACH ANY KIND OF VANDANA</u> <ul style="list-style-type: none"> • Guru Vandana • Ganesh Vandana | <ul style="list-style-type: none"> • Videos | <p>Inter disciplinary linkage: (with EVS, English and Hindi)</p> | <ul style="list-style-type: none"> • Oral assessment • Practicals • Teachers | <p>Demonstration, Discussion</p> | <p>Meaning full Shlokas to be understood.</p> |

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| | <ul style="list-style-type: none"> • Shiv Stuti • Devi Stuti • Vishnu Stuti,etc <p><u>Abhinaya with different Feelings and Expressions (Navras)</u></p> <ul style="list-style-type: none"> • Gat Bhava(Raasleela,D raupadi cheerhran,Makhan Chori,etc) • Gat Nikas(Kasak and masak in hand movements and Padsanchalan) • Kavit(Holi,Shiv Tandav,Krishan ched chad,etc) • Thumri(Shringar,B hakti,Virah,etc) <p><u>SPEAKING SKILLS (Padhant)</u></p> <p>To speak Kathak Bol and Tihai with Laya and Taal.</p> | <ul style="list-style-type: none"> • Mudra's on internet • Body postures on internet • Live or recorded music <p>Rasa- films,television serials,video films of various artists.</p> <p>To teach Padhant with the help of percussion instruments.</p> | | <p>Feedback</p> <ul style="list-style-type: none"> • Assesments | <p>By discussing Mythological stories. Demonstration of dance-dramas to be shown.</p> <p>Practical and verbal demonstration of various characters.</p> <p>To teach Padhant by clapping of hands and following the percussion instruments.</p> | <p>Understanding of instruments, make up, costume and other accessories.</p> <p>The thought and feeling behind the Vandana, body movement. Student should be able to depict the characters properly. Concept of the character understood while depiction of any story</p> <p>Virtues of different mythological beings like:-</p> <p>Siddhi Vinayak- Ganesh</p> |

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| | | | | | | <p>Aangikam Bhavanam- Shiva Nagender Harai-Shiva Shantakaram- Vishnu</p> <p>Have to be understood by students</p> |
| NOVEMBER NO OF DAYS: 19 | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION | ACADEMIC REVISION |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: XI

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia /Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| <p>April Periods: - 4</p> | <p>Hornbill: Prose The Portrait of a Lady</p> <p>In this story, the author draws a pen portrait of his grandmother. He beautifully unfolds his relationship with her while describing her appearance and daily activities. The grandmother herself was not formally educated but was serious about the author's education</p> | <ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Research on Khushwant Singh • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handouts | <ul style="list-style-type: none"> • Group Discussion on growing distance between the young and the older generation. Group activity comprising all range of learners. • A video depicting elders' unconditional love will be shown to the students. • Each group will comprise of 6 differentiated learners i.e. (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students | <p>Comprehension questions: -</p> <ul style="list-style-type: none"> • Imagine yourself as Khushwant Singh. Record the changes that came in your relationship with your grandmother as you grew up to a college student. • Write a short description of an elderly person with whom you have been intimately connected with and who is not there with you now. • The author's grandmother could never have been pretty; but she was always beautiful. Discuss. • Textual questions/ Extracts/Value based/Character sketches • Quiz on vocabulary and specific incidents | <ul style="list-style-type: none"> • The session would begin with an interactive session wherein the learners would interpret the title of the lesson. • The background knowledge of the author and his works would be given. • The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. • Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum | <p>Students will be able</p> <ul style="list-style-type: none"> • to develop an independent attitude in thought and action • to improve working relations and respect for identities in relation to other people • to show care and concern for animals • to accept and manage the situations with patience and tolerance • to respect the relations in the family • to understand the use of past perfect tense • to develop responsibility and sensitivity towards the sufferings of others • to know the sacrifices and support given by the grandparents in the family |

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| April Periods: - 2 | <p>Hornbill: Poetry A Photograph</p> <p>The poem is to capture moments from life which remains as pictures in our minds. It is about the moments in life which leave an indelible imprint on our minds and past memories keep flashing back into our mind when we look at the photograph years later. It highlights that when death strikes, we humans are expected to accept the loneliness, the vacuum it creates.</p> | <ul style="list-style-type: none"> • Power Point Presentation based on the poem will be shown. • Class reading with suitable expression and intonation • PPT • Handouts | <ul style="list-style-type: none"> • Description of an old photograph in class. • To write a short synopsis after reading and recognizing the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences- to build up didactics, empathy and sympathy with the loss of the speaker. | <ul style="list-style-type: none"> • Extra exercises – reference to context, short answers, long answers and value-based answers. • Complete the following based on the poem. • Quiz from the poem. | <p>Pre-activities:</p> <ul style="list-style-type: none"> • Read out a poem on a similar theme/ discuss an incident/ describe an old mounted photograph. • Recapitulation of Figures of Speech with examples. • Summary of each stanza will be written in the notes copy. • Exercises from the book will be discussed and written in the notebook. • Diary Entry on Mother Nature and its invaluable gifts | <p>The students will be able to-</p> <ul style="list-style-type: none"> • express effectively, sharing ideas and develop appropriate style of writing. • understand the importance of human relationship. • understand child psychology. • understand the attachment with family members. • understand the nostalgic experiences of the past. • understand that both the moments of life have been permanently etched in the poet's mind with a feeling of eternal loss. • understand that death has overpowered the innocence of those moments and the pleasure they treasured. • understand that time and tide wait for none and change is the harsh and bitter reality of life. • understand that |

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| | | | | | | death comes as the greatest leveler. |
| April Periods: - 5 | <p>Hornbill: Prose We're Not Afraid to Die. If we Can All Be Together</p> <p>A first-person account of an adventurous ordeal that a family experience. This is a story of extreme courage and skill exhibited by a family of four comprising of the narrator, his wife Mary and two children Suzanne and Jonathan along with the adults, the two children too are worth mentioning as they showed exemplary courage and understanding even in the face of death</p> | <ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • The students will be explained about the parts of a boat with the help of a model to comprehend better. • A report on 'Worst Disasters at Sea' to be prepared in 200-250 words • Research on Storms and their causes | <ul style="list-style-type: none"> • Assignments • Comprehension questions: - <ul style="list-style-type: none"> i). What difference did you notice between the reaction of the adults and the children when faced with danger? ii). What lesson do we learn from such hazardous experiences? iii). Comprehension questions will be asked to check the understanding. iv). Textual questions/ Extracts/Value based/Character sketches • Quiz from the chapter | <p>Activities</p> <ul style="list-style-type: none"> • Warm up activity- • Why do you think people undertake adventurous expeditions despite the risks involved? • Share any adventure/experience (you had) which reflected your presence of mind or practical knowledge • Optimism helps to endure the direst stress. Discuss. • Brief up about Captain Cook and his work. | <p>The students will be able to: -</p> <ul style="list-style-type: none"> • learn the parts of ship and different terms/words related to voyage • understand that presence of mind along with the practical knowledge is important to take instant decisions • know that determination and self-confidence can conquer adverse circumstances • inculcate values of sharing, caring and responsible attitude towards others • enhance and develop Leadership skills, exploring skills, Adventurous skills, Analytical skills, Decision making skills, Thinking skills. |
| May Periods:4 | <p>Hornbill: Prose Discovering Tut: The Saga Continues</p> <p>The story tells us about the intricate</p> | <ul style="list-style-type: none"> • A PPT on Tutankhamun • Short Video • NCERT eBook pdf • Textbook • Mind Map | <ul style="list-style-type: none"> • Project on researching various Ancient languages and dialects and the reasons for their extinction. | <ul style="list-style-type: none"> • Assignments • Discussion • Writing task • An article on 'Myths surrounding the Mummies' in about | <p>Pre Reading-Activities:</p> <ul style="list-style-type: none"> • A documentary on King Tut and Pyramids will be | <p>The Students will be able to: -</p> <ul style="list-style-type: none"> • Think, analyse and observe how advances in technology have |

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| | details of the boy Pharaoh- Tutankhamen, his mysterious death, his power, his forensic reconstruction and his CT Scanning for investigation purpose | <ul style="list-style-type: none"> • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • Activity: research with pictures and present it in the form of a collage. | 250 words <ul style="list-style-type: none"> • Class Test • Quiz | shown <ul style="list-style-type: none"> • The session would start with an interaction on the ways you think we could help prevent the extinction of languages and dialects. • The title of the prose would be open for class interpretation. • The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life. Post- reading activity <ul style="list-style-type: none"> • King Tut's Family tree will be drawn along with their description • Textual questions will be discussed | brought about paradigm shift in the approach to archeology and improved forensic analysis <ul style="list-style-type: none"> • Understand the wastefulness of war • inculcate the values of concern, responsibility, curiosity and respect other's beliefs, customs, rituals |
| May Periods: - 2 | Hornbill: Poetry Voice of the Rain The poem is an imaginary dialogue between the poet and the rain. Surprisingly, the rain answers the | <ul style="list-style-type: none"> • NCERT eBook pdf • Textbook • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board | <ul style="list-style-type: none"> • Students will be encouraged to read similar poem by other poets like Khalil Gibran's, <i>Song of the Rain</i> will be read for pleasure and draw | <ul style="list-style-type: none"> • Assignments • Comprehension Questions <ul style="list-style-type: none"> ➤ Behind apparent simplicity, the poem hides a deeper meaning. ➤ What exactly | Warm up Questions <ul style="list-style-type: none"> • What is water cycle? How is the cycle getting disturbed? • What is the similarity between rain and music? | The students will be able to: - <ul style="list-style-type: none"> • inculcate values like care and concern to save environment • understand rain as the life-giving force on the earth |

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| | questions asked by the poet and tells about its birth and end. The poet has drawn a parallelism between the rain and a song. | <ul style="list-style-type: none"> • Extra marks Module • PPT • Handout | a parallel. | <p>does the poem convey to the reader?</p> <ul style="list-style-type: none"> ➤ Why are the last two lines put within brackets? ➤ Textual questions/RTC <ul style="list-style-type: none"> • Quiz | <ul style="list-style-type: none"> • Reading followed by explanation and discussion | <ul style="list-style-type: none"> • understand the critical appreciation of the poem based on rhyme, content and theme • understand the process of sustainable development • discuss methods for safeguarding environment • inculcate thinking skills, analytical skills, imaginative skills |
| July Periods: - 5 | <p>Hornbill: Prose The Ailing Planet: The Green Movement's Role</p> <p>The chapter is about the issues regarding the degrading environment of the planet and the immediate need to promote sustainable development. It is also including that despite efforts of environmentalists and the rapid awareness towards the 'Green Movement'. The chapter highlights the principal biological systems of the Earth,</p> | <ul style="list-style-type: none"> • Short Video on Saving Environment and Our role in it. • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • Visit to the Green House and understanding the concept. • A JAM session highlighting the moral of the story and ways to repair and replenish would be conducted. | <ul style="list-style-type: none"> • Extra exercises – short answers, long answers and value-based answers will be discussed and written in the notes copy. • The class will be divided into groups and each group will be asked to pick up a chit and explain the important aspects of the chapter to check their understanding. • Poster making based on 'Environment'-to write and deliver a speech based on the poster. • Assignment • Quiz | <p>Pre-reading activities:</p> <ul style="list-style-type: none"> • Books and pictures shown based on the main theme followed by discussions. • A debate on 'Law and Order in India' • A video clipping based on the theme. • Use of pictures from magazines and papers related to Earth. • Theme and message conveyed. • Loud reading of each paragraph followed by explanation and word meanings. | <p>The students will be able to: -</p> <ul style="list-style-type: none"> • understand the issues of the decline state of Mother Earth and sustainable development. • analyse the judicious use and over exploitation of natural resources • create awareness to save and protect the environment. • not to dominate but to share and care. • learning to assess and analyse situations. |

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| | the depletion of the planet and the immediate need felt to promote the concept of 'Sustainable Development'. It emphasizes on population control – the only solution. And it is about the transcending concern towards saving the planet. | | | | <ul style="list-style-type: none"> Exercises given in the book will be discussed and written in the notebook. | |
| July Periods: - 4 | <p>Hornbill: Prose The Browning Version</p> <p>The story is an excerpt from the play 'The Browning Version' which tells us about the mannerism and attitude the students should have for teachers and the same is applicable in teacher- teacher relationship. Taplow, the protagonist was asked to do extra work on the last day of his school for his absenteeism and he was kept waiting by the strictest disciplinarian Mr. Crocker Harris. Meanwhile the other teacher came and</p> | <ul style="list-style-type: none"> Excerpt of the play from YouTube. Mind Map Vocabulary booklet Class reading with suitable expression and intonation Smart Board Extra marks Module PPT Handout | <p>Group Discussion/ Debate on:</p> <ul style="list-style-type: none"> 'Changing attitude of students towards their teachers' Old Education System v/s New Education System | <ul style="list-style-type: none"> Assignments Comprehension questions: - <ul style="list-style-type: none"> How according to Taplow Mr. Crocker Harris is unlike other masters? Why do you think Frank envies Mr. Crocker Harris? How does Taplow refute the charge that he is exaggerating? What impression do you form of Mr. Crocker Harris on the basis of the explanation of the play? Quiz | <p>Activities</p> <ul style="list-style-type: none"> Short review Dramatization of the story Commentary on the characters Critical evaluation of the plot, storyline and characters Comparing and contrasting the characters within the story Extrapolating about the story and defending characters actions in the story | <p>The Students will be able to: -</p> <ul style="list-style-type: none"> enhance vocabulary know how to do a role play learn how to display mannerism and attitude towards others to be punctual and develop a sense of duty not to indulge in criticism Understanding the universal theme of teacher-student relationship and the sanctity of it. |

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| | began to ask him the questions about Mr. Harris, tried to make fun of him, create his negative image and seemed jealous of his popularity despite his strictness. | | | | | |
| August Periods: - 3 | Hornbill: Prose Landscape of the Soul: Art in any region is representative of its culture. The lesson Landscape of the Soul pertains to the essential differences between Chinese and European Paintings. The author compared how the purpose of creation of artwork differs among these two cultures. Two interesting examples were used to illustrate this. According to her, a Chinese painter intended for the viewers to see the creator's mind through his paintings, while Western paintings reproduced an actual view based on 'delicate realism'. The lesson also contains a report from Hindustan Times about 'art brut' | <ul style="list-style-type: none"> • Short videos on- <ul style="list-style-type: none"> ➤ Daoism ➤ Shanshui Paintings ➤ Horizontal Scroll ➤ Rock Garden • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • A painting competition will be organized on realism and figurative painting with the help of Art Department. • The title of the lesson would be open for class interpretation and a paragraph will be submitted by the students on their understanding of the concept. | <p>Assignments</p> <ul style="list-style-type: none"> • Discussions on the topic that the landscape is an inner one, a spiritual and conceptual space and A classical Chinese landscape is not meant to reproduce an actual view, as would a western figurative painting • Quiz related to the chapter | <ul style="list-style-type: none"> • A documentary on well-known artists (Leonardo da Vinci) and the techniques employed by them will be shown • Post Activity: A trip to Art Museum will be organized. | <ul style="list-style-type: none"> • The Students will be able to: - • Write a short note on the distinctive features of each school of painting. • find out about the experiments in recycling that helps environmental conservation • note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions. • develop ability and knowledge required in order to engage in independent reflection and enquiry. |

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| | or raw art. The Indian amateur artist Nek Chand's work has been mentioned in detail here. Each statement in the first section of the lesson tries to bring out the contrast in art between East and West. | | | | | |
| August Periods: - 2 | <p>Hornbill: Poetry Childhood.</p> <p>The poem highlights about the process of growing up, individuality, rationalism and realization of falsehood and hypocrisy of adult world. The poem 'Childhood' deals with the poet's curiosity to know when an individual cease to be a child. He wonders whether it is the age or the stage when the young, unsullied mind learns to see through the adults' hypocrisy and identifies his own distinctiveness. Childhood disappears to hide itself in an infant's innocent expression. The poet</p> | <ul style="list-style-type: none"> • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Group Discussion/ Debate on:</p> <ul style="list-style-type: none"> • Is attainment of maturity a sigh of loss of innocence? | <p>Assignments</p> <ul style="list-style-type: none"> • Writing task Comprehension questions: - <ul style="list-style-type: none"> ➤ What did the speaker learn about existence of Hell and Heaven? ➤ Write a brief note on 'Childhood is an essential state in the process of growing up, but it can't go on forever.' • Reference to Context: - 'Where did my childhood go? It went to some forgotten place, that's hidden in an infant's face, that's all I know' <ul style="list-style-type: none"> ➤ What does the first line of stanza indicate? ➤ How does the speaker feel about the loss of his childhood? iii). What | <ul style="list-style-type: none"> • Share your childhood experience (How you were innocent) • How can you define 'maturity'? Can we exactly say at what age you became mature? • Silent reading followed by loud reading, reading between the lines, questioning, interaction will be done • textual questions will be discussed | <p>The students will be able to: -</p> <ul style="list-style-type: none"> • Think, analyse and observe • Know how to identify rhyme scheme • Gain individuality • Differentiate between innocence and maturity • Respect different people • Appreciate poem • Learn where and when has the poet's childhood gone • To recognize the purpose of human loss and the hidden pathos and nuances of the lines, correlating them with personal experiences- to buildup didactics, empathy and sympathy with the loss of the speaker |

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| | further teaches us the values of self-belief, determination, self-learning and insight formation. | | | is the mental state of the poet here | | and the final resigned acceptance and optimism. |
| September Periods: - 2 | <p>Hornbill: Poetry Father to Son</p> <p>The poem highlights a universal problem generation gap and the lack of communication between father and son. The father laments for not understanding his son and later the realization dawns upon him that they must live together. The grief of separation causes anger, but they make no efforts to make up the loss.</p> | <ul style="list-style-type: none"> • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Activity:</p> <ul style="list-style-type: none"> • To tackle the situation as a problem-solving exercise: <ul style="list-style-type: none"> ➤ identifying the problem ➤ considering the options weighing the pros and cons of each option reaching an empathetic decision with the protagonist. | <p>Express effectively (both verbal and written form)</p> <ul style="list-style-type: none"> • Value relationship • Confess and resolve conflicts • Learn social norms • Respect elders and their views • Quiz related to the poem | <ul style="list-style-type: none"> • A video will be shown on generation gap and students will be asked to enter a debate about generation gap. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem. • Silent reading followed by loud reading and explanation will be carried out. • Meaning and usage of new vocabulary will be carried out • Textual questions and exercises will be discussed. | <p>The students will be able to: -</p> <ul style="list-style-type: none"> • Comprehend and appreciate poetry • Learn new words • Enhance understanding of literary devices • Read with proper intonation and stress • Express effectively (both verbal and written form) • Value relationship • Confess and resolve conflicts • Learn social norms • Respect elders and their view • Understand the hidden pathos and nuances of a precious father-child relationships that is crumbling • Correlating with personal experiences- to build up didactics, empathy and sympathy with the loss of the father |

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| August Periods: - 2 | <p>Hornbill: Poetry The Laburnum Top</p> <p>The poem “The Laburnum Top” by Ted Hughes describes the mutual relation between a Laburnum Tree and a goldfinch. Both of them are yellow in colour (the tree is yellow because of its flowers) and quite beautiful in appearance.</p> <p>The Laburnum Tree is beautiful, large but quite silent and getting naked because of winter. However, the bird, Goldfinch appears from the sky and soon the whole tree is surrounded by the sweet chirps of the bird and her young ones. It was previously dead and now it seems to be alive and shaking until the bird vanishes away again. Dead silence prevails.</p> | <ul style="list-style-type: none"> • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Writing task: -</p> <ul style="list-style-type: none"> • Write four lines in verse form on any tree that you see around you. | <ul style="list-style-type: none"> • Assignments <ul style="list-style-type: none"> ➤ Textual Questions ➤ Extracts ➤ Quiz related to the poem | <ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading followed by loud reading and explanation will be carried out. • Textual questions and exercises will be discussed | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Apply the principles of literary criticism to the analysis of poetry • Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations • Develop their own creativity • Enhance their writing skills • Enhance understanding of following literary devices: - <ul style="list-style-type: none"> ➤ Alliteration: - “(S)eptember(s)unlight”, “a(s)uddenness, a(s)startlement”, “the whole (t)reet(tra)mbles”, “(w)histle-chirrup (w)hispering. ➤ Simile: “then sleek as a lizard” ➤ Metaphor: “a machine starts up of chattering’s”, “the engine of her family”, “Her |

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| | | | | | | <p>barred face identity mask”</p> <ul style="list-style-type: none"> ➤ Personification: “the whole tree trembles and thrills”. ➤ Transferred epithet: “Her barred face identity mask”. |
| October Period: - 4 | <p>Hornbill: Prose The Silk Road</p> <p>This article is travelogue presenting a panoramic view of Mt. Kailash. It gives an account of a journey from gently rolling hills of Ravu to Mount Kailash. The narrator wanted to complete the kora at Mount Kailash. Lhamo gave him a long-sleeved sheep skin coat to keep him warmer. He hired Tsetan’s car and took Daniel as companion for escorting him up to Darchen. He seems a lover of adventure who is not at all afraid of taking risks.</p> | <ul style="list-style-type: none"> • Small video on ‘<i>Kailas Yatra</i>’ • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Students will be asked to get information about geological formations from internet and discuss in the class</p> | <p>Assignments</p> <ul style="list-style-type: none"> • Textual Questions • Extracts • Quiz related to the Chapter | <ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading followed by loud reading and explanation will be carried out. • Textual questions and exercises will be discussed | <ul style="list-style-type: none"> • The student will be able to: • Apply the principles of literary criticism to the analysis of prose • Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations • Develop their critical thinking skills • Develop a deeper appreciation of cultural diversity and life of hill folk |
| October Period: -5 | <p>Hornbill: Prose The Adventure</p> <p>The story of The</p> | <ul style="list-style-type: none"> • Small video on ‘<i>Kailas Yatra</i>’ • Mind Map • Vocabulary booklet | <p>Students will be asked to find about popular scientific theories: -</p> | <p>Assignments</p> <ul style="list-style-type: none"> • Textual Questions • Extracts • Quiz related to the | <ul style="list-style-type: none"> • Meaning and usage of new vocabulary will be carried out • Silent reading | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Apply the principles of literary criticism |

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| | Adventure belongs to science fiction and hinges on a particular historical event. Professor Gangadhar Pant Gaitonde finds himself in a strange world. No doubt he is in Pune, but the facts do not agree with history. He decides to go to Bombay and consult history books. Bombay is not what he expected to find it. East India Company is still ruling there. According to the history known to him, the East India Company was wound up just after the events of 1857. He goes to the library and finds the answer. The events took a different course after the battle of Panipat. The Marathas had won the battle, not lost it. | <ul style="list-style-type: none"> • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • Quantum Theory • Theory of Relativity • Big Bang Theory • Theory of Evolution | chapter | <p>followed by loud reading and explanation will be carried out.</p> <ul style="list-style-type: none"> • Textual questions and exercises will be discussed | <p>to the analysis of prose</p> <ul style="list-style-type: none"> • Broaden their vocabularies and to develop an appreciation of language • Develop their critical thinking skills • note how the contrast between two thoughts or ideas is expressed in a sentence with the help of conjunctions • develop ability and knowledge required in order to engage in independent reflection and enquiry. |
| April Periods: - 4 | <p>Snapshots: The Summer of the White Beautiful Horse: The story is about the two boys and their desire to ride a horse. They were extremely</p> | <ul style="list-style-type: none"> • Small video on 'Horse Riding' • Mind Map • Vocabulary booklet • Class reading with | The learners would be encouraged to apply the literal, interpretative and critical level in analyzing a short story. They would be able to determine the | <p>Assignments</p> <ul style="list-style-type: none"> • Discussion • Comprehension questions: <ul style="list-style-type: none"> ➤ What traits of Garoghlanian family are highlighted in the story? | <p>Pre-activity:</p> <ul style="list-style-type: none"> • Rearrange the sentences to complete the story based on a similar theme. • Describe qualities of a horse. | <p>The students will be able to</p> <ul style="list-style-type: none"> • enhance vocabulary • enjoy humour • inculcate the values of respecting one's belief, honesty, confession, truth, |

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| | poor and could not afford to buy one, so they stole a horse but as they belonged to the family who were known for their honesty, their conscience got pricked and they returned the horse back to its owner. | suitable expression and intonation <ul style="list-style-type: none"> • Smart Board • Extra marks Module • PPT • Handout | tone of a short story. They would be able to comprehend the irony hidden in the story. They will present it in form of a short synopsis in 100 words. | <ul style="list-style-type: none"> ➤ Give an account of Mourad's joy ride? ➤ How can you say that Mourad has a way with everything? ➤ Comment on the role of Aram the narrator. • Quiz related to the chapter | Post-activity: <ul style="list-style-type: none"> • Character Sketch of the different characters in the chapter. • Analyse the important incidents. • Textual questions will be discussed | faith, cultural values and sharing responsibility <ul style="list-style-type: none"> • To facilitate an attitude to become honest and trustworthy in thought and action, responsible cooperative, understanding and tolerance, respect for national identities in relation to other people - democratic citizenship. [global aim]. Recognize Marginalization. • find solutions to the unforeseen circumstances |
| April Periods: 4 | Snapshots: The Address The chapter is a poignant account of a daughter who goes in search of her family's belongings after the Second World War. It is about when she finds them, the objects evoke memories of her earlier life. The chapter highlights on how she decides to leave all the belongings behind and resolves to move on. | <ul style="list-style-type: none"> • Small video on '<i>WWII: A Survivor's Tale</i>' • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | To facilitate making connections between similar situations in different storylines/life experiences the students will be asked to write an article on the video, ' <i>WWII: A Survivor's Tale</i> '. | <ul style="list-style-type: none"> • Extra exercises – small answers, long answers and value-based answers will be discussed and written in the notes copy. • Group wise analysis of different situations in the chapter. • Assignment • Quiz related to the chapter | Activities: <ul style="list-style-type: none"> • Pre-activity: Sharing experience about the significance of articles/memories/people. • Introduction of characters • Theme and message • Exercises given in the book will be discussed and written in the notebook. | To enable the students- <ul style="list-style-type: none"> • to inculcate values like courage, empathy, sensitivity, critical thinking and maintaining relations. • to learn from past experiences. • to understand to forget the past and move ahead in life. • to appreciate family members and family bonding. • to value the with all that they are blessed |

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| | | | | | | with. <ul style="list-style-type: none"> develop the comprehension skill, analytical skill, language skill and thinking skill. |
| April Periods:3 | <p>Snapshots: Ranga's Marriage The chapter is a humorous narration and the plot is set in the village of Hosahalli. It is about Ranga, the accountant's son who returns to the village after he completes his studies in the city. It is about how impressed the narrator is by his values and tries to play match maker and gets him married to Ratna. The chapter highlights about city education, gradually changing mind set and adoption of English customs. It is about the people who were simple in the village, child marriage, superstitious, blind faith in astrology and horoscopes.</p> | <ul style="list-style-type: none"> Small video on '<i>Aping an English Gentleman</i>'. Mind Map Vocabulary booklet Class reading with suitable expression and intonation Smart Board Extra marks Module PPT Handout | <p>Interactive session wherein the students would discuss on '<i>The role of English in a man's life</i>' on basis of the theme of the story.</p> | <p>Extra exercises –</p> <ul style="list-style-type: none"> small answers, long answers and value-based answers will be discussed and written in the notes copy. Extra questions based on the last five years papers will be discussed and written in the notes copy Assignment Quiz related to the chapter | <p>Activities:</p> <ul style="list-style-type: none"> Discussion about the importance of English language or English as a global language. Discussion on Importance of traditions followed in India. Introduction of characters Theme and message conveyed Loud reading of each paragraph followed by explanation and word meanings. Exercises given in the book will be discussed and written in the notebook. | <p>To enable the students to-</p> <ul style="list-style-type: none"> to inculcate values like courage, togetherness, empathy, appreciation, sensitivity and critical thinking. understand that the story brings out the conflict between tradition and modernity and shows how tradition is deep-rooted in our culture. to understand that tradition is deep rooted in our culture. to develop comprehension skill, analytical skill, language skills and thinking skill. realise the influence of the English language and Western culture in villages. |

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| July Periods: - 5 | <p>Snapshots: Mother's Day</p> <p>The play is a humorous portrayal of the status of the mother in a family. The humour springs from the unusual situation where the personalities of two ladies (Ms. Fitzgerald and Ms. Pearson) get exchanged. Their subsequent behaviour is in total contrast to the previous one is the powerful source of laughter.</p> | <ul style="list-style-type: none"> • Small video on play '<i>Mother's Day</i>'. • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <ul style="list-style-type: none"> • A poem to be composed on '<i>My Mother's Daily Lessons</i>' after deliberation in the Class. • A Poster to be made on '<i>Mother's Role in the Family</i>' | <p>Assignments</p> <ul style="list-style-type: none"> • Comprehension questions • Textual exercises/ Character sketches <ul style="list-style-type: none"> ➤ How does the play resolve the issue? Do you agree with the resolution? ➤ Justify the title of the play ➤ Contrast the characters of Ms. Fitzgerald and Ms. Pearson after reading the play ➤ Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like servants. Explain. • Quiz related to the chapter | <p>Activities</p> <ul style="list-style-type: none"> • Warm up Questions <ul style="list-style-type: none"> ➤ Is drama a good medium for conveying a social message? Discuss ➤ Mother works from morning till night catering to the needs of everyone. Do we ever realize that she too is a human being and needs rest? Share your views about the role of mother in your life. ➤ Loud reading by the students taking on different roles from the chapter followed by explanation and discussion by the teacher. | <ul style="list-style-type: none"> • To enable the students to: - • imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance • understand the struggles and sacrifices of parents and to draw inspiration from them • strengthen the family bonding with sharing and solving problems • accept the members of the family without complaining • develop analytical skills, thinking skills, decision making, management skills, logical skills • realize the worth of sacrifice and struggles of parents |
| May Period: - 04 | <p>Snapshots: Albert Einstein at School</p> <p>This biography describes Einstein's clashes with his</p> | <ul style="list-style-type: none"> • Small video on '<i>Albert Einstein's Advice to Young Minds</i>'. • Mind Map • Vocabulary booklet | <p>Story Telling:</p> <ul style="list-style-type: none"> • Students will be encouraged to find one story each on Albert Einstein and | <p>Assignments</p> <ul style="list-style-type: none"> • Character sketches/ Textual questions • The school system often curbs individual talents. Discuss. | <p>Activities</p> <ul style="list-style-type: none"> • Warm up activity- Express your views on prevailing system of education. | <p>To enable the students to -</p> <ul style="list-style-type: none"> • gain insight into the attitude of various teachers towards Einstein |

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| | teachers, his stay as a paying guest, his noisy landlady, his securing a fake medical certificate to study in an Italian college and his expulsion from the school. It also describes the bitter experience of the great scientist at his own school in Germany and exposes the hollowness of school education in Germany | <ul style="list-style-type: none"> • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>narrate it in class.</p> <ul style="list-style-type: none"> • Rest of the class will find values reflected through the story. | <ul style="list-style-type: none"> • Albert felt the medical certificate almost burning a hole in his pocket. What does the author mean? • Quiz related to the chapter | <ul style="list-style-type: none"> • Do you think that the teacher's role should be primarily to make students think? • Incidents from the life of the great scientist • Loud reading followed by explanation and discussion. | <ul style="list-style-type: none"> • know about Einstein's nature based on his conversation with various teachers • understand the difference between information gathering and insight formation • understand the struggles and conflicts faced by Einstein • know Einstein's theory of education 6. know that ideas matter rather than the facts • have an honest approach towards solving the problem • know various incidents from the life of the scientist |
| August Periods:04 | <p>Snapshots: Birth</p> <p>The chapter is about an impressive story of a doctor's successful efforts to resuscitate the precious life of a newborn baby hopelessly given up as a still born child by an experienced mid-wife. It is about a young doctor's relentless</p> | <ul style="list-style-type: none"> • Small video on '<i>Stillborn revived to life</i>'. • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Poster Making on '<i>Corona Warriors</i>', highlighting the contribution of the Doctors and medical fraternity during the Pandemic.</p> | <p>Extra exercises –</p> <ul style="list-style-type: none"> • small answers, long answers and value-based answers will be discussed and written in the notebook. • Character sketches • Quiz related to the chapter | <p>Activities:</p> <ul style="list-style-type: none"> • Pre-activities: • Classroom discussion based on- <ul style="list-style-type: none"> ➤ Advancements in Medical Science. ➤ Sharing of experiences and knowledge based on situations, news, articles, | <p>The students will be able to-</p> <ul style="list-style-type: none"> • understand the sense of duty. • appreciate and accept the selfless service to mankind. realize and create a balance between the knowledge gained and practical approach. • interpret that the |

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| | efforts – determination, will power, satisfaction, sense of achievement and fulfillment | | | | <p>movies etc.</p> <ul style="list-style-type: none"> ➤ Noble profession of doctors and service to mankind. ➤ Introduction of characters ➤ Theme and message conveyed. ➤ Characters and incidents <ul style="list-style-type: none"> • Loud reading of each paragraph followed by explanation and word meanings. | <p>story hinges on the theme- never say die attitude and the precious gift of life which only God can grant, and a doctor can retrieve and restore</p> <ul style="list-style-type: none"> • inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance. |
| August Periods:03 | <p>Snapshots: The Tale of the Melon City The poem is a humorous one about a just and peaceful but foolish king and his foolish subjects. It is about the atrocities of those in power and their blind followers. The poem is about the foolishness that creates problems for the king and his people as well. The Tale of the Melon City by Vikram Seth satirizes any</p> | <ul style="list-style-type: none"> • Small video on play '<i>The Tale of the Melon City</i>'. • Mind Map • Vocabulary booklet • Class reading with suitable expression and intonation • Smart Board • Extra marks Module • PPT • Handout | <p>Research on the literary laureate Vikram Seth and relate the poem to one of his other poems.</p> | <ul style="list-style-type: none"> • Extra exercises – reference to context, short answers, long answers and value-based answers will be discussed and written in the notes copy. • Word power and expressions checked in the form of a Quiz. • Extra exercises based on reference to context, short answers, long answers, value-based answers and questions • Quiz related to the poem. | <p>Activities:</p> <ul style="list-style-type: none"> • Pre-activities: Classroom discussions based on - Examples of a kings and rulers. • Loud reading of the poem with voice intonation and modulation. • Theme and message will be explained and written in the notes copy. • Loud reading of each stanza and each line will be explained with | <p>The students will be-</p> <ul style="list-style-type: none"> • aware of different situations and dealing them well. • realize that peace and liberty are the two strong factors for a state to flourish. • able to understand that the rulers of the state should be judicious and sensitive to the needs of the people. • to understand that the ruler of the state must understand the problems and needs |

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| | <p>government system that follows age-old traditions or being proud of beliefs and traditions too primitive.</p> <p>The Melon City represents any nation whose policies are based on superstitions, beliefs and age-old convictions. The king is said to be a placid (peace loving) one but soon we realize how hollow/ironic that claim is. He wished to establish peace by eliminating anyone who committed a trifle of mistake. Looking at the way he is passing orders to execute innocent people, we can easily get this. Looking at the way how the convicts escape the law, too, we can see how people benefited from the nation's policies.</p> | | | | <p>word meanings, figures of speech and rhyming scheme.</p> <ul style="list-style-type: none"> • Summary of each stanza will be written in the notes copy. • Exercises from the book will be discussed and written in the notes copy. | <p>of the people.</p> <ul style="list-style-type: none"> • able to understand that if the principles of laissez-faire are allowed to flourish then there will be complete disorder. • inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds. • recognize the purpose of economy and the hidden satire, irony and pun in the nuances - to build up didactics on the role of democracy in a state. |
| October Period:5 | <p>Snapshots: The Ghat of the Only World This is a tribute by Amitav Ghosh penned in the memory of his</p> | <ul style="list-style-type: none"> • Short video on Aga Shahid Ali Khan • Video: Article 370, AFSPA followed by Period long class discussion on the | <ul style="list-style-type: none"> • Wikipedia: Short biographical account of Shahid Ali and AmitavGhosh' life and literary | <ul style="list-style-type: none"> • Questions based on Text Studied • Reference to context extracts for greater clarity | <ul style="list-style-type: none"> • The session would begin with an interactive session wherein the learners would interpret the title of | <p>The students will be able to: -</p> <ul style="list-style-type: none"> • Learn and understand core ethical values of Nationalism, |

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| | close friend and famous Kashmiri poet, Agha Shahid Ali. Both were teaching in New York and met a year before Shahid learned about his brain tumour. Before his demise, he had requested Ghosh to write about him and immortalize him through his words. | <p>above written</p> <ul style="list-style-type: none"> You Tube Presentation: Kashmir and current political and social status Vocabulary booklet Class reading with suitable expression and intonation Smart Board Extra marks Module PPT Handout | <p>achievements</p> <ul style="list-style-type: none"> A Class discussion on "Terror and its manifestations" w.r.t. Terrorism in India and Kashmir | <ul style="list-style-type: none"> Long Answer Question for Writing Assignment and Discussion Quiz related to the poem. | <p>the lesson.</p> <ul style="list-style-type: none"> The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. | <p>Secularism and Patriotism</p> <ul style="list-style-type: none"> inculcate values like respect, being responsible, work for excellence, time management, commitment and determination, care and concern, humility, optimism, helping and tolerance. |
| <p>Done Every Month</p> <p>Periods: 30</p> | <p>NOTE MAKING & SUMMARIZING</p> <p>Note making is an important study skill.</p> <ul style="list-style-type: none"> It is an organization of main points for future use Note making helps in keeping the information handy whenever we require It helps in recollecting and recalling the past events said or heard Assists in concentrating, understanding and provides a permanent record Note making format | <ul style="list-style-type: none"> Mind Map Vocabulary booklet Classroom discussion with demonstration on Green Board Smart Board Extra marks Module PPT Handout | <p>Students will be encouraged to use Note Making in other subjects and then get the summaries checked by the respective subject teachers and submit the work as an assignment.</p> | <ul style="list-style-type: none"> Assignment Handouts Hornbill pg. 99 A new deal for old cities Class Test | <p>Group discussions, writing skills</p> <ul style="list-style-type: none"> FORMAT. INSTRUCTIONS. HORNBILL – Pg.89, PHEASANTS. HORNBILL – Pg 96, GREEN SAHARA Hornbill, support material in form of passages English practice test materials Mind Map | <p>With detailed explanation of procedure and format students will be able to</p> <ul style="list-style-type: none"> make notes in the following Format: – <p>Title (Main Idea)</p> <ol style="list-style-type: none"> main point <ol style="list-style-type: none"> sub point <ol style="list-style-type: none"> (a) sub point (b) Main point <ol style="list-style-type: none"> 2.1 2.2 <p>Key to abbreviations used</p> <p>Summary- 80-100 words</p> |

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| | <p>helps a writer to go through bulky documents quicker and two-three related points can be combined into one point apart from changing the verbs to nouns</p> <ul style="list-style-type: none"> • It helps in understanding a material if the notes are in own words • It distinguishes between main points and details <p>Summarising is the selection and paraphrasing of all-important information of the original source. The process involves the following steps: -</p> <ul style="list-style-type: none"> • underline important ideas • writing them down, abridging the verbs • avoiding examples, explanations, repetition • instead of nominalising the points the points are expanded into full sentences and | | | | | |

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| | linked with suitable connectors. | | | | | |
| Done Every Month Period: - 20 | FORMAL LETTER WRITING Letters are very important means of staying in touch with friends and relatives and communicating with clients, colleagues and officials. Formal letters are written to business houses, customers, government officials, school/ college authorities, editors, strangers, etc. | <ul style="list-style-type: none"> • Mind Map • Vocabulary booklet • Classroom discussion with demonstration on Green Board • Smart Board • Extra marks Module • PPT • Handout | Students will be encouraged to use write Letters in different contexts and then submit the work as an assignment. | Example Scenario: The <i>iPhone nano</i> just came out, and of course, as one who keeps up with technology, you were the first in line at Best Buy to buy it (because who wants to pay and wait for shipping?). Problem: There are major glitches with your new <i>iphonenano</i> . Your awesome touch screen freezes every five seconds, the internet connection isn't compatible with your wireless network at home and your battery life is non-existent <ul style="list-style-type: none"> • Assignment: Your purpose is to ask the Company or retailer for help with the issues you are experiencing with their product | Activities <ul style="list-style-type: none"> • Format of the letter will be explained with the help of a Power Point Presentation. • Students will be advised to use the proper format for spacing and margins • Letter types may include: <ol style="list-style-type: none"> (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies) (b) letters to the editor (giving suggestions/opinions on an issue) (c) application for a job with a biodata or résumé • Letter to the school or college authorities, regarding admissions, school | Student will be able to acquire comprehensive understanding of the format, content and style of formal letters: - <ol style="list-style-type: none"> 1.SENDER'S ADDRESS 2. DATE 3. REFERENCE 4. RECIPIENT'S NAME AND ADDRESS 5. SALUTATION 6. SUBJECT 7. BODY-It is always a good idea to follow the 'Rule of 3' that is not using more than three paragraphs to convey the message. 8.COMPLIMENTARY CLOSE 9. SIGNATURE |

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| | | | | | issues, requirements / suitability of courses, etc. | |
| Done Every Month Period:15 | Notice/ Poster/ Advertisement | <ul style="list-style-type: none"> • Mind Map • Classroom discussion with demonstration on Green Board • Smart Board • Extra marks Module • PPT • Handout | Students will be encouraged to use draft Notice/ Poster/ Advt. in different contexts and then submit the work as an assignment. | Worksheets will be given to the students on Notice/Poster/ Advertisement | <p>Activities</p> <ul style="list-style-type: none"> • Format of the Notice/Poster/ Advertisement will be explained with the help of a Power Point Presentation. <p>Students will be advised to use the proper format for spacing and margins</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> • Create a persuasive Notice/Poster/ Advertisement with guidance and independently. |
| Done Every Month Periods: - 15 | Article/Speech/Report writing | <ul style="list-style-type: none"> • Mind Map • Classroom discussion with demonstration on Green Board • Smart Board • Extra marks Module • PPT • Handout | Reference material will be in form of Video/Debates/Documentary/ Newspapers/ Magazine | <ul style="list-style-type: none"> • Worksheets will be given to the students. • Assignments to be given on various topics. | Teacher will be explaining the concept of Article/Speech/Report writing | <p>Students will be able to: -</p> <ul style="list-style-type: none"> • write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.) • write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions. • express opinions, facts, arguments in the form a speech or debates. |

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| | | | | | | draft papers to be presented in symposia. |
| Done Every Month Periods: - 20 | Grammar A. Error Correction, editing tasks B. Re - ordering of sentences, C. Transformation of sentences | <ul style="list-style-type: none"> • Mind Map • Classroom discussion with demonstration on Green Board • Smart Board • Extra marks Module • PPT • Handout | | Worksheets will be given to the students to check their understanding. | Teacher will explain with the concepts with the help of online resources available online and grammar modules | Students will be able to edit their own sentences, paragraphs, and essays |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| September | Revision, Exam and Assessment | - | - | - | - | - |
| November/ December | Final Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Chemistry
Class: XI SC
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| April 10 | Unit I Topic- Some Basic Concepts of Chemistry Sub-topics - <ul style="list-style-type: none"> • Role of chemistry in different spheres of life. • States of matter. • Classification of substances in to elements, compounds and mixtures. • SI base units and list some commonly used prefixes. • Use of scientific notations and perform simple mathematical operations on numbers. • Difference between precision and accuracy. • Significant figures. • Conversion of physical | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • e-book | Interdisciplinary Linkage: Math Art integration: Drawing flowcharts on matter and its types, Chemistry and its branches Practical's: <ul style="list-style-type: none"> • Basic Laboratory Techniques. • Cutting glass tube and glass rod. • Bending a glass tube. • Drawing out a glass jet • Boring a cork | <ul style="list-style-type: none"> • Notes of the chapter • Numerical of the topic's empirical formula, molecular formula, mole concept, limiting reagent, methods of expressing concentration, stoichiometric calculation. • Daily MCQ tests • Weekly testing • Weekly assignment • Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an interaction on Chemistry, importance of chemistry and the way you deal it in everyday life. (Student Teacher Interaction) • The learners are told to use textbooks/ web resources to explore topics like • Role of chemistry in different spheres of life. • Ancient Chemistry vs Modern Chemistry. • Issues which affect our environment. • Activity- After that they were told to compile the report and share with | After going through this unit students will be able to Understand the – <ul style="list-style-type: none"> • General Introduction: Importance and scope of chemistry. • Nature of matter, laws of chemical combination. • Dalton's atomic theory: concept of elements, atoms and molecules. Atomic and molecular masses. • Mole concept • Molar mass, percentage composition, empirical and molecular formula. • Chemical reactions, stoichiometry and calculations based on stoichiometry |

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| | <p>quantities from one system of units to another.</p> <ul style="list-style-type: none"> • Various laws of chemical combination. • Atomic mass, average atomic mass, molecular mass and formula mass. • Mole and molar mass. • Mass per cent of different elements constituting a compound. • Empirical formula and molecular formula for a compound from the given experimental data. • Stoichiometric calculations solutions and correlate these with molar masses of the solutes. | | | | <p>classmates on Team.</p> <ul style="list-style-type: none"> • The facilitator will equip their knowledge with various ions and their charges and by providing fundamentals to solve numerical. • The facilitator would develop the chain of events with text book sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. <p>Videos-To get the insight of the concept following videos were shown to students.</p> <ul style="list-style-type: none"> • Different states of matter, Laws of chemical combination and mole concept. | |
| April/ May 15 | <p>Unit II Topic- Structure of Atom</p> <ul style="list-style-type: none"> • Sub-topics- Discovery of electron, proton and neutron and their | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra | <p>Interdisciplinary Linkage: Math's, Physics Diagrams: Fig 2.9, 2.13, 2.14, 2.15, 2.17. (NCERT part 1) Art Integration: Drawing structures of</p> | <ul style="list-style-type: none"> • Notes of the chapter • Numerical of the topics Bohr's model, Photoelectric effect, Plank's theory, Hydrogen spectrum, Heisenberg principle and de-Broglie equation. | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> • The session would begin with pre knowledge testing of class 9th on the topic's atom, | <p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> • Bohr's model and its limitations. • Concept of shells |

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| | <p>characteristics.</p> <ul style="list-style-type: none"> Thomson, Rutherford, and Bohr atomic models. Understanding of the important features of the quantum mechanical model of atom. Understand nature of electromagnetic radiation and Planck's quantum theory. Explain the photoelectric effect and describe features of atomic spectra. State the de Broglie relation and Heisenberg uncertainty principle. Define an atomic orbital in terms of quantum numbers. State Aufbau principle, Pauli exclusion Principle and Hund's rule of maximum | <p>marks</p> <ul style="list-style-type: none"> Flow charts Concept Maps Chemistry notes e-Book | <p>different orbitals, line spectra. Rutherford model, Bohr's model, atomic spectra</p> <p>Practical:</p> <ul style="list-style-type: none"> Characterization and Purification of Chemical Substances <p>Crystallization of impure sample of any one of the following:</p> <ul style="list-style-type: none"> Alum, Copper Sulphate, Benzoic Acid. | <ul style="list-style-type: none"> Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | <p>atomic number and mass number.</p> <ul style="list-style-type: none"> The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. <p>Videos- To get the insight of the concept following videos were shown to students</p> <ul style="list-style-type: none"> Quantum numbers. Shells, orbital have and sub shells. Aufbau principle. Hund's rule and Pauli's exclusion principle. Models of an atom Atomic spectra Hydrogen spectra | <p>and sub shells.</p> <ul style="list-style-type: none"> Dual nature of matter and light. de -Broglie's relationship and Heisenberg uncertainty principle. Concept of orbital's, quantum numbers. Shapes of s, p and d orbitals. Rules for filling electrons in orbital's -Aufbau principle, Pauli's exclusion principle and Hund's rule. Electronic configuration of atoms. Stability of half-filled and filled orbitals. |

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| | <p>multiplicity.</p> <ul style="list-style-type: none"> Write the electronic configurations of atoms | | | | | |
| May 8 | <p>Unit III Topic- Classification of Elements and Periodicity in Properties. Sub-topics-</p> <ul style="list-style-type: none"> Concept of grouping elements in accordance to their properties led to the development of Periodic Table. Understanding of the Periodic Law. Understanding of the significance of atomic number and electronic configuration as the basis for periodic classification. Naming of the elements with $Z > 100$ according to IUPAC nomenclature. Classification of elements into s, p, d, f blocks and | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes. Periodic table chart. | <p>Interdisciplinary Linkage: Inorganic Chemistry. Diagrams: Fig 3.2, table 3.4, table 3.5, fig 3.4, 3.5, 3.6, 3.7. Practical:</p> <ul style="list-style-type: none"> Revision of practical. Discussion of different topics to be used as investigatory projects. | <ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th on the topic's historical development of periodic table, Mendeleev periodic table and modern periodic table. The facilitator would develop the chain of events with text sequence by lecture method, flip method, brainstorming and discussion of Scoring Point. Activity based learning-To get the knowledge of classification of elements some activities will be organized in the class. <p>Videos – To get the</p> | <p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> Modern periodic law and the present form of periodic table. Periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy. Electron gain enthalpy. Electro negativity, valiancy. Nomenclature of elements with atomic number greater than 100. Trends in the modern periodic table. |

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| | <p>learning of their main characteristics.</p> <ul style="list-style-type: none"> • Periodic trends in physical and chemical properties of elements compare the reactivity of elements and correlate it with their occurrence in nature. • Relationship between ionization enthalpy and metallic character. • Use of scientific vocabulary appropriately to communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy, electron gain enthalpy, electro negativity, valence of elements. | | | | <p>insight of the concept following videos were shown to students. Historical development of periodic table. Demonstration of different type of radii using visual software</p> | |
| <p><i>May/June</i> 16</p> | <p>Unit IV Topic- Chemical Bonding and Molecular structure</p> | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook | <p>Interdisciplinary Linkage: Art Diagrams: Fig4.1, 4.2, 4.6, table: 4.6,</p> | <ul style="list-style-type: none"> • Notes of the chapter • Daily MCQ tests • Weekly testing • Weekly assignment | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> • The session would | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> • Valence |

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| | <p>Sub-topics-</p> <ul style="list-style-type: none"> • Kossel-Lewis approach to chemical bonding. • Octet rule and its limitations. • Lewis structures of simple molecules. • Formation of different types of bonds. • VSEPR theory and predict the geometry of simple molecules. • Valence bond approach for the formation of covalent bonds. • Directional properties of covalent bonds. • Different types of hybridization involving s, p and d orbital is and draw shapes of simple covalent molecules. • Molecular orbital theory of homonuclear diatomic molecules. • Hydrogen bond. | <ul style="list-style-type: none"> • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes | <p>4.7, 4.8, Fig:4.7, 4.8, 4.9, 4.10, 4.14, 4.15, 4.18, 4.19, 4.20 (NCERT part 1)</p> <p>Art Integration: Drawing of formation of various bonds, Lewis structures, dipole moments of various molecules, structure of molecules and molecular orbital diagram of homoatomic molecules.</p> | <ul style="list-style-type: none"> • Random oral testing daily | <p>begin with pre knowledge testing of class 10th on the topic's octet rule, ionic bond and covalent bond.</p> <ul style="list-style-type: none"> • The facilitator would develop the concept of chapter by lecture method, flip method, brainstorming and discussion of Scoring Point. • At the end of chapter recapitulation of the chapter with the help of flow charts. <p>Videos- Understanding of some important concepts by extra marks videos related to the topic.</p> <ul style="list-style-type: none"> • Valence bond theory, VSEPR theory, hybridisation and molecular orbital theory. | <p>electrons, ionic bond, covalent bond.</p> <ul style="list-style-type: none"> • Bond parameters. • Lewis structure. • Polar character of covalent bond. • Covalent character of ionic bond. • Valence bond theory. • Resonance. • Geometry of covalent molecules, VSEPR theory. • Concept of hybridization involving s, p and d orbital's and shapes of some simple molecules. • Molecular orbital theory of homonuclear diatomic molecules (qualitative idea only). • Hydrogen bond. |

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| June | Revision, Exam and Assessment | - | - | - | - | - |
| July 12 | Unit V Topic- States of Matter Sub-topics- <ul style="list-style-type: none"> Existence of different states of matter in terms of balance between intermolecular forces and thermal energy of particles. Explain the laws governing behaviour of ideal gases. Apply gas laws in various real-life situations. Explain the behaviour of real gases. Describe the conditions required for liquefaction of gases. Realize that there is continuity in gaseous and liquid state. Differentiate between gaseous state and vapours. Explain properties | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes | Interdisciplinary Linkage: Physics Diagrams: Fig 5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.13, 5.14. (NCERT part) Art Integration: Drawing graphs of different gas laws and to explain critical temperature of gases. Practical: Quantitative Estimation <ul style="list-style-type: none"> Using a chemical balance. Preparation of standard solution of Oxalic acid. Determination of strength of a given solution of Sodium Hydroxide by titrating it against standard solution of Oxalic acid. Preparation of standard solution of Sodium Carbonate. Determination of strength of a given solution of Hydrochloric acid | <ul style="list-style-type: none"> Notes of the chapter Numerical of the topics Gas laws, ideal gas equation, real gas equation, Dalton law of partial pressure Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 8th on the topic's matter and classification of matter. Making learners to develop their own understanding of the concept based on their experiences. The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point and providing fundamentals to solve numerical. In the end of chapter recapitulation of chapter with the help of flow charts. | Students will be able to understand the concept of- <ul style="list-style-type: none"> Three states of matter. Intermolecular interactions. Types of bonding, melting and boiling points. Role of gas laws in elucidating the concept of the molecule. Boyle's law, Charles law, Gay Lussac's law, Avogadro's law. Ideal behaviour. Empirical derivation of gas equation. Avogadro's number. Ideal gas equation. Deviation from ideal behaviour. Liquefaction of gases. Critical temperature. Kinetic energy and molecular speeds |

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| | of liquids in terms of intermolecular attraction. | | by titrating it against standard Sodium Carbonate solution. Investigatory project: • Topic Selection. | | Videos- To get the insight of the concept following videos were shown to students Video on different gas laws and kinetic theory of gases. | (elementary idea). Liquid State: • Vapour pressure. • Viscosity and surface tension (qualitative idea only, no mathematical derivations). |
| July/Aug. 16 | Unit VI Topic- Chemical Thermo-dynamics Sub-topics- • System and surroundings. • Types of system-close, open and isolated systems. • Internal energy, work and heat. • First law of thermodynamics and its mathematical expression. • Energy changes as work and heat contributions in chemical systems. • State functions: U, H. • Correlate ΔU and ΔH . • Measure experimentally ΔU and ΔH . • Define standard states for ΔH . | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes | Interdisciplinary Linkage: Physics and Math's. Diagrams: Fig 6.1, 6.2, 6.5, 6.7, 6.8(NCERT part 1) Art Integration: • Drawing Born Haber cycle. Practical: • To study the heat of neutralization of different acids and bases. Project: Collect the data of the calorific values of all the fuels like coal, CNG, kerosene oil, LPG, petrol, Diesel, Hydrogen. And compare which one is the best fuel. | <ul style="list-style-type: none"> • Notes of the chapter • Numerical on all the topics of this chapters • Daily MCQ tests • Weekly testing • Weekly assignment • Random oral testing daily. | Developing knowledge of concept by: <ul style="list-style-type: none"> • The teacher will do pre knowledge testing on the topics heat and work. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to | Students will be able to understand the concept of- Students will learn about: <ul style="list-style-type: none"> • Different types of system and processes • Properties of system, Work, Internal energy and their relationship • Types of work and heat capacities and its calculations • Enthalpy and its types • Hess law, Born Haber cycle • Spontaneity of a reaction using the concept of enthalpy and entropy and its calculations • Relationship between Gibbs |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> Enthalpy changes for various types of reactions. State and apply Hess's law of constant heat summation. Extensive and intensive properties. Spontaneous and non-spontaneous processes. Entropy as a thermodynamic state function and apply it for spontaneity. Gibbs energy change (ΔG). Relationship between ΔG and spontaneity. ΔG and equilibrium constant. | | | | <p>solve numerical.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos- To get the insight of the concept following videos were shown to students: Video on the topics bomb calorimeter, Hess's Law</p> | free energy and equilibrium constant. |
| August 06 | <p>Unit VIII</p> <p>Topic- Redox Reactions</p> <p>Sub-topics-</p> <ul style="list-style-type: none"> Define the terms oxidation, reduction, oxidant (oxidizing agent) and reductant (reducing agent). Mechanism of | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes | <p>Interdisciplinary Linkage: Physics and Math's.</p> <p>Diagrams: Fig 8.1, 8.2, 8.3 (NCERT part 1)</p> <p>Art Integration:</p> <ul style="list-style-type: none"> Drawing Electrochemical cell, Standard Hydrogen Electrode. | <ul style="list-style-type: none"> Notes of the chapter Balancing of Redox reactions Calculation of oxidation number of different species Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th on the topic's oxidation and reduction. Making learners to develop their own understanding of | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Concept of oxidation and reduction. Redox reactions, oxidation number. Balancing Redox reactions in terms of loss and gain |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Redox reactions by electron transfer process. <ul style="list-style-type: none"> • Concept of oxidation number to identify oxidant and reductant in a reaction. • Classify Redox reaction in to combination (synthesis), decomposition, displacement and disproportionation reactions. • Comparative order among various reductants and oxidants. • Balancing of chemical equations using (i) oxidation number (ii) half reaction method. • Concept of Redox reactions in terms of electrode processes. | <ul style="list-style-type: none"> • Internet • Google | Practical: <ul style="list-style-type: none"> • Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations-Pb²⁺, Cu²⁺, Al³⁺, Fe³⁺, Mn²⁺, Ni²⁺, Zn²⁺, Co²⁺, Ca²⁺, Sr²⁺, Ba²⁺, Mg²⁺, [NH₄]⁺ Anions – [CO₃]²⁻, S²⁻, [SO₃]²⁻, [SO₄]²⁻, [NO₃]⁻, Cl⁻, Br⁻, I⁻, [PO₄]³⁻, [C₂O₄]²⁻, CH₃COO⁻ (Note: Insoluble salts excluded)(b) Detection of - Nitrogen, Sulphur, Chlorine in organic compounds. | | the concept based on their experiences. <ul style="list-style-type: none"> • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to solve numerical. • In the end of chapter recapitulation of chapter with the help of flow charts. Videos –To get better understanding of concepts following videos were shown to the students: <ul style="list-style-type: none"> • Electrochemical cell. • Standard Hydrogen Electrode. | of electrons and change in oxidation number. <ul style="list-style-type: none"> • Applications of Redox reactions. |
| September 10 | Unit X Topic- S-Block Elements Sub-topics- <ul style="list-style-type: none"> • General characteristics of the alkali metals | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra | Art Integration: Drawing structures of manufacturing unit of cement | <ul style="list-style-type: none"> • Notes of the chapter • Daily MCQ tests • Weekly testing • Weekly assignment • Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an interaction on s-block elements | Students will be able to understand the concept of- Group 1 and Group 2 Elements: <ul style="list-style-type: none"> • General introduction, |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>and their compounds.</p> <ul style="list-style-type: none"> • General characteristics of the alkaline earth metals and their compounds. • Manufacture, properties and uses of industrially important sodium and calcium compounds including Portland cement. • Biological significance of sodium, potassium, magnesium and calcium. | <p>marks</p> <ul style="list-style-type: none"> • Flow charts • Concept Maps • Chemistry notes | | | <p>and importance of these elements in our life. (Student Teacher Interaction)</p> <ul style="list-style-type: none"> • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> • Manufacture of sodium bicarbonate. • Cement. | <p>electronic configuration, occurrence, anomalous properties of the first element of each group, diagonal relationship, trends in the variation of properties (such as ionization enthalpy, atomic and ionic radii).</p> <ul style="list-style-type: none"> • Trends in chemical reactivity with oxygen, water, hydrogen and halogens. • Uses. • Preparation and Properties of Some Important Compounds: Sodium Carbonate, Sodium Chloride, Sodium Hydroxide and Sodium Hydrogen carbonate. • Biological importance of Sodium and Potassium. • Calcium Oxide |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | and Calcium Carbonate and their industrial uses. <ul style="list-style-type: none"> Biological importance of Magnesium and Calcium. |
| <i>September</i> | Revision, Exam and Assessment | - | - | - | - | - |
| <i>September</i> 14 | Unit XI Topic- P- Block Elements Sub-topics- <ul style="list-style-type: none"> General trends in the chemistry of p-block elements. Trends in physical and chemical properties of group 13 and 14 elements. Anomalous behaviour of boron and carbon. Allotropic forms of carbon. Chemistry of some important compounds of boron, carbon and silicon. Important uses of group 13 and 14 elements and their compounds. | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes. e-book Videos- <ul style="list-style-type: none"> Video to show structure of Borax, silicones etc. | Interdisciplinary Linkage: Art Diagrams/ Graphs: Fig 11.3, 11.4, 11.5, 11.6, 11.7 (NCERT part 2) Art Integration: Drawing structures of borax, silicones. | <ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with an interaction on p-block elements (Group 13 and 14) and importance of these elements in our life. (Student Teacher Interaction) The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. In the end of chapter recapitulation of | Students will be able to understand the concept of- General Introduction to p - Block Elements Group 13 Elements: <ul style="list-style-type: none"> General introduction. Electronic configuration. Occurrence. Variation of properties. Oxidation states. Trends in chemical reactivity. Anomalous properties of first element of the group, Boron. Physical and chemical properties, some important compounds, |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>chapter with the help of flow charts.</p> <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> • Borax • Silicon and types of silicon. | <p>Borax, Boric acid, Boron Hydrides.</p> <ul style="list-style-type: none"> • Aluminum: Reactions with acids and alkalis. • Uses. <p>Group 14 Elements:</p> <ul style="list-style-type: none"> • General introduction. • Electronic configuration. • Occurrence. • Variation of properties. • Oxidation states. • Trends in chemical reactivity. • Anomalous behaviour of first elements. Carbon-catenation, allotropic forms, physical and chemical properties. • Uses of some important compounds: oxides. Important compounds of Silicon and a few uses: Silicon Tetrachloride, Silicones, Silicates and Zeolites, their uses. |

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| September 14 | <p>Unit VII Topic- Equilibrium Sub-topics- Students will be able to –</p> <ul style="list-style-type: none"> Equilibrium in physical and chemical processes, dynamic nature of equilibrium. Law of mass action, equilibrium constant Factors affecting equilibrium- Le-Chatelier' principle. Ionic equilibrium-ionization of acids and bases, strong and weak electrolytes Degree of ionization, ionization of poly basic acids, acid strength. Concept of pH, Henderson Equation, Hydrolysis of salts (elementary idea). Buffer solution, solubility product, common ion | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes E-book | <p>Interdisciplinary Linkage: Physics and Math's.</p> <p>Diagrams: Fig 7.1, 7.2,7.3,7.4,7.5,7.6,7.7,7.8, 7.9,7.10,7.11,7.12(N CERT Part-1</p> <p>Art Integration:</p> <ul style="list-style-type: none"> Flow chart of Le-Chatelier 'principle showing the variation of equilibrium constant with T, P, V and catalyst. <p>Practical:</p> <ul style="list-style-type: none"> Practical on finding the pH of the different solution/ samples and compare their strength. | <ul style="list-style-type: none"> Notes of the chapter Numerical of the topics PH, solubility product, ionic product, solubility and hydrolysis of salts Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The teacher will do introduction of the concept of equilibrium using daily life examples like see saw, balancing of the body on rope on circus etc. and explaining the concepts of physical and chemical equilibrium The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to solve numerical. In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos- To get the insight of the concept</p> | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Equilibrium in physical and chemical processes. Dynamic nature of equilibrium. Law of mass action. Equilibrium constant, factors affecting equilibrium- Le Chatelier principle. Ionic equilibrium-ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength. Concept of pH, Henderson Equation. Hydrolysis of salts (elementary idea), Buffer solution. Solubility product. Common ion effect (with |

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| | effect | | | | following videos were shown to students: <ul style="list-style-type: none"> Physical and chemical equilibrium, Lechleiter's principle, and ionization of the acids and base. | illustrative examples) |
| September/ October 08 | Unit IX Topic- Hydrogen Sub-topics- <ul style="list-style-type: none"> Position of hydrogen in periodic table, Occurrence, isotopes, preparation, properties and uses of hydrogen Hydrides-ionic covalent and interstitial Physical and chemical properties of water, heavy water Hydrogen peroxide Preparation, reactions and structure and use Hydrogen as a fuel. Compounds in our day to day life. | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | Diagrams: Fig 9.1, 9.2, 9.3 (NCERT part 2) Art Integration: Drawing structures of H ₂ O ₂ | <ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing of students on the topic position of hydrogen in the periodic table. The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. In the end of chapter recapitulation of chapter with the help of flow charts. Videos on: To get the | Students will be able to understand the concept of- <ul style="list-style-type: none"> Position of hydrogen in periodic table. Occurrence, isotopes, preparation, properties and uses of hydrogen. Hydrides-ionic covalent and interstitial. Physical and chemical properties of water. Heavy water. Hydrogen peroxide preparation, reactions and structure and use. Hydrogen as a fuel. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | insight of the concept following videos were shown to students: <ul style="list-style-type: none"> Position of hydrogen related to its properties like valency, concentration of hydrogen peroxide. | |
| October 14 | Unit XII Topic- Organic Chemistry -Some Basic Principles and Techniques Sub-topics- <ul style="list-style-type: none"> General introduction of organic chemistry and organic compounds. Methods of purification, qualitative and quantitative analysis. Classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | Diagrams: <ul style="list-style-type: none"> Fig 12.2., 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18 (NCERT Part-2) Art Integration: <ul style="list-style-type: none"> Drawing flowcharts on organic compounds and types of isomerism. Practical: on Chromatography | <ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with an interaction on organic compounds and importance of these compounds in our life. (Student Teacher Interaction) The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point and providing fundamentals to write IUPAC names of the | Students will be able to understand the concept of- <ul style="list-style-type: none"> Reason for tetravalency of carbon and shapes of organic molecules. Writing organic structures in different ways. Classify the organic compound IUPAC naming of the compounds Understanding the concept of reaction mechanism. Electron displacement concepts Recognize the type of reactions Learn the techniques of purification of |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | conjugation. <ul style="list-style-type: none"> Hemolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles. Types of organic reactions. | | | | compounds. <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <i>Videos</i> – To get better understanding of concepts following videos were shown to the students: <ul style="list-style-type: none"> Evaporation Crystallization Distillation Fractional distillation Chromatography Differential extraction Dumas method Kjeldahl's method Carious method | compounds <ul style="list-style-type: none"> Qualitative and quantitative analysis |
| October 12 | Unit XIII Topic- Hydrocarbon Sub-topics- <ul style="list-style-type: none"> Classification of Hydrocarbons. Aliphatic hydrocarbons: <i>Alkanes</i> – <ul style="list-style-type: none"> Nomenclature, isomerism, conformation (ethane only), physical properties, | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | Art Integration: Drawing different resonating structures of benzene. Diagrams: Fig 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7 (NCERT part 2) Practical: To detect the different types of functional groups in organic compounds. | <ul style="list-style-type: none"> Notes of the chapter Daily MCQ tests Weekly testing Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing based on class 10th topics i.e. definition of saturated, unsaturated hydrocarbon and their general formula. | Students will be able to understand the concept of- <ul style="list-style-type: none"> IUPAC naming of the hydrocarbons and isomerism in them Learn about the various methods of preparation of hydrocarbons Distinguish between alkenes, alkenes and |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>chemical reactions including free radical mechanism of halogenations, combustion and pyrolysis.</p> <p>Alkenes –</p> <ul style="list-style-type: none"> Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markownikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition. <p>Alkynes –</p> <ul style="list-style-type: none"> Nomenclature, structure of triple bond (ethyne), physical properties, | | <p>To determine the melting and boiling point of the different organic compounds.</p> | | <ul style="list-style-type: none"> The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals to write organic reactions. In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> Confirmations of ethane Isomerism Sytzeff rule electrophilic substitution on Benzene Directive influence of the groups. | <p>alkynes based upon the physical and chemical properties</p> <ul style="list-style-type: none"> Drawing the different confirmations of ethane Predicting the product formation of unsymmetrical alkenes. Compare the structure of Benzene and explain the concept of aromaticity and electrophilic substitution reactions of benzene. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------|---|---------------|--|---|-----------------------|-------------------|
| | <p>methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.</p> <p>Aromatic Hydrocarbons:</p> <ul style="list-style-type: none"> • Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenations, Friedel Craft's alkylation and acylation, directive influence of functional group in mono substituted benzene. Carcinogenicity and toxicity. | | | | | |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------|--|---|---|---|--|---|
| November 06 | <p>Unit XIV Topic- Environmental Chemistry. Sub-topics- Students will be able to –</p> <ul style="list-style-type: none"> • Environmental pollution -air, water and soil pollution. • Chemical reactions in atmosphere, smog, major atmospheric pollutants, acid rain, ozone and its reactions. • Understand various factors affecting the acidity of carboxylic acids and their reactions. • Effects of depletion of ozone layer, greenhouse effect and global warming- pollution due to industrial wastes, green chemistry as an alternative tool for reducing pollution. | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • e-book | <p>Art Integration:</p> <ul style="list-style-type: none"> • Making PPT on the different topics of Environmental Chemistry. • Drawing the different zones of the atmosphere with temperature range and distance <p>Diagrams:</p> <ul style="list-style-type: none"> • Fig 14.1,14.2 ,14.3 (NCERT part 2) <p>PROJECT SUBMISSION</p> <p>.</p> | <ul style="list-style-type: none"> • Notes of the chapter • Daily MCQ tests • Weekly testing • Weekly assignment • Random oral testing daily | <ul style="list-style-type: none"> • The teacher will do introduction of the concept of environment pollution using daily life examples. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts. | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> • Role of environmental chemistry • reasons for Atmospheric pollution and global warming, Greenhouse effect, acid rain • reasons for Water pollution and What are international standards of drinking water • reason and control of Soil pollution • Importance of green chemistry |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|----------------------------------|--|----------------------|---|--|------------------------------|--------------------------|
| | <ul style="list-style-type: none"> Strategies for control of environmental pollution. | | | | | |
| December | Revision, Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Physics
Class: 11th
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|--|--|---|---|
| April (01) | <p><u>TOPIC:</u> Physical World</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Physics-scope and excitement • nature of physical laws • Physics, technology and society. | <p><u>Video:</u></p> <ul style="list-style-type: none"> • Physics scope and excitement | <p><u>Interdisciplinary linkage: -</u></p> <ul style="list-style-type: none"> • Technology | | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous idea of Physics. • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> • <u>Real life examples</u> | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|--|---|---|--|
| | | | | | | with other disciplines. Students will be able to <ul style="list-style-type: none"> understand the scope of physics appreciate the role of physics, in technology and society |
| April (16) | <p><u>TOPIC:</u> Units and Measurements</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Need for measurement Units of measurement systems of units SI units fundamental and derived units Length, mass and time measurements accuracy and precision of measuring instruments errors in measurement significant figures. Dimensions of physical quantities, dimensional analysis and its applications. | <ul style="list-style-type: none"> chalk board PPT NCERT e - book <i>Extra marks</i> modules | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig 2.1, 2.2, 2.3 (N.C.E.R.T Part 1) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw diagrams of ways of measurement of length and weight <p><u>Practical</u></p> <ul style="list-style-type: none"> To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Calipers' and hence find its volume. To measure diameter of a given wire and thickness of a given sheet using screw gauge. To determine volume of an irregular lamina using screw gauge. | <ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Units and measurement. <u>Lecture and discussion method</u> Meaning of errors and dimensions will be explained with the help of analogies. <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|--|--|---|
| | | | <ul style="list-style-type: none"> To determine radius of curvature of a given spherical surface by a spherometer | | subsequently <ul style="list-style-type: none"> <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> | <ul style="list-style-type: none"> Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Students will be able to Use fundamental and derived quantities of Physics. Different types of measurement system of units and significance understand about significant figures Differentiate between accuracy and precision and classify error as systematic and random. Derive dimensional formula of different quantities and explain application of dimensional analysis |
| April/ May (10) | <u>TOPIC:</u> Motion in a Straight Line | <u>Videos</u> <ul style="list-style-type: none"> uniform and non-uniform motion | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> Mathematics <u>Diagrams:</u> <ul style="list-style-type: none"> Fig 3.2, 3.3,3.4, 3.6, | <ul style="list-style-type: none"> Assignment to be given Daily random | <ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. | After studying this Unit, the students will <ul style="list-style-type: none"> Be able to |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|---|--|--|---|
| | <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Frame of reference • Motion in a straight line • Position-time graph, speed, and velocity. • Elementary concepts of differentiation and integration for describing motion • uniform and non-uniform motion • average speed and instantaneous velocity • uniformly accelerated motion • velocity - time and position-time graphs. • Relations for uniformly accelerated motion (graphical treatment). | <ul style="list-style-type: none"> • distance and displacement • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules | <p>3.9, 3.10, 3.16,3.17 (NCERT)</p> <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw velocity and position time graphs for acceleration <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Providing examples of distance and displacement, uniform, and non-uniform motion from real life and where and why they are used. | <p>oral testing</p> <ul style="list-style-type: none"> • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <p>Questions would be asked to check previous knowledge of speed and velocity.</p> <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of differentiation will be explained with the help of analogies (reduced time span.) • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/</u> | <p>strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</p> <ul style="list-style-type: none"> • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the term motion as a relative term and classification of motion. • Learners will be |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|--|---|
| | | | | | <u>Inquiry method</u> Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> • <u>Explanation</u> • <u>Real life examples</u> | able to differentiate between speed and velocity, uniform and non - uniform motion. <ul style="list-style-type: none"> • Learners will be able to understand the significance of three equations of motion in our daily life |
| May (10) | <u>TOPIC:</u> Motion in a Plane <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Scalar and vector quantities • position and displacement vectors • general vectors and their notations • equality of vectors • multiplication of vectors by a real number • addition and subtraction of vectors • relative velocity • Unit vector • resolution of a vector in a plane, rectangular components • Scalar and Vector product of vectors. • Motion in a plane, cases of uniform velocity and uniform acceleration | <u>Video</u> <ul style="list-style-type: none"> • Types of vectors • Relative velocity • Projectile motion <ul style="list-style-type: none"> • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics <u>Diagrams:</u> <ul style="list-style-type: none"> • Fig 4.6, 4.9,4.10, 4.18 (NCERT) <u>Art Integration:</u> <ul style="list-style-type: none"> • Draw notation of all types of vectors and Draw diagram of projectile <u>Practical: -</u> <ul style="list-style-type: none"> • To verify law of vector addition using Grave's Sand apparatus. <u>Experiential learning</u> <ul style="list-style-type: none"> • Providing examples of flying of bird and sling Playing with Sling to hit the target. (laws of vector addition) • Games (Discuss throw, javelin throw to discuss | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of projectiles and circular motion. • <u>Lecture and discussion method</u> Meaning of vectors will be explained. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---------------|---|--|---|---|
| | <ul style="list-style-type: none"> • projectile motion • uniform circular motion. | | projectile motion) | | <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>creative thinking</p> <ul style="list-style-type: none"> • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand basics of Scalar and Vector quantities along with its Mathematical analysis (Addition, subtraction, Product, Resolution, Projection) • Learners will be able to understand the concept of Projectile and its mathematical analysis (Parabolic path, Maximum height attained, Range, Time of flight, Resultant velocity) and will be able to correlate it to daily life situations. |

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|------------------------------------|--|---|--|---|--|---|
| May/ June (14) | <p>TOPIC: Laws of Motion</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Intuitive concept of force • Inertia • Newton's first law of motion • momentum and Newton's second law of motion • Impulse • Newton's third law of motion • Law of conservation of linear momentum and its applications. • Equilibrium of concurrent forces, • Static and kinetic friction • laws of friction, • rolling friction • lubrication • Dynamics of uniform circular motion • Centripetal force, • examples of circular motion (vehicle on a level circular road, vehicle on a banked road). | <p>Video:</p> <ul style="list-style-type: none"> • Animation and videos on Conservation of momentum and its applications • Friction • dynamics of circular motion • Newton's law <p>• Models</p> <p>• pictures</p> <p>• chalk</p> <p>• board</p> <p>• PPT</p> <p>• NCERT e - book</p> <p>• <i>Extra marks</i> modules</p> <p>.</p> | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> • Mathematics <p>Diagrams:</p> <ul style="list-style-type: none"> • Fig 5.11, 5.12,5.14 (NCERT) <p>Art Integration:</p> <ul style="list-style-type: none"> • Draw diagrams of vertical e circular motion <p>Practical: -</p> <ul style="list-style-type: none"> • To study the relationship between force of limiting friction and normal reaction and to find the coefficient of friction between a block and a horizontal surface. • To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination (θ) <p>Experiential learning</p> <ul style="list-style-type: none"> • Providing examples of inertia, 2nd law and 3rd law of Newton • Field activities and toy rocket launch to understand Newton's law and law of momentum | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Newtons laws • Lecture and discussion method Meaning of impulse and friction will be explained with the help of analogies. • Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • Problem solving/ | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the Concept of |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|--|---|--|--|
| | | | | | <u>Inquiry method</u> Providing basic knowledge to solve numerical problems. <ul style="list-style-type: none"> • <u>Explanation</u> • <u>Real life examples</u> | Conservation of momentum and its applications. <ul style="list-style-type: none"> • Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion and can correlate it to daily life situations. |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July (10) | <p>TOPIC: Work, Energy and Power</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Work done by a constant force and a variable force • kinetic energy • work energy theorem • Power • Notion of potential energy • potential energy of a spring • conservative forces • conservation of mechanical energy (kinetic and potential energies) • non-conservative forces • motion in a vertical circle | <p><u>Video</u></p> <ul style="list-style-type: none"> • Conservation of mechanical energy • Collisions, and its types. <ul style="list-style-type: none"> • Actual objects (spring) • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig 6.1, 6.3,6.7, 6.8, 6.9 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of pot. energy of spring and conservative forces <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Game (to rotate bucket of water in vertical circle.) | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Work and energy. • <u>Lecture and discussion method</u> Meaning of work energy theorem will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, |

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|------------------------------------|---|---------------|---|--|--|--|
| | <ul style="list-style-type: none"> elastic and inelastic collisions in one and two dimensions. | | | | <p>concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> | <p>decision making and investigatory skills.</p> <ul style="list-style-type: none"> Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. Learners will be able to understand the Basic concept of work done and Classification of work. Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis. Learners will be able to understand the Mechanical power Learner will be able to Differentiate and understand Elastic and inelastic collisions in one |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|---|---|---|
| | | | | | | and two dimensions. |
| July (15) | <p>TOPIC: System of Particles and Rotational Motion</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Centre of mass of a two-particle system momentum conservation and Centre of mass motion Centre of mass of a rigid body Centre of mass of a uniform rod. Moment of a force Torque angular momentum law of conservation of angular momentum and its applications. Equilibrium of rigid bodies rigid body rotation and equations of rotational motion comparison of linear and rotational motions. Moment of inertia radius of gyration values of moments of inertia for simple geometrical objects (no derivation). | <p>Videos</p> <ul style="list-style-type: none"> Animation on law of conservation of angular momentum Moment of Inertia Actual objects (Scale, weighing scale) Models pictures chalk board PPT NCERT e - book <i>extra marks</i> modules | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics <p>Diagrams:</p> <ul style="list-style-type: none"> Fig7.2, 7.14, 7.25, 7.1, 7.30,7.31, 7.32, 7.33,7.37 (NCERT) <p>Art Integration:</p> <ul style="list-style-type: none"> Draw diagrams of applications of moment of inertia <p>Experiential learning</p> <ul style="list-style-type: none"> Doing rough estimate of locating the Centre of mass of different objects by keeping them on fingertip Game to design different types of situation to clear then concept of Centre of mass. See-Saw to clear the concept of equilibrium | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous experience of balance Lecture and discussion method Meaning of Centre of mass will be explained with the help of examples. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|--|---|--|--|
| | <ul style="list-style-type: none"> Statement of parallel and perpendicular axes theorems and their applications | | | | <p>experiences.</p> <ul style="list-style-type: none"> <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u> | <ul style="list-style-type: none"> Learners will be able to understand the concept of Centre of mass and Centre of gravity of a body. Learners will be able to understand the Concept of Rotational Dynamics an equation of motion for rotating body. Learners will be able to understand the Analogy between Kinematics and Rotational Dynamics. |
| Aug (12) | <p><u>TOPIC:</u> Gravitation</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> Kepler's laws of planetary motion universal law of gravitation. Acceleration due to gravity its variation with altitude and depth. Gravitational potential energy gravitational potential escape velocity orbital velocity of a | <p><u>Videos</u></p> <ul style="list-style-type: none"> launching of satellite weightlessness <ul style="list-style-type: none"> Models pictures chalk board PPT NCERT e - book <i>Extra marks</i> modules | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> Mathematics <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> Fig 8.2, 8.7, 8.8, 8.11 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> Draw diagrams to show how factors of acceleration due to gravity affected by height, depth and escape velocity <p><u>Practical: -</u></p> <ul style="list-style-type: none"> To determine the mass of two different objects | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of gravity. <u>Lecture and discussion method</u> Meaning of potential and field will be explained with the help of | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---------------|--|---|---|---|
| | satellite <ul style="list-style-type: none"> • Geo-stationary satellites | | using a beam balance. <u>Experiential learning</u> <ul style="list-style-type: none"> • Providing examples of artificial and natural satellite and their uses in daily life | | analogies. <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | and technological applications. <ul style="list-style-type: none"> • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature • Learners will be able to understand the Concept of variation of acceleration due gravity. • Learners will be able to understand the type and uses |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|--|---|
| | | | | | | <p>of different types of satellites.</p> <ul style="list-style-type: none"> Learners will be able to understand about escape and orbital velocity. |
| Aug (03) | <p>TOPIC: Mechanical Properties of Solids</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Elastic behaviour Stress-strain relationship Hooke's law Young's modulus bulk modulus shear modulus of rigidity Poisson's ratio elastic energy | <ul style="list-style-type: none"> Actual objects (Searle's apparatus), Models pictures chalk board PPT NCERT e - book extra marks modules Videos Stress strain curve | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics <p>Diagrams:</p> <ul style="list-style-type: none"> Fig 9.1, 9.2,9.3, 9.7 (NCERT) <p>Art Integration:</p> <ul style="list-style-type: none"> Draw graph to show the variation of stress v/s strain <p>Activity</p> <ul style="list-style-type: none"> To verify hollow shaft is stronger than solid shaft To verify depth in girder should be more than width <p>Practical: -</p> <ul style="list-style-type: none"> To determine Young's modulus of elasticity of the material of a given wire To find the force constant of a helical spring by plotting a graph between load and extension | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of elasticity. Lecture and discussion method Meaning of elasticity in physics will be explained with the help of analogies. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: | <ul style="list-style-type: none"> Learners will be able to understand Practicality of different types of Elastic module and Relation between stress and strain. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|--|---|
| | | | | | Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | |
| Aug (11) | <p><u>TOPIC:</u> Mechanical Properties of Fluids</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Pressure due to a fluid column • Pascal's law and its applications (hydraulic lift and hydraulic brakes) • effect of gravity on fluid pressure. • Viscosity • Stokes' law • terminal velocity • streamline and turbulent flow • critical velocity • Bernoulli's theorem and its applications. • Surface energy and surface tension • angle of contact • excess of pressure | <p><u>Videos</u></p> <ul style="list-style-type: none"> • Pascals law • Viscosity • Streamline and turbulent flow, • Surface energy and Surface tension • Capillarity <ul style="list-style-type: none"> • Actual objects (water and soap, TT balls, balloons, hair dryer) • Models • pictures • chalk • board • PPT • NCERT e - book • <i>extra marks</i> | <p><u>Interdisciplinary Linkage:</u> Mathematics</p> <p><u>Diagrams:</u></p> <ul style="list-style-type: none"> • Fig10.1,10.2,10.6,10.9,10.10,10.14,10.21 (NCERT) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of Bernoulli's Theorem and angle of contact across a curved surface <p><u>Activity</u></p> <ul style="list-style-type: none"> • Related to Pascal law • Related to Bernoulli's principle <p><u>Art Integration:</u> draw diagram of</p> <ul style="list-style-type: none"> • Fluid flow • Hydraulic break and lift • Ascent formula • Effect of g on fluid | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous experience of fluids. • <u>Lecture and discussion method</u> Meaning of Viscosity will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|--|---|--|--|
| | <p>across a curved surface</p> <ul style="list-style-type: none"> • application of surface tension ideas to drops • bubbles and capillary rise. | <p>modules</p> <p>Videos</p> | <p>pressure</p> <ul style="list-style-type: none"> • Terminal velocity <p><u>Practical.</u></p> <ul style="list-style-type: none"> • To determine the surface tension of water by capillary rise method. • To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body. | | <p>introduced subsequently</p> <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>and investigatory skills.</p> <ul style="list-style-type: none"> • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand Practicality of Fluid dynamics in real life (Pascal's Law, Bernoulli's theorem, Magnus Effect) • Learners will be able to understand Concept of surface Tension and its applications in day to day life. |
| Sep (06) | <p><u>TOPIC:</u> Thermal Properties of Matter</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Heat • Temperature • thermal expansion • thermal expansion of solids, liquids and | <p><u>Video</u></p> <ul style="list-style-type: none"> • Heat transfer and its types • Blackbody radiation • Greenhouse effect • Actual objects(thermo | | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of heat and temperature. | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|---|---|---|--|
| | gases, <ul style="list-style-type: none"> • anomalous expansion of water • specific heat capacity; C_p, CVS – • calorimetry • change of state – • latent heat capacity. • Heat transfer-conduction, convection and radiation • thermal conductivity • qualitative ideas of Blackbody radiation • Wein's displacement Law • Stefan's law • Greenhouse effect | meter) <ul style="list-style-type: none"> • Models • pictures • chalk • board • PPT • NCERT e - book • <i>extra marks</i> modules Videos | | the following, fill in the blanks) <ul style="list-style-type: none"> • Notebook correction | <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> Meaning of Latent heat and specific heat will be explained with the help of examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | foundation for further learning in the subject. <ul style="list-style-type: none"> • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the Different methods of heat transfer, Concept of thermal expansion and Laws of cooling |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|---|---|--|--|
| | | | | | | <ul style="list-style-type: none"> Learners will be able to understand the Concept and relation between different specific heat capacities |
| Sep | Revision, Exam and Assessment | - | - | - | - | - |
| Oct (08) | <p>TOPIC: Thermodynamics</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Thermal equilibrium definition of temperature (zeroth law of thermodynamics) heat, work and internal energy. First law of thermodynamics isothermal and adiabatic processes. Second law of thermodynamics reversible and irreversible processes Heat engine and refrigerator. | <p>Video</p> <ul style="list-style-type: none"> Isothermal and Adiabatic processes Heat engine and refrigerator <p>• Models</p> <p>• pictures</p> <p>• chalk</p> <p>• board</p> <p>• PPT</p> <p>• NCERT e - book</p> <p>• <i>extra marks</i> modules</p> | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics and chemistry <p>Diagrams:</p> <ul style="list-style-type: none"> Fig 12.4, 12.7,12.8, 12.10, 12.12 <p>Art Integration:</p> <ul style="list-style-type: none"> Draw diagrams of Carnot cycle and heat engine | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of thermodynamics from experience. Lecture and discussion method Meaning of Isothermal and adiabatic processes will be explained with the help of examples. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently | <ul style="list-style-type: none"> Learners will be able to understand the Concept of Heat, work, and Internal energy of the system. Learners will be able to understand the Principle of Heat Engine and Refrigerator |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|--|---|---|---|
| | | | | | <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | |
| Oct (05) | <p><u>TOPIC:</u> Kinetic Theory</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Equation of state of a perfect gas • work done in compressing a gas. • Kinetic theory of gases - assumptions, • concept of pressure. • Kinetic interpretation of temperature • rms speed of gas molecules • degrees of freedom • law of equip-partition of energy (statement only) and application to specific heat | <ul style="list-style-type: none"> • pictures • chalk • board • PPT • NCERT e - book • <i>extra marks</i> modules | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Chemistry and Mathematics <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V, and between P and 1/V | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of gases. • <u>Lecture and discussion method</u> Meaning of degrees of freedom will be explained. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more | <ul style="list-style-type: none"> • Learners will be able to understand the concept of Pressure exerted by a gas on the walls of the container. • Learners will be able to understand degree of freedom and law of equipartition of energy |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|---|---|--|--|
| | capacities of gases <ul style="list-style-type: none"> • concept of mean free path, Avogadro's number | | | | difficult/new concepts will be introduced subsequently <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | |
| Oct (10) | <p><u>TOPIC:</u> Oscillations</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Periodic motion – time-frequency • displacement as a function of time • periodic functions. Simple harmonic motion (S.H.M) and its equation • phase • oscillations of a loaded spring- restoring force and force constant • energy in S.H.M. | <p><u>Video</u></p> <ul style="list-style-type: none"> • Free, forced and damped oscillations • Resonance, • SHM • Actual objects (Spring, simple pendulum) • Models • pictures • chalk • board | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagram of oscillation of loaded spring, SHM in circular motion <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • Using a simple pendulum, plot L-T and L-T²graphs. Hence find the effective length of a second's pendulum using appropriate graph. | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match the following, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of oscillations. • <u>Lecture and discussion method</u> Meaning of SHM will be explained with the help of analogies. | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|---|--|---|--|--|
| | Kinetic and potential energies <ul style="list-style-type: none"> • simple pendulum derivation of expression for its time-period. • Free, forced and damped oscillations (qualitative ideas only) • Resonance | <ul style="list-style-type: none"> • PPT • NCERT e - book • <i>extra marks</i> modules | | | <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | and technological applications. <ul style="list-style-type: none"> • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. • Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM. • Learners will be able to understand the Concept of Different forms of energy possessed by a body executing SHM with its |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|--|---|
| | | | | | | <p>mathematical analysis.</p> <ul style="list-style-type: none"> Learners will be able to understand the Concept of Resonance, free oscillations. |
| Oct/Nov (10) | <p>TOPIC: Waves</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Wave motion Transverse and longitudinal waves speed of travelling wave displacement relation for a progressive wave principle of superposition of waves reflection of waves standing waves in strings and organ pipes fundamental mode and harmonics Beats Doppler effect. | <p>Video</p> <ul style="list-style-type: none"> Beats Standing waves Doppler effect. <ul style="list-style-type: none"> Actual objects (Rope) Models pictures chalk board PPT NCERT e - book extra marks modules | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics <p>Diagrams:</p> <ul style="list-style-type: none"> Fig 15.8, 15.11,15.12, 15.13, 15.15.16 <p>Art Integration:</p> <ul style="list-style-type: none"> Draw wave diagrams of superposition, standing waves modes and beats <p>Activity</p> <ul style="list-style-type: none"> to generate the waves with the help of string) <p>Practical: -</p> <ul style="list-style-type: none"> To study the relation between frequency and length of a given wire under constant tension using sonometer. To study the relation between the length of a given wire and tension for constant frequency using sonometer. To find the speed of sound in air at room temperature using a resonance tube by two resonance positions | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction Daily random oral testing Written test Quizzes (MCQs, one word, match the following, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Waves. Lecture and discussion method Meaning of modes and superposition will be explained. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|----------------------------|---------------|---|--|---|---|
| | | | | | Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <ul style="list-style-type: none"> • Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude, Frequency and Phase) • Learners will be able to understand the concept of reflection of waves along with concept of harmonics • Learners will be able to understand the Practicality in variation in frequency of sound due to relative motion between source and observer (Doppler's Effect) |
| Nov | Revision | - | - | - | - | - |
| Dec | Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: XI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--------------------------------|---|---|--|---|---|
| April (10) | Topic/Chapter: Sets | <ul style="list-style-type: none"> NCERT textbook/ E - book PPT Modules on Extra marks Concept Maps Green Board Chalk Duster Video: different types of sets and Venn Diagrams | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session. Activity: To represent set theoretic operations using Venn diagrams. <p>Art Integration:</p> <ul style="list-style-type: none"> Venn Diagrams for different kind of problems. | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with different kind of collection, such as a pack of cards, a crowd of people, a cricket team to introduce the topic. To observe and discuss the different types of sets Draw and compare Venn Diagrams for different kind of problems. Apply the relevant results to solve word problems related to day to day life. | <p>The Learner</p> <ul style="list-style-type: none"> develops the idea of set from the earlier learnt concepts in Number System, geometry, etc. identifies/classifies relations between different sets. identifies similarities and differences among different types of sets using Venn diagrams. finds solution of different types of questions using appropriate formulae and apply them in real life situation. |
| April (10) | Relations and Functions | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Modules on Extra marks Concept Maps Green Board Chalk Duster Video: | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session. Activity: To identify a relation and a function. <p>Art Integration:</p> <ul style="list-style-type: none"> Diagram on different types of functions | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> By taking different kind of sets such as set of colors or set of different objects to introduce the topic. To observe and discuss different types of functions Explanation of some | <p>The Learner</p> <ul style="list-style-type: none"> applies logical reasoning in classifying different type of relations and functions. understand the concept of ordered pairs, Cartesian product of sets. Identifies the similarities |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-------------------------------------|---|--|--|--|--|
| | | <ul style="list-style-type: none"> On different types of Function | | | functions with help of their graphs <ul style="list-style-type: none"> Developing hypothesis by: Real world learning, and study of logic and problem solving. | and differences between relations and functions. <ul style="list-style-type: none"> Construct graphically different types of functions |
| April-May (14) | Trigonometric Functions | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video on different types of Trigonometric Functions Modules on Extra marks Concept Maps Green Board Chalk Duster | Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session. Activity: To find the values of sine and cosine functions in second, third and fourth quadrants using their given values in the first quadrants. Concept Maps: On different values and identities. Inter disciplinary linkage with Physics <ul style="list-style-type: none"> Graphical Representation of Trigonometric Function | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with different trigonometric ratios and problems related to heights and distances to introduce the topic. To observe and discuss the conversion of degree measure to radian measure. Apply relevant results to calculate different problems of trigonometric functions. | The Learner <ul style="list-style-type: none"> Applies logical reasoning in conversion of radian into degree and vice versa. Able to understand the concept of positive and negative angles Identifies similarities and differences between domain and range of trigonometric functions and their graphs Finds the solution of different types of questions using appropriate formulas. |
| May (7) | Principle of Mathematical Induction | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk | Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To establish the formula for the sum of the cubes of first n | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing | <ul style="list-style-type: none"> By taking example of sum of n positive integers to introduce the given topic. Inductive method and deductive method were introduced by taking examples of | The Learner <ul style="list-style-type: none"> identifies the concept of process of the proof by induction, motivating the application of the method by looking at natural numbers as the least inductive subset of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|---|--|--|---|
| | | <ul style="list-style-type: none"> Duster | natural numbers. | <ul style="list-style-type: none"> Notebook evaluation | <ul style="list-style-type: none"> relations and different numbers. To observe and discuss the steps involved in the process of Principal of Mathematical induction. | <ul style="list-style-type: none"> real numbers. derives proofs of different problems based upon the principle of mathematical induction and simple applications. finds the solution of different types of questions using appropriate formulas |
| May (10) | Complex Numbers and Quadratic Equations | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To interpret geometrically the meaning of $i = \sqrt{-1}$ and its integral powers. <p>Inter disciplinary linkage With Physics</p> <ul style="list-style-type: none"> Argand Plane and Polar Representation <p>Art Integration:</p> <ul style="list-style-type: none"> Diagrams of Argand Plane and Polar Representation | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with solution of different kinds quadratic equations to introduce the topic. To observe and discuss the imaginary roots of given equation. To facilitate in making mental estimation of different values of i Apply relevant results to calculate different problems of Complex Numbers | <p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. applies logical reasoning in classifying Argand Plane and Polar coordinates finds the solution of different types of questions using appropriate formulas derives proofs of the Modulus and the Conjugate of a complex number. |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July (8) | Linear Inequalities | <ul style="list-style-type: none"> NCERT textbook/E-book PPT | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom | <ul style="list-style-type: none"> MCQs MCQs | <ul style="list-style-type: none"> Work with different kind of algebraic equations and in | <p>The Learner</p> <ul style="list-style-type: none"> Identifies the concept of Linear inequalities. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|------------------------------|---|---|--|---|---|
| | | <ul style="list-style-type: none"> • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster | <p>interactive questioning session</p> <ul style="list-style-type: none"> • Activity: To verify that the graph of a given inequality, $2x + 3y - 6 < 0$, of the form $ax + by + c < 0$, <p>Art Integration</p> <ul style="list-style-type: none"> • Diagram: Graphical Representation of equations of lines and shaded portion according to given condition. | <ul style="list-style-type: none"> • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation | <p>equations of day to day life to introduce the topic.</p> <ul style="list-style-type: none"> • To observe and discuss the different numerical inequalities • Draw and compare the graph of linear in equations in one and two variables. • Apply the relevant results to solve word problems related to day to day life. | <p>Algebraic solutions of linear inequalities in one variable and their representation on the number line.</p> <ul style="list-style-type: none"> • apply the logic to identifies similarities and differences between different inequalities and their graphs. • able to draw different graphs of linear in equations. • finds the solution of different types of questions using appropriate formulas. |
| July (10) | Permutation and Combinations | <ul style="list-style-type: none"> • NCERT textbook/E-book • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session • Activity: To find the number of ways in which three cards can be selected from the given five cards. • Concept Map: To memories notations and formulas. | <ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation | <ul style="list-style-type: none"> • Work with different number of digits to make different arrangements to introduce the topic. • by playing a game with different group of students to explain them permutation and combination. • discuss the proof of factorial notation. • apply relevant results to factorize the given factorials. • Developing hypothesis by: Real | <p>The Learner</p> <ul style="list-style-type: none"> • able to understand the concept of Fundamental principle of counting. Factorial n. (n!) Permutations and combinations. • applies logical reasoning in classifying different types of permutation. • Identifies similarities and differences between permutation and combination. • Finds the solution of different types of questions using appropriate formulas. |

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|--------------------------|----------------------------|---|--|--|---|---|
| | | | | | world learning, and study of logic and problem solving. | |
| July (6) | Binomial Theorem | <ul style="list-style-type: none"> • NCERT textbook/E-book • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster | Experiential Learning <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session. • Activity: To construct a Pascal's triangle and to write binomial expansion for a given positive integral exponent. • Concept Map: Pascal's Triangle explained to remember expansion of binomial theorem. | <ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation | <ul style="list-style-type: none"> • By taking different examples of squares and cubes of binomials to introduce the topic. • To observe and discuss Binomial Theorem for Positive Integral Indices. • Explanation of Binomial Theorem with help of Pascal's Triangle. • Developing hypothesis by: Real world learning, and study of logic and problem solving. | The Learner <ul style="list-style-type: none"> • will be able to Understand the History, statement, and proof of the binomial theorem for positive integral indices. • relates the squares and cubes of binomials with binomial theorem. • applies logical reasoning in using Pascal's Triangle in different situations. • derives proof of Binomial theorem • Finds the solution of different types of questions using appropriate formulas. |
| August (9) | Sequence and Series | <ul style="list-style-type: none"> • NCERT textbook/E-book • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster | Experiential Learning <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session • Activity: To establish the formula for the sum of the cubes of first n natural numbers. • Concept Map: Based on pattern to remember the formulas. | <ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation | <ul style="list-style-type: none"> • Work with different basic concepts of sequence & series and A.P. to introduce the topic. • To observe and discuss the different series of AP and GP. • by mathematical riddles with different group of students to explain | The Learner <ul style="list-style-type: none"> • Applies logical reasoning in classifying AP and GP and using them in different situation. • able to understand the concept of GP. • Identifies similarities and differences between sequence and series, AP & GP. • finds the solution of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---|---|--|---|---|
| | | | | | them A.P. and G.P. <ul style="list-style-type: none"> discuss the proof of factorial notation. apply relevant results to find the sum of given series. | different types of questions using appropriate formulas |
| August (9) | Straight Lines | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | Experiential Learning <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Inter disciplinary linkage With Physics <ul style="list-style-type: none"> Straight lines made under different conditions. Art Integration: <ul style="list-style-type: none"> Diagram of different equations | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with coordinate geometry and concept of simple geometry in our daily life to introduce the topic. To observe and discuss the various forms of the equation of line. Draw and compare the graph of linear in equations under different conditions. discuss the proof of angle between two lines. apply relevant results to find the equation of line under various condition. | The Learner <ul style="list-style-type: none"> identifies various forms of equations of a line: parallel to axis, point-slope form, slope-intercept form, two-point form, intercept form and normal form. construct the equation of line under different conditions. identifies similarities and differences between various conditions given for a line. finds the solution of different types of questions using appropriate formulas. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--------------------------------|---|--|--|--|---|
| Aug/Sep (8) | Conic Section | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To construct different types of conic sections. <p>Inter disciplinary linkage With Physics</p> <ul style="list-style-type: none"> Explanation of Parabola, hyperbola, ellipse with the help of different equations <p>Art Integration:</p> <ul style="list-style-type: none"> Diagrams of parabola, hyperbola, and ellipse. | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> By taking examples of various curves from our day to day life to introduce the topic. To observe and discuss various conic sections. Draw and compare the graphs. various conic sections under different conditions. apply relevant results to find the special cases of given conic section. | <p>The Learner</p> <ul style="list-style-type: none"> identifies concept of sections of a cone: circles, ellipse, parabola, hyperbola Applies logical reasoning in classifying different types of conic sections. Identifies similarities and differences between circles, ellipse, parabola, hyperbola sequence and series, AP & GP. finds the solution of different types of questions using appropriate formulas. |
| Sep | Revision, Exam and Assessment | - | - | - | - | - |
| Oct (8) | Introduction to 3 – D Geometry | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Model/project: Innovative models made by students in order to understand octants. <p>Art Integration</p> | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with the concept of coordinate axes and coordinate plane to introduce the topic. To observe and discuss the various octants in three-dimensional geometry. plot and compare the given points on the graph. | <p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of Coordinate axes and coordinate planes in three dimensions. identifies concept of space and octant. Applies logical reasoning in classifying different octant. Identifies similarities and differences between |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|------------------------|---|--|--|--|---|
| | | | <ul style="list-style-type: none"> Diagrams of different octants. | | <ul style="list-style-type: none"> discuss the proof of distance formula and section formula. apply relevant results to find the distance between the points under various condition | <ul style="list-style-type: none"> different octants. finds the solution of different types of questions using appropriate formulas. |
| Oct (12) | Limits and Derivatives | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To find analytically $\lim_{x \rightarrow a} f(x) = \frac{x^2 - a^2}{x - a}$ <p>Inter disciplinary linkage With Physics</p> <ul style="list-style-type: none"> Graphical Representation of limit and derivatives <p>Art Integration</p> <ul style="list-style-type: none"> Diagrams of different functions. | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with the concept of distance time graph to introduce the topic. To observe and discuss the concept of limit and continuity. plot and compare the graphs of different functions. discuss the proof of algebra of derivative of functions. apply relevant results to find the derivatives of polynomials and trigonometric functions. | <p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of derivative introduced as rate of change both as that of distance function and geometrically. identifies concept of limit and continuity. Identifies similarities and differences between limit, continuity and derivatives. finds the solution of different types of questions using appropriate formulas. |
| Oct-Nov (10) | Probability | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Activity: To write the | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test | <ul style="list-style-type: none"> by playing a game of playing cards with different group of students to introduce the topic. | <p>The Learner</p> <ul style="list-style-type: none"> will be able to understand the concept of Random experiments; outcomes, sample spaces |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|-----------------|---|--|--|--|--|
| | | <ul style="list-style-type: none"> marks • Concept Maps • Green Board • Chalk • Duster | <p>sample space when a die is rolled ones, twice, ...</p> <p>Art Integration:</p> <ul style="list-style-type: none"> • Diagrams of different outcomes outcome a different experiment. • Concept Map: For different types of objects and formulas. | <ul style="list-style-type: none"> • Daily random Oral testing • Notebook evaluation | <ul style="list-style-type: none"> • To observe and discuss various events and their sample space. • compare the sample space of various events under different conditions. • apply relevant results to find the probability of real-life situation. | <p>and Axiomatic (set theoretic) probability.</p> <ul style="list-style-type: none"> • identifies concept of axiomatic approach to probability. • Applies logical reasoning in classifying the occurrence of events. • finds the solution of different types of questions using appropriate formulas. |
| Nov (10) | Statistics | <ul style="list-style-type: none"> • NCERT textbook/E-book • PPT • Video • Modules on Extra marks • Concept Maps • Green Board • Chalk • Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Quiz: classroom interactive questioning session • Project on different types of formulas. • PPT/Slide show on different topics of statistics. | <ul style="list-style-type: none"> • MCQs • Quizzes • Weekly Written Test • Daily random Oral testing • Notebook evaluation | <ul style="list-style-type: none"> • Work with the concept of mean and median of given data to introduce the topic. • To observe and discuss the concept of standard deviation and variance. • discuss the proof of standard deviation and variance. • apply relevant results to find the standard deviation and variance of given data. | <p>The Learner</p> <ul style="list-style-type: none"> • will be able understand the concept of Measures of dispersion, Range, mean deviation, variance, and standard deviation. • applies logical reasoning in classifying Variance and standard deviation. • Identifies similarities and differences between different terms of statistics. • finds the solution of different types of questions using appropriate formulas. |

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|--------------------------|------------------------|---|--|--|---|--|
| Nov (5) | Mathematical Reasoning | <ul style="list-style-type: none"> NCERT textbook/E-book PPT Video Modules on Extra marks Concept Maps Green Board Chalk Duster | <p>Experiential Learning</p> <ul style="list-style-type: none"> Quiz: classroom interactive questioning session Project development of ability to reason and fundamentals of deductive reasoning. <p>Inter Disciplinary Linkage: Language</p> <p>Skill Assessment: Comprehending Statements and Questions</p> <p>The ability to choose the right methods.</p> <p>The ability to apply general rules to specific problems.</p> | <ul style="list-style-type: none"> MCQs Quizzes Weekly Written Test Daily random Oral testing Notebook evaluation | <ul style="list-style-type: none"> Work with the concept of statement and sentence from language to introduce the topic. To observe and discuss the concept of special words/phrases and implications. discuss the use of Quantifiers and implications in day to day life situations. apply relevant language for better understanding of mathematical word problems. | <p>The Learner</p> <ul style="list-style-type: none"> able to understand the concept of mathematically acceptable statements. applies logical reasoning in classifying Connecting words/ phrases and implications. Identifies similarities and differences between sentence and statements. Validating the statements involving the contradiction, converse, and contra positive. finds the solution of different types of word problems by applying relevant knowledge of the language. |
| Dec | Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: BIOLOGY

Class: XI

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|--|--|
| April 5 | <ul style="list-style-type: none"> • Unit-I Diversity of Living Organisms • Chapter1: The Living World • Biodiversity. • Need for classification; three domains of life. • Taxonomy and systematic. • Concept of species and taxonomical hierarchy. • Binomial nomenclature; tools for study of taxonomy- museums, zoological parks • Herbaria, • Botanical gardens | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical: • Laboratory activities- Study of the parts of a compound microscope. • Botanical excursion in and around the school. • Project on Herbarium: Collection of fifteen plants from the school campus to prepare Herbarium. The students remember the scientific names along with their taxonomic classification. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related with the living organisms and life on earth. • The concept is developed by discussion with students. • The students are shown Videos to get the insight of the topic on: • Binomial nomenclature • Binomial nomenclature | <ul style="list-style-type: none"> • Students will be able to understand • The need for classification; three domains of life. • Taxonomy and systematics. • Concept of species and taxonomical hierarchy. • binomial nomenclature; tools for study of taxonomy- museums, zoological parks, herbaria, • Botanical gardens • processes and phenomena, such as, systematic binomial nomenclature of organisms |
| | <ul style="list-style-type: none"> • Chapter-2: Biological Classification • Five kingdom | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster | <ul style="list-style-type: none"> • Practical's: • Study of the specimens/slides/ | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. | <ul style="list-style-type: none"> • Developing knowledge of concept by: | <ul style="list-style-type: none"> • Students will be able to understand about five kingdom classification. |

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|-----------------------------------|--|--|--|--|--|---|
| <i>April</i> 6 | <p>classification.</p> <ul style="list-style-type: none"> Salient features and classification of Monera, Protista and Fungi into major groups: Lichens, Viruses and Viroids | <ul style="list-style-type: none"> Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <p>models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast.</p> <ul style="list-style-type: none"> Diagrams- Blue green algae Shapes of Bacteria Structure of Virus | <ul style="list-style-type: none"> Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 10th about life processes. The students are told to use textbooks/ web resources to explore different topics The Videos are shown to get the insight of the topic on: <ul style="list-style-type: none"> Monera Protista Fungi into major groups: <ul style="list-style-type: none"> Lichens Viruses and Viroids. | <ul style="list-style-type: none"> Salient features and classification of Monera, Protista and Fungi Lichens, Viruses and Viroid's efficiently explains classification systems, relationships among organisms |
| <i>April</i> 6 | <ul style="list-style-type: none"> Chapter-3: Plant Kingdom Salient features Classification of plants into major groups – Algae, Bryophyta, Pteridophyte, Gymnosperm Angiospermae Angiosperms - classification up to | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab | <ul style="list-style-type: none"> Practical's: Study of the specimens/slides/ models and identification with reasons - liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on syngamy, triple fusion and endosperm formation. | <ul style="list-style-type: none"> Students will be able to understand salient features and classification of plants into major groups – Algae, Bryophyta, Pteridophyte, Gymnosperm Angiosperms Applies scientific |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|---|
| | class, characteristic features and examples. | <ul style="list-style-type: none"> e-book | lichen. <ul style="list-style-type: none"> Diagrams- Life cycles of Algae, bryophytes, pteridophytes, Gymnosperms and angiosperms | | <ul style="list-style-type: none"> Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Classification of plants into major groups Algae Bryophyta Pteridophyta Gymnospermae Angiospermae | concepts in daily life and solving problems, such as, conserving and using medicinal plants or products for maintaining health and wellbeing, etc. |
| April 6 | <ul style="list-style-type: none"> Chapter-4: Animal Kingdom Salient features Classification of animals, non-chordates up to phyla level Chordates up to class level | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Study of virtual specimens /slides/ models and identification with reasons - Amoeba, Hydra, liver fluke, Ascaris, leech, earthworm, prawn, silkworm, honeybee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit. | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The teacher will do previous knowledge testing on the topic of classification of organisms The teacher will keep on throwing statements related to reasons, consequences and ways to find | <ul style="list-style-type: none"> Students will be able to understand salient features and classification of animals, non-chordates up to phyla level and chordates up to class level Applies scientific concepts in daily life and solving problems, such as, by maintaining aquarium, conserving |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Art Integration • : Model of Animals (Earthworm, Cockroach, Snake, Rabbit) | | <p>solutions to the Problem.</p> <ul style="list-style-type: none"> • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Classification of animals into major groups – • Non-chordates • Chordates | medicinal plants, etc. |
| May 6 | <ul style="list-style-type: none"> • Unit-II Structural Organization in Animals and Plants • Chapter-5: Morphology of Flowering Plants • Morphology and modifications: • Morphology of different parts of flowering plants: | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • Study of different modifications in roots, stems and leaves. • Study and identification of different types of inflorescence • Botanical excursion in and around the school | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related the structure of flower. | <ul style="list-style-type: none"> • Students will be able to explain the • Morphology and modifications: • Morphology of different parts of flowering plants: root, • stem, • leaf • inflorescence, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|--|
| | root, stem, leaf, <ul style="list-style-type: none"> • Inflorescence and types • Flower and different parts • Fruit and types • seed | | <ul style="list-style-type: none"> • Projects: • Study and description of three locally available common flowering plants. • Diagrams: • Aestivation • Placentation | | <ul style="list-style-type: none"> • The concept is developed by discussion with students. • Brainstorming by HOTS on Inflorescence, Aestivation and Placentation. • The students are told to make flow charts for some difficult topics for better understanding. • The students are shown Videos to get the insight of the topic on: • Morphology of different parts of flowering plants: <ul style="list-style-type: none"> • Root • Stem • Leaf • Inflorescence • Flower • Fruit • Seed | <ul style="list-style-type: none"> • Flower • Seed. |
| May 6 | <ul style="list-style-type: none"> • Chapter-6: Anatomy of Flowering Plants • Anatomy and functions of different tissues • Tissue systems | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching | <ul style="list-style-type: none"> • Practical's: • Study of tissues and diversity in shapes and sizes of plant and animal cells. • Preparation and study of T.S. of | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 9th about tissues. | <ul style="list-style-type: none"> • Students will be able to describe the • Anatomy and functions of different tissues • Tissue systems. • Secondary growth |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|---|---|
| | <ul style="list-style-type: none"> Secondary Growth in dicots | software <ul style="list-style-type: none"> Flowcharts Concept Maps Virtual Lab e-book | dicot and monocot roots and stems <ul style="list-style-type: none"> Diagrams: <ul style="list-style-type: none"> Plant tissues Transverse section of root, stem and leaf | NCERT questions. <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> The students are told to use textbooks/ web resources to explore different topics The Videos are shown to get the insight of the topic on: <ul style="list-style-type: none"> Anatomy of tissues Functions of different tissues | |
| May 5 | <ul style="list-style-type: none"> Chapter-7: Structural Organization in Animals Animal tissues. Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive of an insect (cockroach) | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Study of tissues and diversity in shapes and sizes of animal cells. Study of external morphology of cockroach through virtual images/models Diagrams: <ul style="list-style-type: none"> Animal tissues Cockroach anatomy Art Integration: <ul style="list-style-type: none"> Charts of Plant and animal tissues Model of | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments. Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods <p>Videos:</p> <ul style="list-style-type: none"> Animal tissues Morphology and anatomy of | <ul style="list-style-type: none"> Students will be able to describe the Animal tissues. Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory Nervous and reproductive of an insect (cockroach) |

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|-----------------------------------|---|--|--|--|--|---|
| | | | Cockroach | | Cockroach | |
| May- June 13 | <ul style="list-style-type: none"> • Unit-III Cell: Structure and Function • Chapter-8: Cell- The Unit of Life • Cell theory and cell as the basic unit of life • Structure of prokaryotic and eukaryotic cells. • Plant cell and animal cell; cell envelope. • Cell membrane, • Cell wall. • Cell organelles - structure and function; endomembrane system, endoplasmic reticulum, Golgi bodies, lysosomes, vacuoles. • Mitochondria, ribosomes, plastids, microbodies. • Cytoskeleton, • Cilia and flagella, • Centrosome and centrioles • Nucleus | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • Study of osmosis by potato osmometer. • Study of plasmolysis in epidermal peels (e.g. Rhoeo leaves). • Diagrams: • Fluid mosaic model of plasma membrane • Cell organelles, • Cilia • Flagella • Art Integration: • Charts of Plant and animal cell | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of cell and its components • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Modules on Structure of | <ul style="list-style-type: none"> • Students will be able to understand cell as the basic unit of life: • Structure of prokaryotic and eukaryotic cells. • Plant cell and animal cell • Cell organelles and their functions • Structure of cilia and flagella • Cytoskeleton • Micro bodies |

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|-----------------------------------|--|--|--|--|---|--|
| | | | | | prokaryotic cell <ul style="list-style-type: none"> Plant cell and animal cell Plasma membrane Cell wall Endomembrane system Mitochondria Chloroplast Ribosomes Cilia and Flagella Centrosome Nucleus | |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July 14 | <ul style="list-style-type: none"> Chapter-9: Biomolecules Chemical constituents of living cells: Biomolecules, Structure and function of proteins, Carbohydrates, Lipids, Nucleic acids. Enzymes-types, properties, enzyme action. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Test for the presence of Sugars, Starch and Proteins in different food samples. Diagrams: Structure of glycogen, cellulose Activation energy of enzymes Structure of proteins Art Integration: Model of DNA Collecting saliva | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | To develop the understanding of the concept by: <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with the chapter. The concept is developed by discussion with students. The students are told to make mind maps for some difficult topics for | <ul style="list-style-type: none"> Students will be able to understand about Chemical constituents of living cells: Biomolecules, structure and function of proteins, carbohydrates, lipids, Nucleic acids. Enzymes-types, properties, enzyme action. |

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| | | | from buccal cavity to understand the role of enzyme (Salivary amylase) on starch. This explains the digestion of starch in our mouth and importance of chewing food well. | | better understanding. <ul style="list-style-type: none"> The students are shown Videos to get the insight of the topic on: Structure and function of: Proteins Carbohydrates Lipids Nucleic acids | |
| July 7 | <ul style="list-style-type: none"> Chapter-10: Cell Cycle and Cell Division Cell cycle Mitosis, Meiosis and their significance | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Study of mitosis in onion root tip cells and animals' cells (grasshopper) from permanent slides Slides of Mitosis and Meiosis Diagrams: Cell Cycle Prophase, Metaphase, Anaphase and Telophase | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 9th about cell division. The students are told to use textbooks/ web resources to explore different topics Brainstorming by HOTS on cell cycle. <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> Cell cycle | <ul style="list-style-type: none"> Students will be able to understand Cell cycle, mitosis, meiosis and their significance |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <ul style="list-style-type: none"> • Mitosis • Meiosis | |
| July 9 | <ul style="list-style-type: none"> • Unit – IV • Plant Physiology (Periods- 40) • Chapter – II: Transport in plants • Transport, • Concept of water potential, • Apoplast and symplast pathways, • Movement of water up a plant • Uptake and transport of mineral nutrients, • Mechanism of translocation. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • Study of distribution of stomata in the upper and lower surface of leaves. • Study of osmosis by thistle funnel experiment • Study of plasmolysis in epidermal peels. • Diagrams: • Symport, Uniport and Antiport • Pathway of water movement • Mechanism of translocation • Showing dew drops to the students on leaves. This explains the concept of Root Pressure to them. This also explains the difference between Transpiration and Guttation in plants. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Discussions. • Assignments • Brainstorming by HOTS on Pressure flow hypothesis. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Water potential • Pathways of water transport • Transpiration pull • Mass flow hypothesis | <ul style="list-style-type: none"> • Students will be able to: • i) analyze the various facts influencing the absorption and movement of water across the cell. • ii) recall the means of transport and explain them • iii) explain the shrinking and swelling of cells in different solutions • iv) relate the role of root pressure and transpiration pull in the movement of water up a plant • v) the flow of food from source to sink. |

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| August 7 | <ul style="list-style-type: none"> • Chapter-12: Mineral Nutrition • Criteria for essentiality of an element, • Role and deficiency symptoms of micro and macro nutrients, • Toxicity of micronutrients, • Nitrogen cycle, • Development of root nodules and • Mechanism of nitrogen fixation. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • Comparative study of the rates of transpiration in the upper and lower surface of leaves. • Diagrams: • Nodule formation, nitrogen fixation • Linking the deficiency symptoms of different nutrients. • Hydroponics • Activity on Imbibition: The students perform this activity with Gram seeds by using plaster of paris, filter paper and water. The seeds show increase in volume which indicates imbibition. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of nutrition in plants • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Types of macro and micronutrients • Nitrogen metabolism | <ul style="list-style-type: none"> • Students will be able to: • i) memorize the role of various nutrients and their deficiency symptoms • ii) explain the concept of nitrogen fixation in root nodules • iii) explain nitrogen cycle with the help of diagram |

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|-----------------------------------|--|--|---|--|--|---|
| | | | | | <ul style="list-style-type: none"> Nitrogen fixation Nodule formation | |
| August 9 | <ul style="list-style-type: none"> Chapter-13: Photosynthesis in higher plants Early experiments on photosynthesis, Concept of light and dark reaction, Cyclic and non-cyclic photo phosphorylation, ATP synthesis, Calvin cycle, Hatch and Slack pathway Various factors affecting photosynthesis. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Separation of plant pigments through paper chromatography. Activity to show that chlorophyll is necessary for photosynthesis. Diagrams: Chloroplast, cyclic and non-cyclic photophosphorylation cycles. Graphical representation of absorption spectrum of chl a, b and carotenoids. Art Integration Charts of C3 Pathway C4 Pathway Photorespiration . | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related to the process of photosynthesis. The concept is developed by discussion with students. The students are told to make flow charts for some difficult topics for better understanding. The students are shown Videos to get the insight of the topic on: <ul style="list-style-type: none"> Photosynthetic pigments Types of photophosphorylation Calvin Cycle C4 pathway | <ul style="list-style-type: none"> Students will be able to clearly conceptualize the process of photosynthesis Understand that it is not a single step process. They will also be able to explain the idea behind light and dark reactions. They will be able to explain and draw the Calvin cycle and C4 cycles explain the idea behind chemiosmotic hypothesis |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <ul style="list-style-type: none"> Photorespiration | |
| August 7 | <ul style="list-style-type: none"> Chapter-14: Respiration in plants Meaning of Cellular Respiration, Steps of glycolysis, Lactic acid Alcoholic fermentation, Citric acid cycle, Electron transport system Calculation of respiratory balance sheet and respiratory quotient Inter relationship among the various metabolic pathways. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: To study the rate of respiration in flower buds/leaf tissue and germinating seeds Showing the germination of bean seed. Art Integration: Charts of Glycolysis Krebs cycle Electron transport system . Mathematical calculation of the number of ATP, NADPH involved . | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about fermentation and respiration. The students are told to use textbooks/ web resources to explore different topics <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> Types of respiration EMP pathway Fermentation Kreb cycle Electron transport chain ATP synthesis | <ul style="list-style-type: none"> Students will be able to: i) understand and explain cellular respiration ii) explain the steps of glycolysis, citric acid cycle and ETS. iii) interrelate the various metabolic pathways iv) calculate the respiratory quotient for carbohydrates, fats and proteins. |
| September 8 | <ul style="list-style-type: none"> Chapter-15: Plant growth and Development Growth and development, Differentiation, | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT | <ul style="list-style-type: none"> Practical's: Showing the growth of the shoot of a potted plant towards | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments | <ul style="list-style-type: none"> Students will be able to understand and explain the concept of growth and development, differentiation, |

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| | <ul style="list-style-type: none"> • Dedifferentiation • Redifferentiation, • Role of plant growth regulators, • Photoperiodism • Vernalization. | <ul style="list-style-type: none"> • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • light • Study of imbibition in seeds and raisins. • Visit the school garden to explain the concept of apical dominance by showing hedges. • Diagrams: • Heterophylly in leaves • Growth patterns in plants • Mathematical calculations to understand the graphs for different growth patterns. | <ul style="list-style-type: none"> • on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Brainstorming by HOTS on Photoperiodism and Phytohormones. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Types of growth in plants • Measurement of growth in plants • Functions of Growth Hormones • Photoperiodism and Vernalisation | <ul style="list-style-type: none"> • dedifferentiation and redifferentiation, role of plant growth regulators, photoperiodism and vernalization |
| September 6 | <ul style="list-style-type: none"> • Unit-V Human Physiology (Periods-40) • Chapter-16: Digestion and Absorption • Alimentary canal and digestive | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software | <ul style="list-style-type: none"> • Practical's: • To detect the presence of bile salts in urine | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of nutrition in human | <ul style="list-style-type: none"> • Students will be able to explain • Alimentary canal and digestive glands, • Role of digestive enzymes and gastrointestinal hormones. |

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| | <ul style="list-style-type: none"> glands, • Role of digestive enzymes • Gastrointestinal hormones. • Peristalsis, • Digestion, • Absorption • Assimilation of proteins, carbohydrates and fats. • Calorific values of proteins, • Carbohydrates and fats. • Egestion. • Nutritional and • digestive disorders -PEM, indigestion, • constipation, • vomiting, • jaundice, • Diarrhoea. | <ul style="list-style-type: none"> • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Diagrams: • Alimentary canal • Histology of human gut • Ducts of liver. | <ul style="list-style-type: none"> • MCQs based on the topics taught every day in the class. | <p>beings.</p> <ul style="list-style-type: none"> • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Human alimentary canal • Physiology of digestion • Absorption of digested food • Disorders of digestive system | <ul style="list-style-type: none"> • Peristalsis, • Digestion, absorption and assimilation of proteins, carbohydrates and fats. • Calorific values of proteins, carbohydrates and fats; egestion. • Nutritional and digestive disorders - PEM, indigestion, constipation, vomiting, jaundice, diarrhoea. |
| September | Revision, Exam and Assessment | - | - | - | - | - |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Oct 5 | <ul style="list-style-type: none"> • Chapter-17: Breathing and Exchange of Gases • Respiratory organs in animals (recall only). • Respiratory system in humans. • Mechanism of breathing and its regulation in humans • Exchange of gases, • Transport of gases and regulation of respiration, • Respiratory volume. • Disorders related to respiration - asthma, emphysema, occupational respiratory disorders | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • practical's: • To study the mechanism of breathing. • Diagrams: • Human respiratory System, • Inspiration and expiration • Alveolus showing exchange of gases • Oxygen dissociation curve | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge on the concept of respiration and lungs. • The students are told to make flow charts for some difficult topics for better understanding. • The students are shown Videos to get the insight of the topic on: <ul style="list-style-type: none"> • Human respiratory system • Mechanism of breathing • Exchange of gases • Transport of gases • Regulation of respiration • Disorders of respiratory system | <ul style="list-style-type: none"> • Students will be able to explain • Respiratory organs in animals (recall only). • Respiratory system in humans. • mechanism of breathing and its regulation in humans • exchange of gases, • transport of gases • Regulation of respiration, respiratory volume. • disorders related to respiration -asthma, emphysema, occupational |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | |
| October 7 | <ul style="list-style-type: none"> • Chapter-18: Body Fluids and Circulation • Composition of blood, • Blood groups, • Coagulation of blood. • Composition of lymph and its function. • Human circulatory system • Structure of human heart and blood vessels. • Cardiac cycle, • Cardiac output, • ECG. • Double circulation. • Regulation of cardiac activity. • Disorders of circulatory system -hypertension, coronary artery disease, angina pectoris, heart failure. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • practical's: • To detect the presence of albumin in urine. • Diagrams: • Section of a human heart • Diagrammatic presentation of standard ECG • Schematic plan of double circulation • Art Integration: • Model of human heart | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 10th about double circulation and human heart. • The students are told to use textbooks/ web resources to explore different topics <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> • Components of blood • Blood groups • Coagulation of blood • Human circulatory system • Cardiac cycle • Electrocardiogram • Double circulation • Disorders of circulatory system | <ul style="list-style-type: none"> • Students will be able to explain |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | |
| October 7 | <ul style="list-style-type: none"> • Chapter -19: Excretory products and their elimination • Modes of excretion - ammonotelism, ureotelism, uricotelism. • Human excretory system –structure and function. • Urine formation, Osmoregulation. • Regulation of kidney function - renin -angiotensin, atrial natriuretic factor, ADH and diabetes insipidus. • Role of other organs in excretion. • Disorders -uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • practical's: • To test the presence of urea in urine. • Diagrams: • Urinary System, • L.S. of kidney • Nephron and vasa recta, • Malpighian body. • Art Integration: • Model of Urinary system | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Discussions. • Assignments • Brainstorming by HOTS on urine formation and counter current mechanism. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Human excretory system • Structure of nephron • Urine formation • Counter current mechanism • Regulation of kidney functions • Disorders of excretory functions | <ul style="list-style-type: none"> • Students will be able to explain • At the end of the chapter, the students will be able to describe the parts of human urinary system, • mechanism of urine formation • the concentration of filtrate, • regulation of kidney function • Disorders related to excretory system. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | |
| | <ul style="list-style-type: none"> • Chapter-20: Locomotion and Movement • Types of muscles based on their location, • Anatomy of a muscle fiber and the contractile proteins that make them, • Mechanism of muscle contraction, • Axial and appendicular skeleton, • Joints and types • Disorders related to muscular and skeletal system | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • To study the human skeleton and different types of joints. • Diagrams: • Anatomy of muscle fiber • Structure of actin and myosin proteins • Stages of cross bridge formation during muscle contraction | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of muscular tissue • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Types of movements | <ul style="list-style-type: none"> • Students will be able to explain • Identify the different parts of the skeletal system in humans. • They will also be able to explain the mechanism of muscle contraction by sliding filament theory. |

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|-----------------------------------|--|--|---|--|---|--|
| | | | | | <ul style="list-style-type: none"> • Structure of skeleton muscles • Structure of contractile proteins • Mechanism of muscle contraction • Skeletal System | |
| November 7 | <ul style="list-style-type: none"> • Chapter-21: Neural control and coordination • Neural system and structure of neuron, • Conceptual knowledge of the generation, • Conduction and transmission of nerve impulse. • Parts of human brain • How reflex action occurs, • Structure and working of human eye and ear. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • To study the parts of human brain. • To study the parts of human eye. • To study the parts of human ear. • Diagrams: • Neuron • Synapse • Human brain • Human eye • Human ear • Inter disciplinary linkage: • Relating the image formed on retina with the ray diagrams to explain the concept of convergence of rays by eye lens. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge on brain and spinal cord. • The concept is developed by discussion with students to understand nerve impulse generation. • The students are told to make flow charts for some difficult topics for better understanding. | <ul style="list-style-type: none"> • Students will be able to explain • neural system and structure of neuron, • Gain conceptual knowledge of the generation, conduction and transmission of nerve impulse. • Parts of human brain, • how reflex action occurs, structure • Working of human eye and ear. • They will also be able to draw all the diagrams related to the topic. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|--|--|
| | | | | | <ul style="list-style-type: none"> The students are shown Videos to get the insight of the topic on: Human Neural system Types of neurons Generation and conduction of nerve impulse Transmission of Impulses Human brain Human eye Human ear | |
| November 6 | <p>Chapter -22: Chemical coordination and integration</p> <ul style="list-style-type: none"> Endocrine glands and hormones. Human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads. Mechanism of hormone action Role of hormones as messengers and regulators, Hypo -and hyperactivity of | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: To test the presence of sugar in urine. Diagrams: Mechanism of hormone action | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th hormonal coordination in animals. Brainstorming by HOTS on functioning of endocrine glands in human beings. The students are told to use textbooks/ web resources to explore different | <p>Students will be able to explain</p> <ul style="list-style-type: none"> role of the hormones secreted by endocrine glands mechanism of hormone action role of hormones as messengers and regulators hypo -and hyperactivity of hormones and related disorders |

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| | hormones and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goiter, diabetes, Addison's disease | | | | <p>topics</p> <p>The Videos are shown to get the insight of the topic on:</p> <ul style="list-style-type: none"> • Human endocrine system • Hypothalamus and Pituitary gland • Mechanism of Hormone action • Types of hormones | |
| December | Revision, Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Accountancy (55)
Class: XI COM
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| April 26 | Unit -1: Theoretical Framework Introduction to Accounting | <ul style="list-style-type: none"> • E- Book • PPT'S • Videos • Smart Classes • Chalk and Board | <ul style="list-style-type: none"> • A lecture of Head of the Accounts section of same School will be organized. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Videos- To get the insight of the basics of Accounting</p> <ul style="list-style-type: none"> • Accounting- concept, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business. • Basic Accounting Terms- Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Fixed assets (Tangible and Intangible), | <p><i>After going through this Unit, the students will be able to:</i></p> <ul style="list-style-type: none"> • Describe the meaning, significance, objectives, • Advantages and limitations of accounting. • Identify / recognise the individual(s) and Entities that use accounting information for serving their needs of decision making. • Explain the various term used in accounting and differentiate between different related terms like current and non-Current, capital and revenue. • Give examples of business transaction, |

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| | <i>Theory Base of Accounting</i> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board | <ul style="list-style-type: none"> • Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Expenditure(Capital and Revenue), Expense, Income, Profit ,Gain, Loss, Purchase, Sales, Goods, Stock ,Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)</p> <p>Videos- To get insight of Accounting Principles</p> <ul style="list-style-type: none"> • Fundamental accounting assumptions: GAAP: t • Concepts Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism, Materiality and Objectivity • System of Accounting. Basis | <p>liabilities, assets, expenditure and purchases explain that sales/purchases include both cash and credit.</p> <p><i>After going through this topic, the students will be able to</i></p> <ul style="list-style-type: none"> • State the meaning of fundamental accounting Assumptions and their relevance in accounting. • Describe the meaning of accounting assumptions and the situation in which an Assumption is applied during the accounting process .explain the meaning and objectives of accounting standards. |

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|------------------------------------|--|--|--|---|---|---|
| | | | | | <p>of Accounting: cash basis and accrual basis</p> <ul style="list-style-type: none"> • Accounting Standards: Need, benefits, limitations, applicability; IFRS-Need • Goods and Services Tax (GST): Characteristics and Objective | <ul style="list-style-type: none"> • Appreciate that various accounting standards Developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. • Acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct Financial position of an enterprise |
| May/June 26+4=30 | <u>UNIT-2: Accounting Process</u> <i>(a) Recording of Business Transactions</i> | <ul style="list-style-type: none"> • E- Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Identification of types of voucher by showing them some real vouchers</p> <p>Task of voucher making will be given to students</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes <p>Work Sheets</p> | <p>Demonstrate the real vouchers</p> <ul style="list-style-type: none"> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, | <p><i>After going through this Unit, the students will be Able to:</i></p> <ul style="list-style-type: none"> • Explain the concept of accounting equation |

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|------------------------------------|--|---|--|---|---|--|
| | | | | | Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. • Recording of Transactions: Books of Original Entry- Journal | and appreciate that every transaction affect either both the sides of the equation or a positive effect on one item and a negative effect. • Appreciate that based on source documents, accounting vouchers are prepared for recording transaction in the Books of accounts. • Develop the understanding of recording of transactions in journal and the skill of Calculating GST. |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July 22 | <u>UNIT-2: Accounting Process</u> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board | Copy of subsidiary books of some local firms will be given to children for analysis | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | Demonstration of special books of some local firms. <ul style="list-style-type: none"> • Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook | <ul style="list-style-type: none"> • explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of |

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|------------------------------------|---|--|---|---|--|---|
| August 26 days | (b) Bank Reconciliation Statement: | <ul style="list-style-type: none"> • E- Book • PPT'S • Videos • Smart Classes • Chalk and Board | Student will make a comparison of Cash book and a copy of bank statement to find the reasons of mismatch of balances of cash book and passbook. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <ul style="list-style-type: none"> • Purchases book • Sales book • Purchases return book • Sales return book Note: Including trade discount, freight, and cartage Expenses for simple GST calculation. • Ledger: Format, posting from journal and subsidiary books, Balancing of accounts <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> • Need and preparation, Bank Reconciliation Statement | <p>recording cash transactions in Cash book.</p> <ul style="list-style-type: none"> • Appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> • Appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the passbook /bank statement and to reconcile both the balances, bank reconciliation statement is Prepared. |

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|------------------------------------|--|---|--|---|--|--|
| | <i>(c) Depreciation, Provisions and Reserves</i> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board | Students will ask to observe the Cost price, Book value and Market value of some fixed assets of school. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> • Depreciation: Concept, Features, Causes, factors • Other similar terms: Depletion and Amortisation • Methods of Depreciation: • Straight Line Method (SLM) • Written Down Value Method (WDV) • Difference between SLM and WDV; Advantages of SLM and WDV • Accounting treatment of depreciation • Charging to asset account • Creating provision for | <ul style="list-style-type: none"> • Develop understanding of preparing bank Reconciliation statement. <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the necessity of providing depreciation and develop the skill of using Different methods for computing depreciation. • understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account • Appreciate the method of asset disposal through the |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> ● Provisions and Reserves: <p><i>(d) Accounting for Bills of Exchange</i></p> | <ul style="list-style-type: none"> ● E-Book ● PPT'S ● Videos ● Smart Classes ● Chalk and Board <ul style="list-style-type: none"> ● E-Book ● PPT'S ● Videos ● Smart Classes ● Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> <p>A situation will be created in class and invite the students to play the role of Drawer and Drawee to understand the concept of Bills of exchange.</p> | <ul style="list-style-type: none"> ● Oral and Written Test ● Assignment ● Quizzes ● Work Sheets <ul style="list-style-type: none"> ● Oral and Written Test ● Assignment ● Quizzes ● Work Sheets | <p>depreciation/ accumulated depreciation account</p> <ul style="list-style-type: none"> ● Treatment for disposal of asset <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> ● Types of Reserves: Revenue reserve Capital reserve General reserve Specific reserve Secret Reserve ● Difference between capital and revenue reserve <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> ● Bill of exchange and Promissory Note: Definition, Specimen, Features, Parties. ● Difference between Bill of Exchange and Promissory Note ● Terms in Bill of Exchange: | <p>concerned asset account or by preparing asset disposal account.</p> <ul style="list-style-type: none"> ● Appreciate the need for creating reserves and making provisions for events which may belong to the current year but may happen in next year. ● Appreciate the difference between reserve and fund. <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> ● Acquire the knowledge of using bills of exchange and promissory notes for financing business transactions ● State the meaning of different terms used in |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| September 16 days | Revision, Exam and Assessment | - | - | - | <ul style="list-style-type: none"> • Term of Bill • Accommodation bill (concept) • Days of Grace • Date of maturity • Discounting of bill • Endorsement of bill • Bill after due date • Negotiation • Bill sent for collection • Dishonour of bill • Retirement of bill • Accounting Treatment <p>Note: excluding accounting treatment for Accommodation bill</p> | <p>Bills of exchange and their implication in accounting.</p> <ul style="list-style-type: none"> • Explain the method of recording of bill transactions |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|---|--|--|
| October 26 | <i><u>(e) Trial balance and Rectification of Errors</u></i> | <ul style="list-style-type: none"> E-Book PPT'S Videos Smart Classes Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes Work Sheets | <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> Trial balance: objectives and preparation (Scope: Trial balance with balance method only) Errors: types- errors of omission, commission, Principles, and compensating; their effect on Trial Balance. Detection and rectification of errors; Preparation of suspense account | <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> state the need and objectives of preparing Trial balance and develop the skill of Preparing trial balance. Appreciate that errors may be committed during the process of accounting. Understand the meaning of different types of errors and their effect on trial balance. develop the skill of identification and location of errors and their rectification and Preparation of suspense account. |
| | <i><u>PART-B UNIT-3 Financial Statements</u></i> | <ul style="list-style-type: none"> E-Book PPT'S Videos Smart Classes | Use of flow chart to understand this stage of accounting cycle | <ul style="list-style-type: none"> Oral and Written Test Assignment Quizzes | <p>Videos- To get insight the concept.</p> | <p><i>After going through this Unit, the students will be able to:</i></p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|-----------------|---|--|--|---|---|
| | | <ul style="list-style-type: none"> Chalk and Board | | <ul style="list-style-type: none"> Work Sheets | <ul style="list-style-type: none"> Meaning, objectives, and importance Revenue and Capital Receipts Revenue and Capital Expenditure; Deferred Revenue expenditure. Trading and Profit and Loss Account: <ul style="list-style-type: none"> Gross Profit, Operating profit, and Net profit. Preparation of Balance Sheet: need, grouping and marshalling of assets and liabilities. Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, | <ul style="list-style-type: none"> State the meaning of financial statements the Purpose of preparing financial statements. State the meaning of gross profit, operating profit and net profit and develop the skill of preparing Trading and profit and loss account. Explain the need for preparing balance sheet. Understand the Technique of grouping and Marshalling of assets and liabilities. Appreciate that there may be certain items Other than those shown in trial balance which may need adjustments while Preparing financial statements. Develop the understanding and |

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|------------------------------------|----------------------------------|---|---|---|--|---|
| | <u>Incomplete Records</u> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board | Students will ask to collect the records of small enterprises to understand the concept of Incomplete records | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p>Videos- To get insight the concept. Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method. Difference between accounts from incomplete records and Statement of Affairs. Preparation of Trading , Profit and Loss account and Balance Sheet</p> | <p>skill to do adjustments for items and their presentation in financial statements like depreciation, Closing stock, provisions, abnormal loss etc.</p> <ul style="list-style-type: none"> • Develop the skill of preparation of trading and Profit and loss account and balance sheet. <p><i>After going through this topic, the students will be able to:</i></p> <ul style="list-style-type: none"> • State the meaning of incomplete records and Their uses and limitations. • Develop the understanding and skill of computation of profit / loss using the statement of affairs method. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|---|---|---|---|--|
| November (25) | Unit 4: <u>Computers in Accounting</u> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Videos- To get insight the concept.</p> <ul style="list-style-type: none"> • Introduction to computer and accounting information system {AIS}: Introduction to computers (elements, capabilities, limitations Of computer system) • Introduction to operating software, utility software and application software Introduction to accounting information system (AIS) as a part of Management Information System. • Automation of accounting process: meaning • Stages in automation: (a) Accounting process in | <p><u>After going through this Unit, the students will be Able to:</u></p> <ul style="list-style-type: none"> • State the meaning of a computer, describe its components, capabilities, and limitations. • State the meaning of accounting information System. • Appreciate the need for use of computers in accounting for preparing accounting reports. • Develop the understanding of comparing the manual and computerized Accounting process and appreciate the advantages and limitations of automation. • Understand the different kinds of accounting Software |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p><u>Accountancy</u> <u>Project Work</u> Project File</p> | <ul style="list-style-type: none"> • E-Book • PPT'S • Videos | <p>Field Visit of Curetech formulation Pvt. Ltd.</p> | <p>Physically verifying each project and suggesting</p> | <p>computerised environment; comparison between manual accounting process and computerised accounting process, (b) Sourcing of accounting software; kinds of software: readymade software; customised software and tailor -made software; generic Considerations before sourcing accounting software (c) creation of account groups and hierarchy (d) generation of reports -trial balance, profit and loss account and balance sheet</p> <p>Videos- To get insight the concept.</p> | <p>After preparing project work, the students will able to perform</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Revision | <ul style="list-style-type: none"> • Smart Classes • Chalk and Board | To show the financial reports | amendments if required. | Create a artificial firm and: Collection of vouchers Entries in vouchers Recording of transactions Posting of transactions Prepare the Trial balance Preparation of financial statements. | Accounting work efficiently. |
| December | Final Exam | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ECONOMICS (030)
Class: XI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|--|--|--|
| April (10) | <p>TOPIC: INTRODUCTION: (MICRO)</p> <ul style="list-style-type: none"> Meaning of microeconomics and macroeconomics; positive and normative economics. What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier and opportunity cost | <p>TEACHING AIDS:</p> <ul style="list-style-type: none"> Chalk, Duster, Smart Board. Power Point presentation on scarcity, Economics and its branches. Videos related to economy, types of economies, Production possibility curve. NCERT e-book Flow charts related to branches of economics, central problems will be drawn. Articles from Newspapers. <p>Modules on EXTRAMARKS</p> | <ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies. Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP. Mathematical Integration. (formulae related to MOC and MRT). Skill Assessment: Concept test to probe students' comprehension or application of the concept. | <p>Assignment: learning and written work.</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. Notebook correction. | <ul style="list-style-type: none"> Motivation and Brainstorming Previous Knowledge would be checked by asking questions. Diagnostic assessment of the topic 'Economy'. Interactive Lectures in combination with the use of board and chalk. Group Discussion on impact on PPC due to various schemes launched by the Government. Real life examples (Positive Economics and Normative Economics), micro and macro. | <ul style="list-style-type: none"> The students will be able to Understand the concept of Economics, economy etc. Comprehend the concept of Production possibility curve. Differentiate between micro and macroeconomics. Calculate MRT and MOC. Able to draw PPC. Students will be able to explain <ul style="list-style-type: none"> Meaning of Economy, Central problems of Economy, Concept of Production Possibility Curve and Opportunity Cost Apply the concept of PPC and MOC. |

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| | | | | | <ul style="list-style-type: none"> Explanation of scarcity with examples. (A situation will be created, For example monthly pocket money.) | <ul style="list-style-type: none"> Able to understand the nature of Economics. Able to classify basic economic activities. |
| April/May (25) | <p>TOPIC: Consumer equilibrium and Demand: (MICRO)</p> <ul style="list-style-type: none"> Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility. Conditions of consumer's equilibrium using marginal utility analysis. Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium. | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on consumer's equilibrium, law of diminishing marginal utility, Indifference curve, budget line and demand. Videos related to Demand, factors effecting demand elasticity of demand. NCERT e-book. Articles from Newspapers. Flow charts related to determinants of demand, determinants of elasticity of demand and | <p>SKILL ASSESSMENT:</p> <p>Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary integration: Geometry: Slope of TU, Mathematics: calculation of TU, MU, Statistics (Schedule making) concept.</p> <p>Examples MCQ, Quizzes related to the concepts of Utility, TU, MU and Consumer's Equilibrium Questions where students have to give different examples.</p> <p>Project work: Impact of changes in price of gold and petrol on demand curve.</p> | <p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: Formative and Summative. <p>Notebook correction.</p> | <ul style="list-style-type: none"> Motivation and Brain storming Previous Knowledge would be checked by asking questions. Interactive Lectures in combination with use of board and chalk. Group Discussion on how consumer will react when prices change of various goods he consumes. Real life examples. (when prices of substitute and complementary goods changes.) Lectures interspersed with oral and written activities. | <ul style="list-style-type: none"> The students will be able to Understand the concept of consumer equilibrium, demand, elasticity of demand etc. Comprehend the concept of Marginal rate of substitution. Differentiate between change in demand and change in quantity demanded. Find out elasticity of demand. Able to draw demand curve, market demand curve. Student will be able to apply the topic of consumer's equilibrium and analyze and |

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| | <ul style="list-style-type: none"> Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand -factors affecting. Price elasticity of demand; measurement of price elasticity of demand – percentage-change method. | Properties of Indifference curve. | | | Students sharing their own experiences related to the topic. | <p>interpret the given situations.</p> <ul style="list-style-type: none"> Will be able to apply knowledge to solve numerical and thus develop problem solving attitude Student will be able to differentiate between MU and TU, to solve numerical by applying the knowledge gained. They will develop the skill of problem solving. Students will be able to present these concepts graphically. Students will be able to apply knowledge to analyze different situations in the economy. |
| JUNE | Revision, Exams and assessment | – | – | – | – | – |
| Jun /July (30) | <p>TOPIC: Introduction (I) (STATISTICS)</p> <ul style="list-style-type: none"> What is Economics? | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board, Scale. | <p>SKILL ASSESSMENT:</p> <p>Concept test to probe students' comprehension or</p> | <p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. | <ul style="list-style-type: none"> The students will be able to Understand the concept of economics. |

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| | <p>Meaning, scope, functions and importance of statistics in Economics.</p> <p>Collection, Organisation and Presentation of data:(II)</p> <ul style="list-style-type: none"> Sources of data - primary and secondary; how basic data is collected, with concepts of Sampling; Sampling and Non-Sampling errors; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organization. <p>Organization of Data:(III)</p> <ul style="list-style-type: none"> Meaning and types of variables; Frequency Distribution. | <ul style="list-style-type: none"> Power Point presentation on Collection of data, organization of data and presentation of data. Videos related to Basic of statistics, census of India in 2001 and types of Presentation. NCERT e-book. Flow charts related to methods of collection and types of Presentation. Articles from Newspapers. <p>M Modules on EXTRAMARKS.</p> | <p>application of the concept</p> <p>Inter disciplinary link: Mathematics (in case of unequal class intervals), Art.</p> <p>Mathematics- To construct pie diagram.</p> <ul style="list-style-type: none"> Geometry-To construct pie diagram. <p>Art: To make different kinds of bar diagram.</p> <p>Questionnaire on consumer awareness.</p> <p>Project work to cover all stages of statistics.</p> | <ul style="list-style-type: none"> Written testing: Formative and Summative. <p>Notebook correction.</p> | <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Meaning of Statistics, its importance and its stages will be explained. Interactive Lecture with use of board and chalk. Flow chart to explain the types of tables, diagrams. Explanation of data and various methods to collect will be explained (Primary and secondary) Teacher will herself collect the data from the class through various methods. (direct and indirect) Real life examples. | <ul style="list-style-type: none"> Students will be able to Understand and explain the meaning, scope, functions and importance of statistics in Economics Comprehend the concept of collection of data. Differentiate between census and sample surveys. Able to identify different methods of data collection. The students will be able to understand the concept organization of data, frequency, mid- value etc. To apply this knowledge to organize raw data. <ul style="list-style-type: none"> To apply this knowledge in project work. use the knowledge of histogram and ogive to locate median and mode. |

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| | <p>Presentation of Data: (IV)</p> <ul style="list-style-type: none"> • Tabular Presentation and Diagrammatic Presentation of Data: • Geometric forms (bar diagrams and pie diagrams) • Frequency diagrams • (histogram, polygon and Ogive) and • Arithmetic line graphs (time series graph) | | | | | <ul style="list-style-type: none"> • To read histograms, ogives and polygon. • Able to find out median and mode graphically. |
| August (10) | <p>TOPIC: Measures of Central Tendency (STATISTICS)</p> <ul style="list-style-type: none"> • Measures of Central Tendency- mean (simple and weighted), median and mode. | <ul style="list-style-type: none"> • TEACHING AIDS: • Chalk, Duster, Smart Board. • Power Point presentation on mean, median and mode. • Videos related to Averages. • NCERT e- book • Flow charts related to methods of mean, median and mode and formulas. | <p>SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary link: Mathematics.</p> | <p>Assignment: learning and written work</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative. <p>Notebook correction.</p> | <ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students. ▪ Meaning of Averages will be explained. ▪ Interactive Lecture with use of board and chalk. | <ul style="list-style-type: none"> • The students will be able to Understand the concept of Mean, Median and mode etc. • Comprehend the concept of Averages and its objectives. • Differentiate between arithmetic mean and weighted mean. • Able to find out mean, median and mode. • Apply knowledge in day to day life. |

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| | | <p>Modules on EXTRAMARKS.</p> | | | <ul style="list-style-type: none"> ▪ Using flow chart for different methods of Averages, and formulae. ▪ Numerical will be solved on the board and students will encouraged to solve them in their notebooks. ▪ Real life examples. ▪ Lectures interspersed with oral and written activities. | <ul style="list-style-type: none"> • Able to explain merits and demerits of mean, median and mode. |
| <p>August (15)</p> | <p>TOPIC: Production function and Supply: (MICRO)</p> <ul style="list-style-type: none"> • Meaning of Production Function –Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor. • Cost: Short run costs -total cost, total fixed cost, total variable cost; | <ul style="list-style-type: none"> • TEACHING AIDS: • Chalk, Duster, Smart Board. • Power Point presentation on Production function, cost, revenue and supply. • Videos related to determinants of supply, | <p>SKILL ASSESSMENT: Concept test to probe students. comprehension or application of the concept.</p> <p>Inter disciplinary link: Mathematics, Geometry, Statistics, Art.</p> <ul style="list-style-type: none"> • Statistics: Table making. | <p>Assignment: learning and written work</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative. <p>Notebook correction.</p> | <ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning ▪ Introducing the topic to be taught after getting the expected response from the students. Developing. ▪ Meaning of Production , cost, revenue and supply will be explained | <ul style="list-style-type: none"> • The students will be able to understand the concept of production, cost, revenue, supply etc. • Comprehend the concept of Production function. • Differentiate between short run and long run. • Able to find TC, MC, TP, MP, AP, |

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| | <p>Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships.</p> <ul style="list-style-type: none"> Revenue -total, average and marginal revenue - meaning and their relationship. | <p>production function of a firm.</p> <ul style="list-style-type: none"> NCERT e-book Articles from Newspapers. Flow charts related to Types of cost, revenue, phase of production function. <p>Tabular Presentation of Production function cost and revenue.</p> <p>Graphical presentation of supply, cost, revenue etc.</p> <p>Modules on EXTRAMARKS</p> | <ul style="list-style-type: none"> Mathematics: Short run and long run production functions, concept of ratio, estimation and relation between TP, MP AP, slope of TP, numerical related to productivity Art Integration: Diagram: TP, MP, AP, their relation, Law of Variable Proportions, Cost and revenue. <p>Field Visit to a factory</p> | | <p>through the help of PPT.</p> <ul style="list-style-type: none"> Interactive Lecture with use of board and chalk Using flow chart for the topic of different kinds of productivity Real life contextual Examples. | <p>AR, MR numerically.</p> <ul style="list-style-type: none"> Able to draw production curves, cost, revenue and supply. Present the same numerically and graphically. Will develop the logical skills. Present different kinds of cost schedules graphically To apply this knowledge and solve numerical. Apply knowledge to the concept of Producer's equilibrium |
| September | Revision, Exams and assessment | – | – | – | – | – |
| October (10) | Topic: Statistical Tools and Interpretation: SUB-TOPIC: | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. | <p>SKILL ASSESSMENT: Concept test to probe students' comprehension or</p> | <p>Assignment: learning and written work</p> <ul style="list-style-type: none"> MCQs Oral testing Written testing: | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning. | <ul style="list-style-type: none"> Students will be able to Understand and apply the concept of dispersion. |

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| | Measures of Dispersion - absolute dispersion standard deviation); relative dispersion co-efficient of variation, | <ul style="list-style-type: none"> • Power Point presentation on Meaning, types and methods of dispersion. • Videos related to Variation, use of range. • NCERT e- book • Flow charts related to different methods of dispersion. • Modules on EXTRAMARKS. | <p>application of the concept</p> <p>Inter disciplinary link: Mathematics.</p> | <p>Formative and Summative. Notebook correction.</p> <p>Assignment: learning and written work Learning: Meaning and merits and demerits of different methods of dispersion</p> <p>Written: Back exercise numerical AND To find dispersion for different subjects' result from the data in the class result sheet of UNIT I Exam and interpret the result.</p> | <ul style="list-style-type: none"> ▪ Introducing the topic to be taught after getting the expected response from the students. Developing ▪ Interactive Lecture meaning of dispersion will be explained. ▪ Using flow chart for different methods of dispersion. and formulae. ▪ Real life examples. | <p>They will be able to analyze data using this concept.</p> <ul style="list-style-type: none"> • They will be able to understand and appreciate the importance of the concept of dispersion. If project demands they will be able to apply this knowledge and interpret the result. • Able to find standard deviation with various methods. |
| October (8) | TOPIC: Correlation – meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data) | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board., Scale and graphs. • Power Point presentation on Meaning, types, Properties and measures of correlation. • Videos related to How two variables are | <p>SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary link: Mathematics: BODMAS' UNDERROOT, CALCULATIONS.</p> <p>ART: Scattered diagram.</p> | <p>ASSIGNMENT: Learning: Meaning of correlation</p> <p>Written: Back exercise numerical.</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative. Notebook correction. | <ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students, ▪ Meaning of correlation and its properties will be explained. | <ul style="list-style-type: none"> • Students will be able to explain ▪ Meaning and properties of correlation and Scatter diagram. ▪ Measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation. ▪ They will be able to relate this knowledge to |

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| | | <p>related to each other.</p> <ul style="list-style-type: none"> • NCERT e-book • Flow charts related to different methods of correlation. • Modules on EXTRAMARKS. | | | <ul style="list-style-type: none"> ▪ Developing Interactive Lecture with use of board. • Numerical will be solved on the board and even students will be encouraged to solve it in their notebooks. | <p>different Laws of Economics like Law of Demand and Law of Supply.</p> <ul style="list-style-type: none"> ▪ Able to solve numericals. |
| October (8) | <p>TOPIC: Introduction to Index Numbers - Meaning, types - wholesale price index, consumer price Index. uses of index numbers Index.</p> <p>Inflation and index numbers</p> | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point presentation on Meaning, types importance and limitations of Index numbers. • Videos related to Inflation and its impact and Sensex. • NCERT e-book. • Flow charts related to different methods of Index numbers. | <p>SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary link: Mathematics, Business studies.</p> | <p>Assignment:</p> <p>Learning: Meaning, formulae, features. Uses, problems in estimation of index numbers</p> <p>Written: Back exercise questions</p> <p>Assessment</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative MCQs. <p>Notebook correction.</p> | <ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students. ▪ Meaning of Index numbers and its types will be explained. ▪ Developing Interactive Lecture. ▪ Using flow chart for the topic, methods, and their formulae to construct index numbers | <ul style="list-style-type: none"> • Students will be able to • Explain the meaning and concept of index numbers, wholesale price index, consumer price index and index of industrial production, ▪ Explain the types of index numbers- wholesale price index, consumer price index and index of industrial production, ▪ Explain the uses of index numbers, the difference between simple index numbers and weighted index numbers |

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| | | <ul style="list-style-type: none"> • Modules on EXTRAMARKS | | | <ul style="list-style-type: none"> ▪ Real life examples News and cartoons related to the topic. | <ul style="list-style-type: none"> ▪ Apply the knowledge and understanding of the index numbers to analyze data and interpret the results. |
| November (10) | <p>TOPIC: Forms of Market</p> <ul style="list-style-type: none"> • Perfect competition - Features • Other Market Forms - monopoly, monopolistic competition, oligopoly - their meaning and features. • Market Equilibrium & Effects of Shift in Demand and supply • Simple Applications of Demand and Supply: Price ceiling, price floor. | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point presentation on Meaning, types and features of market. • Videos related to Market, examples of monopoly, oligopoly and different products. • NCERT e-book. • Flow charts related to different features of different market. • Articles from Newspapers. Modules on EXTRAMARKS | <p>SKILL ASSESSMENT: Concept test to probe students' comprehension or application of the concept.</p> <p>Inter disciplinary link:</p> <p>ART: Diagrams.</p> <p>Mathematics: Equations of demand and supply to find equilibrium quantity and equilibrium price.</p> | <p>Assignment:</p> <p>Learning: Meaning and features of different market forms</p> <p>Written: Diagrams</p> <p>Assessment</p> <ul style="list-style-type: none"> • MCQs • Oral testing • Written testing: Formative and Summative MCQs. <p>Notebook correction.</p> | <ul style="list-style-type: none"> ▪ Activating Prior Knowledge by Random Questioning. ▪ Introducing the topic to be taught after getting the expected response from the students. ▪ Interactive Lecture with use of board and chalk. Meaning of market and its different forms will be explained. ▪ Using flow chart to explain features of different market forms ▪ Real life examples. | <ul style="list-style-type: none"> ▪ Students will be able to Explain the meaning and features and implications of the features of different market forms. ▪ Explain the difference between different market forms. Able to find out market equilibrium. ▪ Able to draw different market demand curves. ▪ Will understand the news related to different kinds of firms, their merger and cartels better. |

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| November (10) | <ul style="list-style-type: none"> PROJECT Any topic as per the guidelines and suggestions by CBSE. | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. | Inter disciplinary link: Mathematics, Art | ASSESSMENT: AS per guidelines of CBSE. | <ul style="list-style-type: none"> Lecture and Inspection method. Research work and making project files | <ul style="list-style-type: none"> Students will be able to practice subject knowledge as per course knowledge Student will be able to explain the topic of project analyse and evaluate real world economic scenarios using theoretical constructs and arguments demonstrate the learning of economic theory and statistical tools. |
| December | - | - | - | Final Exams in December | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Business Studies (054)
Class: XI COMMERCE
Session 2020-21

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| April (26) | Chapter:1 Business, Trade and Commerce (Periods: 17) <ul style="list-style-type: none"> History of Trade and Commerce in India Business – Meaning and Characteristics Business, Profession and Employment – Concept Objectives of Business and Role of Profit in Business Business Risk – Concept, Nature and Causes Classification of Business Activities | <ul style="list-style-type: none"> E-Book PPT Video: Example of Jio Case study to explain ‘More risk more profit’ Video Make in India Video Advertisement of ‘Nihar Shanti Amla’ to explain social objectives of business Mind Maps and Mnemonics at the end of the chapter. Chalk and Board | <ul style="list-style-type: none"> Inter disciplinary linkage: Economics To explain the students’ difference between economic and non-economic activities and to explain the difference between business, profession and employment History To explain history of commerce in India Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Examining Prior Knowledge about History of Trade and Commerce in India, economic and non-economic activities studied in class 10. Introducing Business, Trade and Profession after getting the expected response from the students majorly with the help of examples. Lecture to be delivered by using PPT for the following concepts: Objectives of the business Role of the profit in business. | <p>The main outcomes of this chapter are that students will be able:</p> <ul style="list-style-type: none"> To explain the concept of Business To clarify the definition of commerce, trade, aids to trade and industry To familiarize with classification of industries and the subgroups. To acquaint s with the history of trade and commerce in India To reason why business cannot think only of profit Besides that, the students will be able to apply the knowledge of nature of business, trade, and commerce in real life with the help of case studies. Students will also learn to frame the |

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| | | | out of the given topic and explain to the class.) | | <ul style="list-style-type: none"> • Example of Jio Case study to explain 'More risk more profit' • https://www.youtube.com/watch?v=FOnVx72oHaU • Business Risk (Concept, Nature and Causes) • Classification of Business Activities | case studies on their own |
| April | Chapter:2 Forms of Business Organisation (Periods: 23) <ul style="list-style-type: none"> • Sole Proprietorship – Concept, Merit and Limitation • Hindu Undivided Family Business / Joint Hindu Family Business – Concept • Cooperative Societies – Concept, types, merits and limitations • Company – Concept, merits and limitations; Type: Private Public and | <ul style="list-style-type: none"> • PPT • Video: 'Ola' Case study • Video Joint Hindu Family Firm • Video Amul Cooperative Society • Mind Maps and Mnemonics at the end of the chapter. • E-Book | <ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Chapter to be introduced with a brainstorming session where students aided by open ended questions will discuss how many forms of business organisation they are aware of and draw comparisons among them • Lecture to be delivered by using PPT for the following | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> • To reason why different forms of business organizations are required and in which situation which form of business organisation should be chosen. • To familiarize with the features, types, merits and demerits of different forms of business organizations like sole proprietorship, |

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| | <p>One Person Company – Concept</p> <ul style="list-style-type: none"> • Formation of company – stages, important documents to be used information of a company • Choice of form of business organisation | <ul style="list-style-type: none"> • Chalk and Board | | | <p>concepts:</p> <ul style="list-style-type: none"> • Sole Proprietorship- Concept, merits and limitation • Partnership – Concept, types, merits and limitation of partnership and types of partner • Hindu Undivided Family: Concept • Video • Joint Hindu Family Firm • Cooperative Societies – Concept, types, merits and limitations • Video • Amul Cooperative Society • https://www.youtube.com/watch?v=ksM3ZYllwII • Company – Concept, merit and limitations. • Types: Private, | <p>partnership, joint Hindu family firm, cooperatives, joint stock companies and one-person company</p> <ul style="list-style-type: none"> • To acquaint with the stages and important documents to be used in formation of a company. • To distinguish between a private company and a public company • To acquaint with the stages and documents used in various stages of the formation • To explain the factors that influence the choice of a suitable form of business organization. • The students will come to know why majority of the times, a business organization originally started as sole proprietorship/ partnership must be converted into a joint stock company, if the owners are |

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| | | | | | Public and One Person <ul style="list-style-type: none"> • Company-Concept • Formation of • company – stages, important documents to be used information of a company • Choice of form of business organisation. | thinking of growth <ul style="list-style-type: none"> • Besides that, the students will be able to apply the knowledge of various forms of business organisations and their formation process in real life with the help of case studies. Students will also learn to frame the case studies on their own. |
| April-May | Chapter:3 Private, Public and Global Enterprises (Periods:12) <ul style="list-style-type: none"> • Public sector and private sector enterprises-concept • Forms of public sector enterprises: • Departmental Undertakings, Statutory Corporation and Government Company. • Multinational Company-Features, Joint ventures | <ul style="list-style-type: none"> • PPT • Video Joint Venture Strategy • Video Public Private Partnership • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary linkage: Economics To explain the students how LPG (Industrial Policy 1991) changed the role of public enterprises and how the policy is responsible for many multinational companies entering into India • Activity Students to be told to make list of Indian companies | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Chapter to be introduced with connecting to the Industrial policy 1991 (LPG) of India to explain the changes in the role of public sector enterprises • Lecture to be delivered by using PPT for the following concepts: • government policy changes. • Public sector and private sector enterprises-concept • Forms of public | After going through this unit, the students would be able: <ul style="list-style-type: none"> • To elucidate the difference between Public sector and Private sector enterprises to students. • To acquaint with the different forms of public sector enterprises, i.e. Departmental Undertakings, Statutory Corporations and Government Company, their features, merits and demerits • To understand the |

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| | <ul style="list-style-type: none"> Public private partnership-concept | | <p>entering joint ventures with foreign companies and find apparent benefits they derived out of this venture. They will be encouraged to share their views with their classmates.</p> <ul style="list-style-type: none"> Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | | <p>sector</p> <ul style="list-style-type: none"> enterprises: Departmental Undertakings, Statutory Corporation and Government Company. https://www.youtube.com/watch?v=Uir9IQk8EjE&t=77s Multinational Company- Features, Joint ventures Examples of top 10 multinationals in India https://www.youtube.com/watch?v=IJS0Z-i9rEw&t=72s Video Joint Venture Strategy Public private partnership-concept Video Public Private Partnership | <p>concept of Multinational Company, Joint Ventures and Public private partnership</p> <ul style="list-style-type: none"> Students will be able to reason why corruption is prevalent more in some types of public enterprises and less in others Besides that, the students will be able to apply the knowledge of various Public enterprises in real life with the help of case studies. Students will also learn to frame the case studies on their own |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| May (26) | <p>Chapter:4 Business Services (Periods:16)</p> <ul style="list-style-type: none"> • Business services – meaning and types. • Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts. • Banking services with reference to Bank draft, Bank overdraft, Cash credit. E-banking meaning, Types of digital payments • Insurance – Principles. Types – life, health, fire and marine insurance – concept | <ul style="list-style-type: none"> • PPT • Video Insurance frauds in India • Video How insurance companies earn • Video E Banking • Mind Maps and Mnemonics at the end of the chapter • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Practical- Students will be made to fill the pay in Slip. Demand Draft • Experiential learning- framing case studies by students • Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test | <ul style="list-style-type: none"> • Chapter to be introduced with a brainstorming session where students aided by open ended questions to answer the types of bank accounts, they are aware of and the types of services offered by the bank • Lecture to be delivered by using PPT for the following concepts: • Business Services- Meaning and Types Banking- Types of Bank Accounts • Video E Banking https://www.youtube.com/watch?v=oADxUX4STjE | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> • To familiarize with the Business services and its types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit accounts. • To acquaint with the Banking services with reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital Payments. • To elucidate the concept of insurance its principles and its types – life, health, fire and marine insurance • Students will be able to reason why few claims of insurance rejected. • Besides that, the students will be able to apply the knowledge of |

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| | | | | | <ul style="list-style-type: none"> Banking Services E-banking- Meaning, Types of Digital Payments Insurance Principle and Types (Life, Health, Fire and marine Insurance) | <p>various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own.</p> |
| May | <p>Chapter: 5 Emerging Modes of Business (Periods: 08)</p> <ul style="list-style-type: none"> E-business - Concept, Scope and Benefits Outsourcing (Business Process Outsourcing)- Concept, Need and Scope. Knowledge Process Outsourcing (KPO) - Concept | <ul style="list-style-type: none"> PPT Video OLX Video Bitcoins Video Outsourcing story of Airbus A380 Video Virtual Private Network - Video by Sikandar Shaik Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board | <ul style="list-style-type: none"> Activity Debate on the topic 'Goods purchased through retail shops give more satisfaction to consumers in terms of quality and services offered' (The class will be divided into two groups, one group to present views in favour, the other against the topic. Experiential learning- framing case studies by students | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> The chapter to be introduced by having a general interaction with the students on online shopping, use of debit cards and credit cards, OLA, Uber, Ebay, OYO, Quikr etc. and other emerging modes of business with which they are already acquainted. Video on case study of OLA https://www.youtube.com/watch?v=3IGKJgt_6IQ&t=227s | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the E – business, its scope and benefits To acquaint the students with the Business Process Outsourcing (BPO), its need and scope To elucidate the concept of KPO To differentiate between traditional business and E-Business The students will be able to do online banking and online shopping on their own |

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| | | | <ul style="list-style-type: none"> Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | | <ul style="list-style-type: none"> Lecture to be delivered by using PPT for the following concepts: E-business - Concept, Scope and Benefits Outsourcing (Business Process Outsourcing)- Concept, Need and Scope. Knowledge Process Outsourcing (KPO) - Concept | <ul style="list-style-type: none"> Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| July (23) | Chapter: 6 Social Responsibilities of Business and Business Ethics (Periods:16) <ul style="list-style-type: none"> Concept of Social Responsibility Social Responsibility towards different interest groups Case/ Arguments for Social | <ul style="list-style-type: none"> PPT Video CSR Proctor and Gamble Video Clipping of movie 'Kismat Konnection' to explain the concept of CSR Video Business Ethics | <ul style="list-style-type: none"> Activity- Using newspapers, magazines, and other business references, identify and describe any three companies that you think are socially responsible and three that you think are socially irresponsible. | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Chapter to be introduced with the movie clipping of 'Kismat Konnection' to explain why fulfilling social responsibilities are in the long-term interest of the firm. Video on business ethics https://www.youtube.com/watch? | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the concept of social responsibilities. To elucidate the case of social responsibility To illustrate the different responsibilities of business towards different interested |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Responsibility <ul style="list-style-type: none"> • Role of Business in Environment Protection • Business Ethics – Concept and Elements | <ul style="list-style-type: none"> • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | | v=IEmUag1ri6U <ul style="list-style-type: none"> • Lecture to be delivered by using PPT for the following concepts: • Concept of Social Responsibility • Social Responsibility towards different interest groups • Case/ Arguments for Social Responsibility • Role of Business in Environment Protection • Business Ethics – Concept and Elements | groups like owners, investors, consumers, employees, government and community <ul style="list-style-type: none"> • To know about role of business in environment protection • To acquaint with the Business Ethics and its elements. • To reason why despite a lot of arguments put forth against social responsibilities, the privately owned firm must meet the challenge of a democratic society • The students will understand the concept of Business Ethics which will inculcate values like honesty, fairness, concern for the society etc. among them • Besides that, the students will be able to apply the knowledge of various business services in real life |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | with the help of case studies. Students will also learn to frame the case studies on their own. |
| July | Chapter: 7 Sources of Business Finance (No of Periods: 28) <ul style="list-style-type: none"> Business Finance – Meaning, Nature and Importance Classification of Sources of funds based on Ownership. Various Sources of Owners Fund – Concept Various Sources of Borrowed Fund - Concept | <ul style="list-style-type: none"> PPT Video Depository Receipts Video Sources of Finance Animation by Mexus Education Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board | <ul style="list-style-type: none"> Activity: Prepare a comparative chart of all the sources of finance. Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) <p>Pen paper test</p> | <ul style="list-style-type: none"> Chapter to be introduced after discussing an interesting case study 'Master Stroke by Dhirubhai Ambani' https://www.youtube.com/watch?v=g3iGtMhRKy4 Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> Business Finance – Meaning, Nature and Importance Classification of Sources of funds based on Ownership. Various Sources of Owners Fund – Concept Various Sources of Borrowed | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> To familiarize with the concept of business finance To acquaint with the Owners' funds- Equity shares, Preferences share, retained Earnings, Global Depository receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR) To elucidate the concept of Borrowed funds: Debentures and Bonds, Loan from financial institution and Commercial Banks, Public Deposits, Trade Credit, Inter Corporate Deposits (ICD). To reason why despite having many merits, the sources of |

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| | | | | | Fund - Concept | <p>finances cannot be used in all the circumstances. There are some factors which affect the choice of source of finance.</p> <ul style="list-style-type: none"> • The students will understand the importance of finance and will realise how difficult is to arrange finance in a business. It will teach them financial discipline to some extent. • Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. |
| August (20) | Chapter: 8 Small Business (Periods: 14) <ul style="list-style-type: none"> • Small Enterprises as defined by | <ul style="list-style-type: none"> • PPT • Video 13 years old entrepreneur • Video | <ul style="list-style-type: none"> • Inter disciplinary linkage: Economics of class XII for better understanding of role of small- | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based | <ul style="list-style-type: none"> • Introduction of the chapter with the video 13 years old entrepreneur to explain why they need to study | <p>After going through this unit, the students would be able:</p> <ul style="list-style-type: none"> • To familiarize with Entrepreneurship Development (ED), its need and process |

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| | <p>MSMED Act, 2006</p> <ul style="list-style-type: none"> • Role of Small Business in India • Government Schemes and Agencies for small scale industries. (SSI's) • Entrepreneurship Development – Concept, Characteristics and Need • Process of Entrepreneurship Development • STARTUP INDIA SCHEME and ways to Fund STARTUP <p>Intellectual Property Rights (IPR)</p> | <p>How to build your own start up (Ritesh Aggarwal OYO)</p> <ul style="list-style-type: none"> • Video Success formula for startup (Vivek Bindra) • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board | <p>scale business especially in India</p> <ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Flip Teaching- <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class)</p> | <p>written assignment</p> <ul style="list-style-type: none"> • Weekly conceptual test (MCQ based) • Pen paper test | <p>this chapter</p> <ul style="list-style-type: none"> • Video on Ritesh Aggarwal OYO https://www.youtube.com/watch?v=7BloOLNjiKQ • Lecture to be delivered by using PPT for the following concepts: • Small Enterprises as defined by MSMED Act, 2006 • Role of Small Business in India • Government Schemes and Agencies for small scale industries. (SSI's) • Entrepreneurship Development – Concept, Characteristics and Need • Process of Entrepreneurship Development • STARTUP INDIA SCHEME and | <p>Start-up India Scheme, ways to fund start-up. Intellectual Property Rights and Entrepreneurship</p> <ul style="list-style-type: none"> • To know about Start up India Scheme • To acquaint with Intellectual Property Rights and its types – copyrights, trademarks, geographical indications, patent, design, plant variety and semiconductor integrated circuits layout design • To acquaint with the MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act) • To know the role of small business in India with special reference to rural areas. • To familiarize with the government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District |

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| | | | | | <p>ways to Fund STARTUP</p> <ul style="list-style-type: none"> • Intellectual Property Rights (IPR) | <p>Industrial Centre (DIC) with special reference to rural, backward areas</p> <ul style="list-style-type: none"> • To reason how despite globalization and liberalization small scale industries are playing a vital role in the India's economy • As the employment opportunities are decreasing day by day, the understanding of this chapter will encourage students to take up entrepreneurship as their career choice and will help them learn how to build their own start up. • Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. |

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| September (16) | Chapter: 9 Internal Trade (Periods:30) <ul style="list-style-type: none"> Internal Trade – Meaning and Types Services Rendered by a WHOLESALER and RETAILER Small Scale FIXED SHOP RETAILERS Large Scale Retailers – (Departmental Stores and Chain Stores) GST (GOODS AND SERVICES TAX) – Concept and Key Features. | <ul style="list-style-type: none"> PPT Video GST explained by Pallavi Joshi in easy way Video Itinerant Traders Video Departmental Stores Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board | <ul style="list-style-type: none"> Inter disciplinary linkage: Social Science class VII for the concept of wholesalers and retailer Activity: The students to collect information about GST and its implications on various types of businessmen. They would be encouraged to share the information collected with their classmates Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class) | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Chapter to be introduced after examining prior knowledge of wholesalers and retailers, which they acquired in class VII Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> Internal Trade – Meaning and Types Services Rendered by a WHOLESALER and RETAILER Small Scale FIXED SHOP RETAILERS Large Scale Retailers – (Departmental Stores and Chain Stores) GST (GOODS AND SERVICES TAX) – Concept and Key Features. Video on GST https://www.yout | After going through this unit, the students would be able: <ul style="list-style-type: none"> To familiarize with the Internal trade - meaning and types of services rendered by a wholesaler and a retailer To acquaint with the types of retail-trade- Itinerant and small-scale fixed shops retailers To elucidate the concept of Large-scale retailers Departmental Stores and Chain Stores To know about features of GST (Goods and Services Tax) To differentiate between different types of itinerate traders Detailed knowledge of GST, types of retail business and wholesale business will make them business literate and they can help in their family business. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | ube.com/watch?v=4H1vPIL_OZ4 | <ul style="list-style-type: none"> Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will also learn to frame the case studies on their own. |
| September | Revisions, Exams, and assessment. | – | – | – | – | – |
| October (21) | Chapter: 10 International Business (Periods: 16) <ul style="list-style-type: none"> International Trade – Concept and Benefit Export Trade – Meaning and Procedure Import Trade – Meaning and Procedure Documents Involved in International Trade and their importance World Trade Organisation (WTO) – Meaning and | <ul style="list-style-type: none"> PPT Video Working of WTO Video Export procedure Video Import Procedure Video Digital India Mind Maps and Mnemonics at the end of the chapter. E-Book Chalk and Board | <ul style="list-style-type: none"> Inter disciplinary linkage: Social Science class X for the concept of Export, Import and WTO Experiential learning- framing case studies by students Flip Teaching- (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test | <ul style="list-style-type: none"> Chapter to be introduced after examining prior knowledge of export, import and WTO which they acquired in class X Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> International Trade – Concept and Benefit Export Trade – Meaning and Procedure Import Trade – | After going through this unit, the students would be able: <ul style="list-style-type: none"> To familiarize with the concept of International trade and its benefit To acquaint the students with the procedure of Export Trade and Import trade To apprise the students about Documents involved in International Trade, indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP) |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Objective | | class) | | Meaning and Procedure <ul style="list-style-type: none"> • Documents Involved in International Trade and their importance • World Trade Organisation (WTO) – Meaning and Objective | <ul style="list-style-type: none"> • To elucidate the concept of World Trade Organization (WTO) and its objectives • To realize the role of World Trade Organization in promoting international trade. • Students will realise how important role the trade sanctions by WTO or by any country play in defining the relations between different countries. They will appreciate the role of 'Digital India', 'Make in India' and 'Skill India' projects initiated by Indian government, especially now when the Chinese apps and products are being boycotted in India. • Besides that, the students will be able to apply the knowledge of various business services in real life with the help of case studies. Students will |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | also learn to frame the case studies on their own. |
| October | Practical's (Periods: 12 Days) | <ul style="list-style-type: none"> Video/ PPT by the students on the topics given | <p>Experiential Learning on following topics:</p> <p>Bitcoins, Flipcart, Satyam Scam, Mumbai Dabbawala, Kingfisher Airlines, IPL Case Study, Smart Supply Chain Management Strategy by Nokia, Why Starbucks had to shut its outlets, PNB Fraud, Idea and Vodafone Merger, Jio Case Study, Malden Mills Case, Indian Coal Allocation case, 2G Spectrum Case, The Hawala Scandal, Harshad Mehta Scam, Dhirubhai Ambani, Elon Musk, Bill Gates, Jack Ma, Warren Buffet, Steve Jobs. JRD Tata, Jeff Bezos, Mukesh Ambani.</p> | <ul style="list-style-type: none"> Viva Questions related to the presentation will not only be asked by the students but also by the teacher | <ul style="list-style-type: none"> Interactive dialogue connecting real life situations. Video/ PPT by the students on the topics given. Viva Questions related to the presentation will not only be asked by the students but also by the teacher | <ul style="list-style-type: none"> To familiarize the students with the famous case studies related to scams or new trends coming up To motivate them by giving projects on the life and struggle of Business Tycoons in India and the world To create interest in the subject by connecting it to real life situations and real-life people Students will be able to learn about terminology of the Business, they will also learn how to do research and how to draw inferences from their research Giving individual presentation in front of the whole class will boost their confidence |
| November/December | Revisions, Exams and assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Informatics Practices
Class: XI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|--|--|--|--|---|
| <p>March (5)</p> <p>March (20)</p> | <p>Introduction to computer system</p> <p>Introduction to Python Programming</p> | <ul style="list-style-type: none"> • Software • Cloud computing • code.org (online learning platform) • Videos | <ul style="list-style-type: none"> • Demonstration of computer showing different parts of CPU. • Write programs in Python to • Find the sum of two numbers • Find the average of three numbers • Accept values in four variables from use. Divide the sum of first two numbers by the difference of last two numbers and display the result • Find whether a given number is positive/negative | <p>Assignment:</p> <ul style="list-style-type: none"> • Computer fundamentals • Information Representation | <ul style="list-style-type: none"> • Software • Cloud computing • code.org (online learning platform) • Videos | <p>Problem solving</p> <p>Critical Thinking</p> <p>Decision making</p> |
| <p>April 25</p> | <p>Introduction to Python Programming</p> | <ul style="list-style-type: none"> • Software • Cloud computing • code.org (online learning platform) <p>Videos</p> | <p>Write programs in Python to Find whether a given number is even/odd</p> <ul style="list-style-type: none"> • Find the bigger/smaller of two numbers • Find the biggest/smallest of three numbers | <p>Assignment:</p> <p>Computational Thinking</p> <p>Python Programming</p> | <ul style="list-style-type: none"> • Software • Cloud computing • code.org (online learning platform) <p>Videos</p> | <p>Problem solving</p> <ul style="list-style-type: none"> • Critical thinking • Decision making • Interperson al skills <p>Algorithmi c thinking</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|------------------------------------|--|--|---|---|---|
| | | <ul style="list-style-type: none"> Scratch (Online learning platform) | <ul style="list-style-type: none"> Find the factorial of a given number. Accept values for Principle, Rate of Interest and Time. Calculate Simple Interest. Find x^n. Print first N natural/whole numbers in forward/reverse order Print even/odd numbers between 1 and N. Find whether a given number is prime or not Find if a number is equal to the sum of the cubes of its digits. Find the reverse of a given number Find the sum of digits of a given number <p>Find LCM and HCF of two given numbers</p> | | | |
| May (20) | Introduction to Python Programming | <ul style="list-style-type: none"> Software Cloud computing code.org (online learning platform) | <p>Write programs in Python to</p> <ul style="list-style-type: none"> Search for a number/name in the given list Arrange the numbers in | Assignment Python Programming | <ul style="list-style-type: none"> Software Cloud computing code.org (online learning platform) Scratch (Online | <ul style="list-style-type: none"> Problem solving Critical thinking Decision making Interperson al skills Algorithmi c thinking |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---------------------------------------|--|--|---|---|---|
| | | <ul style="list-style-type: none"> Scratch (Online learning platform) Videos | <ul style="list-style-type: none"> ascending/descending order Find the largest/smallest number in a given list Find the second largest/smallest number in a given list Find the reverse of a given string Find whether a given string is palindrome or not Project Work | | learning platform) <ul style="list-style-type: none"> Videos | |
| June | Revision, Exams and assessment | | | | | |
| July (27) | Data Management | <ul style="list-style-type: none"> Software Cloud computing khanacademy(online learning platform) Videos | <ul style="list-style-type: none"> Create a student table with the student id, name, and marks as attributes where the student id is the primary key. Add a new column in the above table. Modify the details of a particular column Delete a particular column Insert the details of a new student in the above table. Delete & update the details of a particular student in the above table. Use the select command to manipulate data. Create a new table (name, date of birth) by joining two tables | Assignment <ul style="list-style-type: none"> Python Programming Database management | <ul style="list-style-type: none"> Software Cloud computing khanacademy(online learning platform) Videos | <ul style="list-style-type: none"> Problem solving Critical thinking Decision making Interpersonal skills Algorithmic thinking |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|--|---|
| | | | (student id, name) and (student id, date of birth). | | | |
| August 27 | Data Management and Data Handling | <ul style="list-style-type: none"> • Software • Cloud computing • Khanacademy(online learning platform) • Videos w3schools.com (online learning platform) | <ul style="list-style-type: none"> • Create a new table (order ID, customer Name, and order Date) by joining two tables (order ID, customer ID, and order Date) and (customer ID, customer Name, contact Name, country). Show details from two tables Delete the structure of a table. | Assignment <ul style="list-style-type: none"> • Python Programming Database management | <ul style="list-style-type: none"> • Software • Cloud computing • Khanacademy (online learning platform) • Videos w3schools.com (online learning platform) | <ul style="list-style-type: none"> • Problem solving • Critical thinking • Decision making • Interperson al skills • Algorithmi c thinking Data handling |
| September | Revision, Exams and assessment | | | | | |
| Oct 10 | Society, Law and Ethics – Cyber safety | <ul style="list-style-type: none"> • Software • Cloud computing <u>Video</u> <ul style="list-style-type: none"> • Cyber Safety • Usage of Social Networking • Malware, Virus, Trojans etc. Phishing | | Assignment Cyber Safety | <ul style="list-style-type: none"> • Software • Cloud computing <u>Video</u> <ul style="list-style-type: none"> • Cyber Safety • Usage of Social Networking • Malware, Virus, Trojans etc. Phishing | <ul style="list-style-type: none"> • Problem solving • Critical thinking • Decision making • Interperson al skills • Algorithmi c thinking Personal Safety on internet |
| Nov (26) | Revision | <ul style="list-style-type: none"> • Software • Cloud computing | Revision | Revision | <ul style="list-style-type: none"> • Software • Cloud computing | Discussion with students about how to handle questions in exam. |
| December | Revision, Exams and assessment | | | | | |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan

Session: 2020-21

Standard: XI COM/SCI

Name of the Teacher: Surinder Mehta

Subject: Physical Education

Total No. of Periods: 170

| S. No. | Month/ Unit/ Sub- Unit/Topic | Teaching Learning Activities | | | Evaluation oral/written work/Test/ Assignment | Co-Curricular Activities | Learning Outcomes |
|--------|--|--|---|--|--|--|-------------------|
| | | Learning Objectives | Methods/Audio Visual Inputs/Innovative Methods | Concepts maps / Diagrams / Flowchart/Inter disciplinary linkage/Art Integration/Practicals | | | |
| 1 | <p>Month: March Topic/Chapter: Unit I Changing Trends & Career in Physical Education</p> <p>No. of Periods:23</p> | <p>Students will be able to understand</p> <ul style="list-style-type: none"> ▪ Meaning & definition of Physical Education ▪ Aims & Objectives of Physical Education ▪ Career Options in Physical Education ▪ Competitions in various sports at national and international level ▪ Khelo-India Program | <ul style="list-style-type: none"> ▪ Discussion on these topics in the class, benefits of physical education discussed, presentations on various national and international competitions shown, videos on khelo-India initiative shown • Lecture discussing • Discussion of marking scheme, sample paper | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>The L.O. will be assessed with written test</p> | <p>The students will be able explain</p> <ul style="list-style-type: none"> ▪ Meaning & definition of Physical Education ▪ Aims & Objectives of Physical Education ▪ Career Options in Physical Education ▪ Competitions in various sports at national and international level <p>Khelo-India Program</p> | |
| 2 | <p>Month: April Topic/Chapter: Unit II Olympic Value Education</p> <p>No. of Periods:23</p> | <p>Students will be able to understand</p> <ul style="list-style-type: none"> • Olympics, Paralympics and Special Olympics • Olympic Symbols, Ideals, Objectives & Values of Olympics • International Olympic Committee | <p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic game initiative shown</p> <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | <p>Mind maps on the topics given Practical related to topic performed</p> | <p>The L.O. will be assessed with written test</p> | <p>The students will be able explain</p> <ul style="list-style-type: none"> • Olympics, Paralympics and Special Olympics • Olympic Symbols, Ideals, Objectives & Values of Olympics | |

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|---|---|--|--|---|---|--|--|--|
| | | <ul style="list-style-type: none"> • Indian Olympic Association | | | | | <ul style="list-style-type: none"> • International Olympic Committee • Indian Olympic Association | |
| 3 | Month: May Topic/Chapter: Unit III Physical Fitness, Wellness & Lifestyle No. of Periods:23 | Students will be able to understand <ul style="list-style-type: none"> • Meaning & Importance of Physical Fitness, Wellness & Lifestyle • Components of physical fitness and Wellness • Components of Health related fitness | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Physical fitness initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | | The students will be able explain <ul style="list-style-type: none"> • Meaning & Importance of Physical Fitness, Wellness & Lifestyle • Components of physical fitness and Wellness • Components of Health related fitness | |
| 4 | Month: July Topic/Chapter Unit IV Physical Education & Sports for CWSN No. of Periods:27 | Students will be able to understand <ul style="list-style-type: none"> • Aims & objectives of Adaptive Physical Education • Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics; • Concept of Inclusion, its need and Implementation Role of various professionals for children with special needs <ul style="list-style-type: none"> • (Counsellor, Occupational Therapist, Physiotherapist, Physical Education | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Olympic Bharat Paralympics initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | | The students will be able explain <ul style="list-style-type: none"> • Aims & objectives of Adaptive Physical Education • Organization promoting Adaptive Sports (Special Olympics Bharat; Paralympics; • Concept of Inclusion, its need and Implementation Role of various professionals for children with special needs | |

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|---|--|--|--|---|--|--|--|--|
| | | | | | | | <ul style="list-style-type: none"> • (Counsellor, Occupational Therapist, Physiotherapist, Physical Education) | |
| 5 | <p>Month: Aug Topic/Chapter Unit V Yoga</p> <p>No. of Periods:25</p> | <p>Students will be able to understand</p> <ul style="list-style-type: none"> • Meaning & Importance of Yoga • Elements of Yoga • Introduction - Asanas, Pranayam, Meditation & Yogic Kriyas <p>Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana &</p> <ul style="list-style-type: none"> • Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose) • Relaxation Techniques for improving concentration – Yog-nidra | <p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various yogic kriyas and Techniques for improving initiative shown</p> <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | <p>Mind maps on the topics given Practical related to topic performed</p> | <p>The L.O. will be assessed with written test</p> | | <p>The students will be able explain</p> <ul style="list-style-type: none"> • Meaning & Importance of Yoga • Elements of Yoga • Introduction - Asanas, Pranayam, Meditation & Yogic Kriyas <p>Yoga for concentration & related Asanas (Sukhasana; Tadasana; Padmasana &</p> <ul style="list-style-type: none"> • Shashankasana, Naukasana, Vrikshasana (Tree pose), Garudasana (Eagle pose) • Relaxation Techniques for improving concentration – Yog-nidra | |
| 6 | <p>No. of Month: Aug Topic/Chapter Unit VI Physical Activity & Leadership Training</p> | <p>Students will be able to understand</p> <ul style="list-style-type: none"> • Leadership Qualities & Role of a Leader • Creating leaders through Physical Education • Meaning, objectives | <p>Discussion on these topics in the class, benefits of physical education discussed, presentations on various Leadership qualities and Adventure sports initiative shown</p> <ul style="list-style-type: none"> • Lecture discussing • Discussion of | <p>Mind maps on the topics given Practical related to topic performed</p> | <p>The L.O. will be assessed with written test</p> | | <p>The students will be able explain</p> <ul style="list-style-type: none"> • Leadership Qualities & Role of a Leader • Creating leaders | |

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| | Periods:25 | & types of Adventure Sports (Rock Climbing, Tracking, River <ul style="list-style-type: none"> • Safety measures to prevent sports injuries | marking scheme, sample paper | | | | through Physical Education <ul style="list-style-type: none"> • Meaning, objectives & types of Adventure Sports (Rock Climbing, Tracking, River Safety measures to prevent sports injuries |
| 7 | No. of Month: Sep Topic/Chapter Unit VII Test, Measurement & Evaluation No. of Periods:14 | Students will be able to understand <ul style="list-style-type: none"> • Define Test, Measurement & Evaluation • Importance of Test, Measurement & Evaluation In Sports • Calculation of BMI & Waist - Hip Ratio • Somato Types (Endomorphy, Mesomorphy & Ectomorphy) • Measurement of health related fitness | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Importance of test and BMI initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | The students will be able explain <ul style="list-style-type: none"> • Define Test, Measurement & Evaluation • Importance of Test, Measurement & Evaluation In Sports • Calculation of BMI & Waist - Hip Ratio • Somato Types (Endomorphy, Mesomorphy & Ectomorphy) • Measurement of health related fitness | |
| 8 | No. of Month: Sep Topic/Chapter Unit VIII Fundamentals of Anatomy, Physiology & Kinesiology in Sports Periods:14 | Definition and Importance of Anatomy, Physiology & Kinesiology <ul style="list-style-type: none"> □ Function of Skeleton System, Classification of Bones & Types of Joints □ Properties and Functions of Muscles □ Function & Structure of Respiratory System and Circulatory System □ Equilibrium – | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Anatomy, Kinesiology initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | Definition and Importance of Anatomy, Physiology & Kinesiology <ul style="list-style-type: none"> □ Function of Skeleton System, Classification of Bones & Types of Joints □ Properties and Functions of Muscles □ Function & Structure of | |

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| | | Dynamic & Static And Centre of Gravity and its application in sports | | | | | Respiratory System and Circulatory System <input type="checkbox"/> Equilibrium – Dynamic & Static And Centre of Gravity and its application in sports |
| 9 | No. of Month: Oct Topic/Chapter Unit IX Psychology & Sports Periods:23 | Definition & Importance of Psychology in Phy. Edu. & Sports <input type="checkbox"/> Define & Differentiate Between Growth & Development <input type="checkbox"/> Developmental Characteristics At Different Stages of Development <input type="checkbox"/> Adolescent Problems & Their Management | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Psychology in Phy Edu initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | | Definition & Importance of Psychology in Phy. Edu. & Sports <input type="checkbox"/> Define & Differentiate Between Growth & Development <input type="checkbox"/> Developmental Characteristics At Different Stages of Development <input type="checkbox"/> Adolescent Problems & Their Management |
| 10 | No. of Month: Oct Topic/Chapter Unit X Training and Doping in Sports Periods:23 | Meaning & Concept of Sports Training <input type="checkbox"/> Principles of Sports Training <input type="checkbox"/> Warming up & limbering down <input type="checkbox"/> Skill, Technique & Style <input type="checkbox"/> Concept & classification of doping <input type="checkbox"/> Prohibited Substances & their side effects <input type="checkbox"/> Dealing with alcohol and substance abuse | Discussion on these topics in the class, benefits of physical education discussed, presentations on various Sports Training initiative shown <ul style="list-style-type: none"> • Lecture discussing • Discussion of marking scheme, sample paper | Mind maps on the topics given Practical related to topic performed | The L.O. will be assessed with written test | | Meaning & Concept of Sports Training <input type="checkbox"/> Principles of Sports Training <input type="checkbox"/> Warming up & limbering down <input type="checkbox"/> Skill, Technique & Style <input type="checkbox"/> Concept & classification of doping <input type="checkbox"/> Prohibited Substances & their side effects <ul style="list-style-type: none"> • <input type="checkbox"/> Dealing with alcohol and substance abuse |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting (049)
Class: XI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|--|---|---|---|
| April 05 | Fundamentals of art. <ul style="list-style-type: none"> • What is art? • Types of art • Elements of art • Limbs of art Principles of art | <ul style="list-style-type: none"> • Books • Images of various painting • You tube | <ul style="list-style-type: none"> • Homework • Integrated with history | <ul style="list-style-type: none"> • Quizzes • Oral test • Homework Class test | <ul style="list-style-type: none"> • The learners will listen to a story of the great artist Ramkinkar Baij. • Discussed about few statements on art and asked students' opinion on it • The learners will be shown many drawings to understand the various aspects on art. • Video will be shown on what is art. https://youtu.be/b2VpNx5ZxSA | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the paintings or any artwork. • The learners would be able to understand the core values of an art piece. • The learners will understand the values art in human's growth and building a sane society. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|--|---|
| May 25 | <p>Practical: Unit 1: Nature and Object Study Sub – topic:</p> <ul style="list-style-type: none"> Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used. | <ul style="list-style-type: none"> Objects Drawing books Black board | <ul style="list-style-type: none"> Project on making an album with the pictures and short notes on still life paintings of great artists. Experiential learning by applying the techniques of watercolor and pencil shading. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown to start the topic. https://www.saatchiart.com Objects will be arranged with drapery Still life done with Pencil and watercolor will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com Daily practice and discussion. | <ul style="list-style-type: none"> The learners observe and select subject for outdoor study. The learners will improve in imagining a scene and expressing their thoughts. The learners will improve skills on use of line, color scheme and tones. The learners would be able to understand the core values of an art piece. The learners observe and select subject matters and ideas for his /her work. The learner’s experiment with different methods and materials of visual arts. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|---|
| May 06 | Topic/ Chapter -1 Pre-historic Rock –painting. <ul style="list-style-type: none"> • Introduction • How have ancient people started art? • Roaring Animal • Wizard’s Dance | <ul style="list-style-type: none"> • Images of pre-historic rock painting. • Book, • Wikipedia • Black board • You Tube video | <ul style="list-style-type: none"> • Group discussion • Homework • Integrated with the child art and folk art. • Project on Mask making • Project on making an album with the pictures and short notes on cave paintings found in India. | <ul style="list-style-type: none"> • Quizzes • Homework • Class test | <ul style="list-style-type: none"> • National geographic Videos will be shown on pre- historic rock painting http://bit.ly/natGeoofficials ite • Discussed about a movie 1000BC and children will share their knowledge about movies of ancient world. • Paintings will be shown and discussed. • The learners will Make a note on the objective behind the paintings were made on the walls of the caves. • Project on making an album with the pictures and short notes on cave paintings found in India. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the paintings and will also understand how the journey of art started in the ancient period. • The history would be reconstructed in students mind through cave paintings. • The learners will come to know about a universal language. • The learners will come to know about the first historical documents/evidence of human expressions and how art is an important /integral part of human growth. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|--|
| May 25 | <p>Practical: Unit 1: Nature and Object Study Sub – topic:</p> <ul style="list-style-type: none"> Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be Used. | <ul style="list-style-type: none"> Objects Drawing books Black board | <ul style="list-style-type: none"> Practical: object study. Practical: Nature study Skill assessments with the techniques of pencil shading and watercolor. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com Objects will be arranged with drapery Still life done with Pencil and watercolor will be shown. https://www.pinterest.com/ Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com Daily practice and discussion. | <ul style="list-style-type: none"> The learners discover their potential for creativity, self-expression and visual awareness through painting. The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learner's experiment with a range of media and techniques |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|---|--|--|
| May 06 | <ul style="list-style-type: none"> • B. Indus valley civilization • Period and location • Major cities of this civilizations • It's importance in history of art • Study of the following sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach) • Dancing girl • . male torso • . mother goddess • Bull seal • Painted jar • Discussion on bronze casting • Discussion on What is Terracotta | <ul style="list-style-type: none"> • Images • Books, • Wikipedia • Black board | <ul style="list-style-type: none"> • Integrated with history. • Experiential skill development with techniques of sculptures and pottery making. | <ul style="list-style-type: none"> • Group discussion • Written test • Quizzes | <ul style="list-style-type: none"> • The class will be introduced with a decorated pot with painted fish and geometric design and discussion has taken place based on prior knowledge. • Images of sculpture will be shown and imagined the lifestyle and religious believes or cultural practice. • Videos by BBC https://youtu.be/hDn4hEbFMJQ • Group discussion will take place to clear doubts. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the art findings of Indus valley civilization and understand the lifestyle, religious believers and cultural aspects. • The history would be reconstructed in students mind through the art findings of Indus valley civilization. • The learners will also understand how art helps to connect with our tradition. |
| June | Revision, Exams and assessment | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|---|
| July 12 | Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art <ul style="list-style-type: none"> • Introduction on Mauryan, Shunga, Kushan and Gupta art. • Location and findings. • Study of the following artwork • (Discussion on • importance, concept, relation with society and aesthetical approach) • Lion capital • Chauri Bearer • Bodhisattva head from Taxila • Seated Buddha from katra tila • Seated Buddha from sarnath • Jain Tirthankara | <ul style="list-style-type: none"> • Book, • Wikipedia, • You Tube | <ul style="list-style-type: none"> • Integrated with history • Project on Indian art from 1st century AD to 5th century AD | <ul style="list-style-type: none"> • Group discussion • Written test • Quizzes | <ul style="list-style-type: none"> • The class will be introduced by showing a one-rupee coin and start discussion based on prior knowledge about its engravings. • Visit to e- museum and discussion on Buddhist and Jain art http://www.nationalmuseumindia.gov.in/collection.asp • The learners made to read the textbook thoroughly and discuss the doubts. • Quizzes conducted by the students. • Making paintings or artifacts using the clue or motif from the sculptures. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods. • The learners will be able to relate with chronological development of Indian art practice. • The learners will understand or reconstruct the history of ancient period (3rd century B.C to 5th century A.D) in their mind. • The learners will also learn about many sculpture techniques and how Buddhism and Jainism has been preached through sculptures since times immemorial. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|--|--|
| July 25 | <p>Practical's: Unit 2: Painting Composition</p> <ul style="list-style-type: none"> • Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. • Composition on daily life • Sub- topic: Drawings of human and animal figures, perspective learning and color application. | <ul style="list-style-type: none"> • Image references. • Wikipedia | <ul style="list-style-type: none"> • Practical assignments • Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> • Assessments of practical work. • Portfolio assessment. | <ul style="list-style-type: none"> • The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. • Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com • Children will be involved in a demonstration class on how to make abstract painting. • Daily practice and discussion. | <ul style="list-style-type: none"> • The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. • Doing it practically they will improve skills on use of line, color scheme and tones. • The learners Would be able to understand the core values of an art piece. • Understand the basic principles of colour. • The learners Discover their potential for creativity, self-expression and visual awareness through painting. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical ’s/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|---|
| Aug 12 | <p>Topic/ Chapter/ Unit -2 Buddhist, Jain and Hindu art Ajanta cave paintings</p> <ul style="list-style-type: none"> • Introduction to Ajanta cave Painting • Period and location • Discussion on how the cave was found and highlighted to the world. • How impactful it was for the Indians and to the rest of the world • Which techniques were used to make the paintings? • Characteristics of Ajanta painting. • Subject matters of Ajanta Paintings. • Discussion on Religious practice of Gupta period. • Study of the following paintings and sculptures - (significance of the sculptures, Purpose of making Sculptures and aesthetical approach) <ol style="list-style-type: none"> 1. Discussion on the painting Bodhisattva padmapani 2. Discussion on the sculpture Mara Vijay and its story. | <ul style="list-style-type: none"> • Images of Sculptures and painting. • Textbook, • Wikipedia | <ul style="list-style-type: none"> • Integrated with history and different techniques of sculptures. • Mythological stories | <ul style="list-style-type: none"> • Quizzes • Homework • Assignments <p>Oral test</p> | <ul style="list-style-type: none"> • The class will be introduced with an image of Buddha found in market and then an image of sculpture of Gupta period and then discussion on differences of both the things. • Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp • Children made to read the textbook thoroughly and discuss the doubts. • Given a project to make a five-leaf handbook on Gupta art. • Discussion on the symbolism of sculptures. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the art works and understand the art practiced by our ancestors or reconstruct the history and will come to know about many techniques. • Will also get to know the foundation of modern art or the roots of Indian art. • The learners will be able to relate with chronological development of Indian art practice. • The learners will learn to appreciate the rich tangible heritage of the country and be proud of it. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|--|
| Aug 25 | <p>Practical's: Unit 2: Painting Composition</p> <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. | <ul style="list-style-type: none"> Image references. Wikipedia | <ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com Children will be involved in a demonstration class on how to make abstract painting. Daily practice and discussion. | <ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their potential for creativity, self-expression and visual awareness through painting. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|---|
| September 12 | <ul style="list-style-type: none"> • Topic/ Chapter/ Unit -3 • Indian Temples and Indo – Islamic architecture • Introduction to Indian temple architecture. • How Indian architecture is developed and influenced. • Study of the following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) • Descent of Ganga • And it's mythological story. • Ravana shaking the mount Kailash, Elora • Laxmi Narayan temple, • Trimurti, Elephanta cave • Cymbal Player, Konarak • Mother and child, | <ul style="list-style-type: none"> • Images of Sculptures and painting. • Textbook, • Wikipedia | <ul style="list-style-type: none"> • Integrated with history and different techniques of sculptures. • Mythological stories | <ul style="list-style-type: none"> • Quizzes • Homework • Assignments • Oral test | <ul style="list-style-type: none"> • The class will be introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. • TEMPLE ARCHITECTURE OF INDIA by Dr. N.C Panda and Siva Negi Reddy • INDIAN ARCHITECTURE by Percy Brown • Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp • Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) • Children made to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the early developments of in Indian art of sculptures and architectures of ancient and medieval periods. • The learners will also come to know a certain portion of engineering skills practiced from the ancient period. • The learners identify the styles of architectures in India. • The history would be reconstructed in students mind through paintings. • The learners will learn to appreciate the rich tangible heritage of the country and be proud of it. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| September 06 | Introduction of south Indian bronze sculpture <ul style="list-style-type: none"> Study of the following sculptures (significance of the bronze sculpture, concepts of the Sculptures, description and aesthetical approach) <ol style="list-style-type: none"> Devi Chola Nataraj | <ul style="list-style-type: none"> Images of Sculptures and painting. Textbook, Wikipedia | <ul style="list-style-type: none"> Integrated with history and different techniques of sculptures. Mythological stories | <ul style="list-style-type: none"> Quizzes Homework Assignments Oral test | <ul style="list-style-type: none"> The class will be introduced with a book of Indian temple sculpture and discussed in detail about the patterns of different sculptures. INDIAN TEMPLE SCULPTURE by John Guy Visit to e-museum: http://www.nationalmuseumindia.gov.in/col-lection.asp Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) Children made to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> The learners will be able to talk, discuss, understand or appreciate the sculpture and architectural marvels done on temples. The learners will also come to know a certain portion of engineering skills practiced from the ancient period. The learners identify the styles of architectures in India. The history would be reconstructed in students mind through paintings. |
| September | Revision, Exams and assessment | – | – | – | – | – |
| October 20 | Practical's: Unit 3: Portfolio assessment | <ul style="list-style-type: none"> Portfolio | <ul style="list-style-type: none"> Portfolio design as a project. | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a | <ul style="list-style-type: none"> The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|--|---|
| | | | | | project. | skills. |
| | <p>Introduction to Indo- Islamic architecture.</p> <p>Study of the following architectures</p> <ul style="list-style-type: none"> (significance of the architectures, concepts, description and aesthetical approach) <ol style="list-style-type: none"> 1.Qutab Miner 2.Gol Gumbaj 3.Taj Mahal | <ul style="list-style-type: none"> Textbook, Wikipedia | <ul style="list-style-type: none"> Integrated with history Integrated with different techniques and styles of architecture. Mythological stories | <ul style="list-style-type: none"> Quizzes Homework Assignments Oral test | <ul style="list-style-type: none"> The class is introduced with a book of Indian architecture and discussed in detail about the patterns of different architectures. <p>INDIAN ARCHITECTURE (Islamic Period) by Percy Brown</p> <ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp Discussion on following sculptures and architectures (significance of the temple architecture, Purpose of making temple Sculptures, description and aesthetical approach) Children were made to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> Children will be able to talk, discuss, understand or appreciate the work done on temples. Children will also come to know a certain portion of engineering skills practiced from the ancient period. Children identify the styles of architectures in India. <p>The history would be reconstructed in students mind through paintings.</p> |
| November 24 | <u>Practical's: Unit 3: Portfolio assessment</u> | <ul style="list-style-type: none"> Portfolio | <ul style="list-style-type: none"> Portfolio design as a project. | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a | <ul style="list-style-type: none"> The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments | Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---|---|----------------------|---|---|----------------------------------|--------------------------|
| | | | | | project. | skills. |
| December | Revision, Exams and assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC
Class: XI
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|--|--|---|---|
| April (12) | <p>Unit- 1 (1.1) Theory Definition</p> <ul style="list-style-type: none"> • Nada • Shruti • Swara, • Thata • Jati, • Laya, • Tala <p>Unit-(1.2) Brief study of the following terms:</p> <ul style="list-style-type: none"> • Margi-Desi, • Nibaddha-Anibaddha, • Raga, • Swaramalika, • Lakshan Geet. | <ul style="list-style-type: none"> • Textbook • Wikipedia • Audio clips • Tanpura <ul style="list-style-type: none"> • Textbook • Wikipedia • Audio clips • Tanpura | <ul style="list-style-type: none"> • A project will be given to research on topic. • A group discussion will take place during the class. • Practical explanation of Nada, Shruti, Swarna, Thata, Jati, Laya, Tala. <ul style="list-style-type: none"> • Practical explanation of Margi-Desi, Nibaddha- Anibaddha, Raga, Swaramalika, Lakshan Geet. • Project will be given to research on topic and a group discussion will take place during the class | <ul style="list-style-type: none"> • Oral Test • MCQ • Homework <ul style="list-style-type: none"> • MCQ • Oral Test • Written test | <ul style="list-style-type: none"> • Class will begin with a composition and students will be asked to identify the different actions or movements in singing. • General discussion about these movements and explanation of musical terms. http://www.tanarang.com/english/glossary_eng.htm • Different composition of Margi-Desi, Nibaddha-Anibaddha, Swaramalika, Lakshan Geet. will be sung during the class along with detailed explanation of musical terms. | <ul style="list-style-type: none"> • Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music. • These terms will help in improvisation of ragas. • This study will help to understand the different Music techniques of Indian Music. • Study about the Musical Terms will help the student to understand the meaning, importance and application of the term. |

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|-----------------------------------|--|---|--|--|---|---|
| May (12) | Unit- 2 (2.1) Theory Brief History of the following: <ul style="list-style-type: none"> • Dhruwad • Khayal • Tarana | <ul style="list-style-type: none"> • Textbooks • Wikipedia • Audio • Video Clips • Tanpura | Project: one project will be given to listen different genre of music like Dhruwad, Khyal and Tarana and to write their views about these music styles according to their understanding. | <ul style="list-style-type: none"> • Oral Test • MCQ • Homework • Assignment | <ul style="list-style-type: none"> • Vides of different music genre of Indian music will be shown to the students. • They will be explained about different style of Indian Classical Music. • https://www.youtube.com/watch?v=j5QRUM5w3DY | <ul style="list-style-type: none"> • Students will learn different genres of Indian Music. • Comprehends the style (<i>shaili</i>) of Dhruwad, Khyal, and Tarana. |
| | Unit- (2.2) <ul style="list-style-type: none"> • Brief study of various_Gharanas | <ul style="list-style-type: none"> • Textbooks • Wikipedia | <ul style="list-style-type: none"> • Project: One small project will be given to students. In this project they will collect photographs of different artists and will find their gharanas. | <ul style="list-style-type: none"> • Homework • Oral Test | <ul style="list-style-type: none"> • Class will start with one project where students will collect photographs of different artists and will label them with their Gharanas. • https://www.youtube.com/watch?v=-aS_mufeQOU | <ul style="list-style-type: none"> • Study of Gharanas will help students to know about the community of people who share a distinctive music style. |

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|-----------------------------------|---|--|--|--|---|--|
| Apr-May (15-24) | <p>Practical Raga Bihag Raga Bhimplasi</p> <ul style="list-style-type: none"> • Description • Improvisation • Compositions • Notation • Tanas | <ul style="list-style-type: none"> • PDF Files • Textbooks • Tanpura • Harmonium • You Tube | <ul style="list-style-type: none"> • Practical practice of notes used in Raga Bihag and Bhimplasi. • One exercise with the help of Metronome to understand the Laya. • One activity to identify songs composed in Raga Bihag and Bhimplasi. | <ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bihag and Bhimplasi. • One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga. • Swar pattern and one composition in Raga Bihag and Bhimplasi will be shared with students. • https://www.youtube.com/watch?v=MoRLtYXMLdQ • https://www.youtube.com/watch?v=IN Yg2r24994 • https://www.youtube.com/watch?v=0BhSOuAWiaM | <ul style="list-style-type: none"> • Students will learn Aroha, Avroha and Pakad of Ragas. • Students will be able to identifies the swar pattern of Raga Bihag and Bhimplasi. • This study will help students to identify the music or songs based on these notes. |
| June | Revisions, Exams, and assessment. | – | – | – | – | – |

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|-----------------------------------|---|--|---|--|--|---|
| July (12) | Unit- 3 (3.1) Theory <ul style="list-style-type: none"> Brief study of Musical Elements in Natya Shastra | <ul style="list-style-type: none"> Textbook PDF File | <ul style="list-style-type: none"> Interdisciplinary linkage: students will be taught about Sangeet Ratnakar and Sangeet Parijat before Explaining Natya Sastra as these text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India. | <ul style="list-style-type: none"> MCQ Oral Test Homework | <ul style="list-style-type: none"> Before explaining Musical elements in Natya Shastra students will be taught about Sangeet Ratnakar and Sangeet Parijat. these text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India. | <ul style="list-style-type: none"> This study will help to understand about sound, rhythm, and prosody applied to musical text. Students will be benefited with the knowledge of various terms of music |
| | Unit (3.2) Life Sketch <ul style="list-style-type: none"> Tansen V.N. Bhatkhande V.D. Paluskar | <ul style="list-style-type: none"> Textbooks Wikipedia Video Clips Youtube | <ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians | <ul style="list-style-type: none"> Assignment Oral Test MCQ | <ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=j92P5N0qhPM https://www.youtube.com/watch?v=FkLUTZgkZr8 https://www.youtube.com/watch?v=ORPFjXxZzZs | <ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music. |

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|-----------------------------------|--|--|--|--|---|--|
| July (24) | <p>Practical Raga Bhairavi Raga Jaunpuri</p> <ul style="list-style-type: none"> • Description • Improvisation • Composition • Taans | <ul style="list-style-type: none"> • PDF Files • Textbooks • Tanpura • Harmonium • You Tube | <ul style="list-style-type: none"> • Practical practice of notes used in Raga Bhairavi and Jaunpuri. • One exercise with the help of Metronome to understand the Laya. • One activity to identify songs composed in Raga Bhairavi and Jaunpuri. | <ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhairavi and Jaunpuri. • One composition of in Drut Laya will be taught with small improvisation and few tanas in each Raga. • Swar pattern and one composition in Raga Bhairav and Jaunpuri will be shared with students. • https://www.youtube.com/watch?v=1xb7z6Ni8LI • https://www.youtube.com/results?sp=mAEB&search_query=raag+jaunpuri | <ul style="list-style-type: none"> • Students will learn Aroha, Avroha and Pakad of Ragas. • Students will be able to identifies the swar pattern of Raga Bhairavi and Jaunpuri. • This study will help students to identify the music or songs based on these notes. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|--|
| Aug (10) | <p>Unit-4 (4.1) Theory Description of Talas</p> <ul style="list-style-type: none"> • Dadra • Keharwa • Teentala • Sultala • Ektala • Chautala <p>Unit-(4.2)</p> <ul style="list-style-type: none"> • Knowledge of the Structure of Tanpura. • Tuning • Holding • Playing | <ul style="list-style-type: none"> • Pictures • Electric Tabla • Audio • Video <ul style="list-style-type: none"> • Pictures • Electric Tabla • Audio • Video | <ul style="list-style-type: none"> • Practical demonstration will be shown on Tabla for better understanding. • Writing Taals in ekgun, dugun and chaugun. • Listen to audio visual recordings and identify the beat circle. <ul style="list-style-type: none"> • Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura. • Tuning of tanpura will be taught practically to each student individually | <ul style="list-style-type: none"> • Assignment • Oral Test <ul style="list-style-type: none"> • MCQ • Oral Test • Homework | <ul style="list-style-type: none"> • Students will be taught how to write notation of tala in Bhatkhande Notation System. • Demonstration will be shown on Tabla.for better understanding <ul style="list-style-type: none"> • One manual tanpura will be provided to students • One by one they will be taught how to hold and play the Tanpura'. • Explanation of various parts and tuning on manual Tanpura. <p>https://www.youtube.com/watch?v=N43hk7nQHeU</p> | <ul style="list-style-type: none"> • Students will be able to write talas in Bhatkhande Notation System. • Recites boles of Taal. Helps to understands the musical meter. <ul style="list-style-type: none"> • This study will help to understand the history, structure and Tuning of Tanpura. • Students will learn holding, tuning and playing techniques of Tanpura |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|---|--|
| Aug. (26) | <p>Practical Recitation of prescribes Talas with Thah, Dugun, and Chaugun.</p> <ul style="list-style-type: none"> • Dadra • Keharwa • Teentala • Sultala • Ektala • Chautala | <ul style="list-style-type: none"> • Pictures • Electric Tabla • Audio • Video | <ul style="list-style-type: none"> • Practical demonstration will be shown on Tabla for better understanding. • Writing Taals in ekgun, dugun and chaugun. • Listen to audio visual recordings and identify the beat circle. | <ul style="list-style-type: none"> • Assignment • Oral Test • Written Test | <ul style="list-style-type: none"> • Students will be taught how to write notation of tala Dadra, Keharwa, Teentala, Sultala, Ektala, and Chautala. • Demonstration will be shown on Tabla for better understanding https://www.youtube.com/watch?v=PqnED_mCmfg | <ul style="list-style-type: none"> • Students will be able to write talas in Bhatkhande Notation System. • Recites boles of Taal. • Helps to understand the musical meter. • This study will help students to understand different talas in different styles of music. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|---|--|
| September (14) | Unit-5 (5.1) Theory Critical study of Ragas Recognizing Ragas from phrases. | <ul style="list-style-type: none"> • Video • Audio • Tabla • Tanpura | <ul style="list-style-type: none"> • Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. • Documentation in notebook. | <ul style="list-style-type: none"> • MCQ • Oral Test • Assignment | <ul style="list-style-type: none"> • One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. • Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc | <ul style="list-style-type: none"> • Able to understand the swar pattern in different ragas. • Helps to identify the ragas from music phrases, tunes or songs etc. |
| | Unit- (5.2) Compositions of Ragas: <ul style="list-style-type: none"> • Bihag • Bhimplasi • Jaunpuri • Bhairvi | <ul style="list-style-type: none"> • Text book • PDF Files • Wikipedia • Tanpura | <ul style="list-style-type: none"> • Experiential learning: Creation of innovative swar patterns according to the nature of raga. • One activity of writing notation of any song. | <ul style="list-style-type: none"> • Written Assignments • Oral Test • MCQ | <ul style="list-style-type: none"> • Explanation of Bhatkhande Notation System. • Writing aroha, avroha and pakad of raga along with description and composition | <ul style="list-style-type: none"> • Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline. • This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas. |
| September | Revision, Exams and assessment | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|---|--|
| October (24) | Practical <ul style="list-style-type: none"> • Dhruvad • Folk song • Devotional • Recognition of ragas | <ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium • Wikipedia • Audio video clips | <ul style="list-style-type: none"> • Project: one project will be given to listen different genre of music like Trana, Dhamar, Dadra and Folk music of any region and to write views according to their understanding. | <ul style="list-style-type: none"> • Oral Test • MCQ • Homework • Assignment | <ul style="list-style-type: none"> • Vides of different music genre of Indian music will be shown to the students. • They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. • https://www.youtube.com/watch?v=j5QRUM5w3DY | <ul style="list-style-type: none"> • Students will learn different genres of Indian Music. • Comprehends the relevance/ importance of Folk Music. • Comprehends the style (<i>shaili</i>) of Dhruvad. |
| November/ December | Revisions, Exams and assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| <i>February/ No. of Periods: 06</i> | <i>The Last Lesson (Flamingo)</i> | <ul style="list-style-type: none"> • NCERT e-book pdf/ Textbook • Smart board • Extra marks module • PPT Handout Source: http://en.wikipedia.org/wiki/File:Alsace-lorraine.JPG Alsace & Lorraine During World War I | <ul style="list-style-type: none"> • <u>Project</u> <ul style="list-style-type: none"> • Group Discussion on 'Political enslavement is a curse on any Nation as it deprives it of its identity'. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students • Students will be shown the following NDTV video (2014) as a part of Experiential learning https://youtu.be/kpX88mnNWF8 (Debate - linguistic Chauvinism) • Short write up on "Political Enslavement by various Countries" | <ul style="list-style-type: none"> • Assignment on the chapter • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test • Quiz | <ul style="list-style-type: none"> • The session would begin with an interaction on homework –and the way you treat it. • (Student-Teacher Interaction) • The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events with reference to the educational and personal domains. • During delivering the lecture the teacher will stress upon the inclusivity of English language, the reason for which it is now a world language. • Difficult words and terms would be | <ul style="list-style-type: none"> • They would develop their optimistic attitude towards life amidst many struggles. • They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France. • They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism. • Students will develop global appreciation of the issues and discuss/ debate on the topic • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essay. |

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| | | | (200-250 words) | | discussed. • Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned. | |
| <i>March/ No. of Periods: 03</i> | My Mother at Sixty-Six (Flamingo) | <ul style="list-style-type: none"> • Audio-Visual (visual representation of the poem) • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • <u>Project</u> • A comparative study of the poems 'A Photograph' and 'My Mother at Sixty-six'. • Draw a comparative analysis and present the synopsis of the discussion in the class. • Group Activity For all range of learners comprising three students in one team: - C3-C1-3 students B3-B1-3 students A3-A1-3 students • The learners would discuss in their groups the following topics • <i>Have you ever thought what our elderly parents</i> | <ul style="list-style-type: none"> • Assignment on the poem • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. • (student-teacher interaction) • They would compare the poem with the poem 'A Photograph'. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. • Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the | <ul style="list-style-type: none"> • The students would be able to grasp the theme and meaning of the poem. • They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. • Their vocabulary would be strengthened. Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry • They would be able to comprehend the difference between the literal and the figurative • They would be able to develop empathy for |

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| | | | <p><i>expect from us?</i></p> <ul style="list-style-type: none"> • <i>Responsibility of youth towards the elderly/ Empathy Towards the elderly</i> • <i>Poster Making on Empathy Towards the elderly</i> | | <p>poem.</p> <ul style="list-style-type: none"> • The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figures of speech and rhyme scheme would be discussed. | the elderly people |
| March/ No. of Periods: 06 | Topic: The Third Level (Vistas) | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ NCERT Textbook • Smart board • Extra marks module (Software) • Video on Time - Travel https://www.pbslearningmedia.org/resource/Hawking_genius_ep01_full/Can-we-time-travel-full-episode-genius-by-stephen-hawking/ • Students will be shown Pinegrove School's 'First Day Cover' along with the stamp that was released to commemorate the | <ul style="list-style-type: none"> • Project • Group Presentation on 'If I could go back in time and change one incident'. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students | <ul style="list-style-type: none"> • Assignment on the chapter • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end. • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session will begin with the brief introduction about Time travel/ discuss different works to the sci-fiction genre and make an interpretation of the title as it indicates the subject and theme. The background knowledge of the author and his works would be given. • The facilitator would develop the chain of events with reference to the educational and personal domains. • The teacher will also | <ul style="list-style-type: none"> • They will be able to comprehend the Sci-Fi themes and Time travel. • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry |

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| | | Silver Jubilee of the School in 2016. | | | <p>explain that the 'level of reality that exists' in our mind and complexities of human mind whose urges cannot always be fully explained even though its instincts and thoughts are unscientific and without rationale.</p> <ul style="list-style-type: none"> • Difficult words and terms would be discussed. • Underlying meaning of the prose will be explained. All possible questions and answers would be discussed and assigned • The student will be asked to compare the interweaving of fantasy and reality with the chapter 'Adventure' by Jayant Narlikar in Hornbill Class XI. | <ul style="list-style-type: none"> • They will be able to analyse how author's choices concerning how to structure a text, order events within it (Parallel plots) and manipulate time (Pacing, flashback) create effects of mystery, tension and surprise. • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essays, developing a topic |
| March/ No. of Periods: 03/ | Writing Skills: Notice Writing | <ul style="list-style-type: none"> • PPT (format and the objectives of notice different types and different fields through Visual Representation) • Smart board • Extra marks module | <ul style="list-style-type: none"> • <u>Group Activity:</u> Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the | <ul style="list-style-type: none"> • Assignment on Notice • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end | <ul style="list-style-type: none"> • Warm up session: • Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction) | <ul style="list-style-type: none"> • Students will be able to analyze any NOTICE shown to them based on the knowledge imparted. • They will be able to frame notice about any event. |

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| | | (Software) <ul style="list-style-type: none"> BBC Worksheets | subject given. <ul style="list-style-type: none"> C2-C1-2 students B2-B1-2students A2-A1-2students • Notice writing exercises: Different topics | | <ul style="list-style-type: none"> The Learners would be asked to speak about a notice they received, and they remember still. The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range of themes and situations will be discussed with examples. | <ul style="list-style-type: none"> They will be able to identify important information in any given notice. Students will be able to use appropriate style and format to write a NOTICE effectively. |
| March/ No. of Periods: 03/ | Writing Skills: Invitation Writing/ Replies | <ul style="list-style-type: none"> PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc. Smart board Extra marks module (Software) BBC Worksheets | <ul style="list-style-type: none"> Project Framing and preparing invitation cards for different purposes. Group Activity for all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student <p><i>Framing replies in pairs of- C2-C1- 1 student</i></p> | <ul style="list-style-type: none"> Assignment on Invitation Discussion of Scoring Points/Marking Scheme/Sample Questions A Class Test at the end | <ul style="list-style-type: none"> Developing the format in sequence or discourse/spoken with reference to the educational, personal domains. The teacher would discuss with examples all kinds of invitations and the method of framing replies. | <ul style="list-style-type: none"> The learners would be able to express their ideas cohesively, fluently and spontaneously with appropriate expressions, use grammatical structures accurately and appropriately with relevant vocabulary for an announcement of an event. |

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| | | | B2-B1-1 student A2-A1-1 student | | | |
| <i>March/ No. of Periods: 03</i> | <i>Writing Skills: Note Making & Summarizing</i> | <ul style="list-style-type: none"> • PPT demonstrating the technique and art of note making. • Note making explained through notes. • Smart board • Extra marks module (Software) • BBC Worksheets | <ul style="list-style-type: none"> • Project • Group comprehension comprising all range of learners (3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student | <ul style="list-style-type: none"> • Assignment on Note making • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> • In the beginning of the session, a text would be provided to the students to read and involve in note making to test previous knowledge. • The facilitator would train the students to read a text minutely, or listen carefully to select, analyze and summarize the main points. • Ways of making notes would be discussed: • Annotation, outline notes, column notes, mind maps and summary notes. | <ul style="list-style-type: none"> • The learners would be able to differentiate between annotation, outline notes, column notes, mind maps and summary notes from a text. • They would be able to use the note taking suggestions to develop good notes based on classroom discussions • Learners will be able to identify the central/main point and supporting details, etc., • Students will be able to skim for main ideas and scan for details • They will be able to refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format • They will be able to select and extract relevant information, using reading skills of skimming and scanning • They will be able to understand the writer's purpose and tone |
| <i>March/ No. of Periods:</i> | <i>Lost Spring (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook | <ul style="list-style-type: none"> • Project on <i>Child Labour will be assigned: Shape Our</i> | <ul style="list-style-type: none"> • Assignment on Lost Spring • Discussion of Scoring | <ul style="list-style-type: none"> • The session would begin with an audio –video presentation | <ul style="list-style-type: none"> • Learners will be sensitized with the problem of child |

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| 06 | | <ul style="list-style-type: none"> • Audio-visual documentary on Child labour. • Smart board • Extra marks module (Software) • https://youtu.be/R3LJSZCkBP8 (Stained Glass- Bangle Factory/ child Labour) | <p><i>Future Bright</i></p> <ul style="list-style-type: none"> • Group activity for all range of learners in a group of six comprising- C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students • Students will be asked to write a report on the Problem of Child Labour in India for the school magazine. • Being the head boy/girl of your school, write a notice informing students about the 'Anti-Child-Labour' day going to be observed in your school. | <p>Points/ Marking Scheme/Sample Questions</p> <ul style="list-style-type: none"> • A Class Test at the end • Quiz | <p>on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</p> <ul style="list-style-type: none"> • The background of the author would be given. The theme and story line would be explained. • The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/global and personal domains. • Difficult words and terms would be discussed. • The prose will be explained. All possible questions and answers would be discussed and assigned. | <p>labour.</p> <ul style="list-style-type: none"> • They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution. • They would enhance their analytical skills. • They would be able to uncover the motives of the poor parents/policemen/ Industrialists/middlemen. • They would be able to absorb didactics and inspiration. • They would strengthen their integrated skills. • Learners will be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • Reading of the text will promote advanced language skills in the learners with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |

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| <p><i>April/ No. of Periods: 06</i></p> | <p><i>Tiger King (Vistas)</i></p> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Documentary on Save Tiger • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • Project <ol style="list-style-type: none"> i) Discussion on ‘What is the general attitude of human beings towards wild animals?’ ii) Group Presentation on “We need a new system for the age of ecology- a system which is embedded in the care of all people and also in the care of the Earth and all life upon it” through Power Point Presentation. iii) Power Point Presentation on Project Tiger • For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students | <ul style="list-style-type: none"> • Assignment on <i>Tiger King</i> • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with a short video on save tiger. The learners would interpret the title of the story and relate it to the video shown. • The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed. • A comparative study between <i>Mrs. Packletide’s Tiger</i> and the lesson. • Difficult words would be listed and explained. The moral of the story would be discussed. | <ul style="list-style-type: none"> • The Learners will be able to uncover motives, absorb didactics. • They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals. • They would understand the importance of becoming sincere and trustworthy in thought and action. • Learners will be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • Reading of the text will promote advanced language skills in the learners with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities • They would be |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>understanding, responsible, tolerant and have respect for class identities – democratic citizenship</p> <ul style="list-style-type: none"> • Sensitize students about callousness of man towards wildlife and how he disturbs the ecological balance to fulfill his selfish desires. |
| <p><i>April/ No. of Periods: 04/</i></p> | <p><i>An Elementary School Classroom in a Slum (Flamingo)</i></p> | <ul style="list-style-type: none"> • Documentary on slum children. • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/L_Ro u0vMYMw (Sadguru's video on Need to Skill the Nation) • https://youtu.be/yiiqrlf 2xT0 (RTE) • https://youtu.be/EEJp kEctSEA(sensitise (Sensitise the students about the difficulties faced by students living in far flung areas of our country) | <ul style="list-style-type: none"> • Project • A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT. • Group activity for all range of learners- Students will be assigned to <i>write a project report on the obstacles in the path of education and strategies to overcome them</i> in a group of three comprising: (C2-C1)- 1 student (B2-B1)- 1 student (A2-A1)- 1 student | <ul style="list-style-type: none"> • Assignment on An Elementary School Classroom in Slum • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. Introduction about RTE will be given to the students. • The title of the prose would be open for class interpretation. • The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life. | <ul style="list-style-type: none"> • The learners would familiarize themselves with specific background information of social inequalities. • They would recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences. • They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children. • Students will be able to read and comprehend extended text. • Students will be able |

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| | | | | | | to write expository/ argumentative essays, developing a topic |
| <i>April/ No. of Periods: 07</i> | <i>Deep Water (Flamingo)</i> | <ul style="list-style-type: none"> • PPT demonstrating the synopsis • A Snippet • Video on Water Sports. • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • <u>Project</u> • Group discussion on 'All we have to fear is fear itself' • Listening Task Worksheets on Crisis Management, Creative writing to unfold logical thinking skills. • Group Activity- Students would be divided into groups of six comprising all range of learners • Comparative analysis of the chapters Deep Water and "We're Not Afraid to Die" • <i>Presentation and discussion on Water Sports in India.</i> C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students | <ul style="list-style-type: none"> • Assignment on Deep Water • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson. • The prose would be read aloud. Difficult words would be discussed. • The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation. • The students would be grouped into six for the varied activities, discussions and presentations | <ul style="list-style-type: none"> • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. • They would be able to organize their thoughts. • The creative Writing Skills would be enhanced. • They would develop their listening, speaking, questioning and presentation skills. • They would strengthen their decision-making skills. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| <i>April/ No. of Periods: 03</i> | <i>Keeping Quiet (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • Audio-Visual (visual representation of the poem) • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Video on how nature is healing itself/ animals are reclaiming its space during Covid XIX https://youtu.be/I2hNKrfsyNw | <ul style="list-style-type: none"> • <u>Project</u> • Scientists and conservationists are proposing that up to half of Earth's land and oceans be protected for nature. Is it a necessary step or a pipe dream? https://www.bbc.com/future/article/20200318-the-worlds-largest-nature-reserve (Student will be asked to read the article and write their comments in about 200 words on the topic) Group activity for all range of learners in a group of six comprising- C2- C1: 2 students B2-B1: 2 students A2-A1: 2 Students • Role Play on establishing Peace and Unity. • Write a script on Peace and Unity and act on it. | <ul style="list-style-type: none"> • Assignment on the poem Keeping Quiet • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz | <ul style="list-style-type: none"> •The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute. •The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem. •The background of the author would be given. The poem would be read aloud and discussed. •Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT. | <ul style="list-style-type: none"> •The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences. •They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain) •Students will be able to understand the author's purpose and tone •They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. •Students will be able to read and comprehend extended text. •Students will be able to write expository/ argumentative essays, developing a topic |
| <i>April- May/ No. of Periods:</i> | <i>Writing Skills: Article and Report Writing</i> | <ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • <u>Project</u> i). Write a Report on the sites visited by | <ul style="list-style-type: none"> • Assignment on Articles & Reports • Discussion of Scoring Points/Marking | <ul style="list-style-type: none"> •The session would start with a pre-writing activity to create an interest | <ul style="list-style-type: none"> •The students would develop an interest towards writing. •Their planning and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| 06 | | <ul style="list-style-type: none"> • Newspaper articles • Magazine articles • Written pieces on various subjects • Displaying blogs of various writers. | <p>you during the school trips.</p> <p>ii). Write a Report on a recent disaster with complimentary newspaper clip.</p> <p>a). Individual activity to note progress.</p> <p>iii). Article and Report Writing on facts (based on research)</p> <p>iv). Article and Report Writing deriving ideas from interviews.</p> <p>v). Article and Report Writing based on Bravery and Will Power (hints would be given).</p> | <p>Scheme/Sample Questions</p> <ul style="list-style-type: none"> • A Class Test at the end • Quiz | <p>towards writing.</p> <ul style="list-style-type: none"> •The teacher would define what an article is and discuss the purpose of article writing. •The different styles, subjects, purpose of article writing would be discussed. •The teacher would explain the technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing. •They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focused. | <p>organizing techniques would be enhanced.</p> <ul style="list-style-type: none"> •They would be able to research on any subject and derive information from facts and present him in the form of a written piece. •Their creative writing would be analysed. •The interpreting and evaluative skills would be strengthened. |
| May/ No. of Periods: 5 | <i>Journey to the end of the Earth (Vistas)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • World Map with Time Zones • Extra marks module | <ul style="list-style-type: none"> • Project i). Places described in the chapter to be marked on the map and difficulties in treading those areas to be explored from | <ul style="list-style-type: none"> • Assignment on Journey to the end of the Earth • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> •The session would begin with an interactive session wherein the teacher would conduct a survey by asking the students to raise | <ul style="list-style-type: none"> •The learners would unfold their logical thinking skills. •Their vocabulary will be enriched. •They would be able to organize their |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <p>(Software)</p> <ul style="list-style-type: none"> • Video on https://youtu.be/H2QxFM9y0tY (<i>The disarming case to act right now on climate change- Ted Talk by Greta Thunberg</i>) • https://youtube.be/M3Iztt4D2UE (<i>Understanding the Science of Climate Change Earth's Survival</i>) | <p>the net.</p> <p>ii). Students will be assigned an experiential project – i.e. <i>to design a poster on Global Warming and Greenhouse Effect</i></p> <ul style="list-style-type: none"> • https://studentsonice.com/ (Students will be asked to visit the website of an award-winning organization offering unique educational expeditions to the Antarctic and the Arctic) <p>For all range of learners to note progress.</p> | <ul style="list-style-type: none"> • Quiz | <p>their hands –</p> <p>i) If they have tried to change any annoying habits of their friends students to discuss about the journeys they have undertaken ii) How many of you liked it when your friend tried to change a habit of yours?</p> <ul style="list-style-type: none"> • Group Discussion will be carried out on “<i>Be the Change that you Wish to see in the World.</i>” And relate it with Global Climate crises and 4 R’s (Reduce, Reuse, Recycle and Recover) so far as related to the theme of the lesson. • The prose would be read aloud. Difficult words would be discussed. • The outline of the memoir (article), theme and values would be discussed by the teacher through a Power Point Presentation. | <p>thoughts, research work, compile and present in an economic writing style.</p> <ul style="list-style-type: none"> • The creative Writing Skills would be enhanced. • They would develop their listening, speaking, questioning and presentation skills. • They would strengthen their decision-making skills. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. |

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| May/ No. of Periods: 05 | <i>The Rattrap (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • <u>Project</u> i). Debate on 'The whole World is nothing but a great Rattrap' Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students | <ul style="list-style-type: none"> • Assignment on The Rattrap • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story. • The title of the lesson would be opened to the class for interpretation. • The background knowledge of the author would be given. The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed. | <ul style="list-style-type: none"> • The students would be able to effectively provide a synopsis of the story. • They will be able to analyze the values and thought process of the story. • They would be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind. • Their vocabulary would be enriched. • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essays, developing a topic |
| May/ No. of Periods: 02 | <i>Writing Skills: Letter to the Editor</i> | <ul style="list-style-type: none"> • PPT • Selecting and discussing Newspaper reports/ editorial. • Smart board • Extra marks module (Software) • BBC Worksheets | <ul style="list-style-type: none"> • <u>Activity</u> i). Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper clip. (For all range of learners to note progress.) | <ul style="list-style-type: none"> • Assignment on Notice & Advertisement • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> • The format, rules, technique would be discussed with examples. • The usage of language would be taught, and students would be assigned written tasks. | <ul style="list-style-type: none"> • The students will be able to: • Write letters to friends, relatives, etc. to write business and official letters. • Open accounts in post offices and banks. To fill in railway/airline reservation forms. • Write on various issues to institutions seeking relevant information, lodge |

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| | | | | | | <p>complaints, express gratitude or render apology.</p> <ul style="list-style-type: none"> • Write applications, fill in application forms, prepare a personal biodata for admission into colleges, universities, entrance tests and jobs. |
| <p><i>May/ No. of Periods: 6</i></p> | <p><i>The Enemy (Vistas)</i></p> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Documentary on the services of Doctors and Nurses during the times of War/Pandemic | <ul style="list-style-type: none"> • Project i). Study on War Stories and present it through a Power Point Presentation. <p>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 student</p> | <ul style="list-style-type: none"> • Assignment on: The Enemy • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with an interactive session on the services of a doctor. The title of the lesson would be open for class interpretation. • The background of the author would be given. • The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. • Difficult words would be listed out and discussed. | <ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of political enmity. • They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. • They will be able to understand the significance of professional ethics and social obligation in sensitive times. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge |

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| | | | | | | <p>required in order to engage in independent reflection and enquiry.</p> <ul style="list-style-type: none"> • The learners would unfold their logical thinking skills. • Students will be able to read and comprehend extended text. • Students will be able to write expository/ argumentative essays, developing a topic |
| <p><i>May- June/ No. of Periods: 06</i></p> | <p><i>Writing Skills: Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters</i></p> | <ul style="list-style-type: none"> • Sample Letters PPT • Smart board • Extra marks module (Software) • BBC Worksheet | <ul style="list-style-type: none"> • Project i) Assignments on writing and replying to letters. <p>Individual Activity to note progress. Warm –up Activity in group as mentioned in the methodology.</p> | <ul style="list-style-type: none"> • Assignment on: Letter Writing • Discussion of Scoring points/Marking Scheme/Sample Questions. • A Class Test at the end | <ul style="list-style-type: none"> • The lesson consists of three stages that are outlined below: • An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Smart Board. • Find the deliberate mistakes for pair work: To vary the forms of interaction, this time the learners will be | <ul style="list-style-type: none"> • The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary. • They will be able to express request/ complaint/reminder/ cancellation, fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary. • They will be able to write informal reports as part of personal letters on functions, programmes and |

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| | | | | | <p>asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <ul style="list-style-type: none"> • A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning) • The format, usage, purpose and style would be demonstrated with examples. | <p>activities held in school (morning assembly, annual day, sports day, etc.)</p> |
| <p><i>June/ No. of Periods: 03</i></p> | <p><i>A Thing of Beauty (Flamingo)</i></p> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Audio Visual rendition with explanation | <ul style="list-style-type: none"> • Project i). Group Activity: Explore your surroundings for various things of beauty which provide you joy in one form or another and <i>sketch/paint a landscape</i> of the same • For all range of learners to note progress. | <ul style="list-style-type: none"> • Assignment on the poem A Thing of beauty • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would begin with the study nature and its bounties that rejuvenate and reenergize the human mind and soul. • Appreciating the idea conveyed through the poem and discussion about the background of this | <ul style="list-style-type: none"> • The learner learns to appreciate nature and other beautiful things around us as they are a gift from God, which give us infinite delight and joy even during difficult and challenging times. • They would be able to read the poem with proper rhythm and develop an interest in poetry. |

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| | | | | | poem with other works of John Keats. | <ul style="list-style-type: none"> • The students would be able to grasp the message of the poem. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. |
| <i>June</i> | Revisions, Exams and assessment | - | - | - | - | - |
| <i>July/ No. of Periods: 07</i> | <i>Indigo (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/eSvLFPFXjc8 (Leadership Lecture by Sam Manekshaw) • Documentary on Leadership and Social Justice • https://youtu.be/Kg8I | <ul style="list-style-type: none"> • Project i). Group discussion on Gandhi Ji's role in the Indian Freedom Struggle. ii). Group Discussion on 'Role/Qualities of a Leader' iii). Choose an issue that has provoked controversy like | <ul style="list-style-type: none"> • Assignment on the chapter Indigo • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • Pre-reading activity would be the first step wherein the students would delve deep into the title of the Chapter and make an interpretation of the title as it indicates the subject and theme. • (student-teacher interaction) • Explanation and | <ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of political enmity. • They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a |

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| | | idoHADg (Champan Agitation from Gandhi Movie) | <i>the Bhopal Gas Tragedy or the Narmada Dam Project</i> in which the lives of poor have been affected. a). Find out the facts of the case b) Present your arguments c) Suggest a possible settlement | | discussion • Encouraging students to role-play as various characters to interact with one another. • The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed. • Difficult words would be listed and explained. The message of the story would be discussed. | political enemy. • They will be able to understand the significance of professional ethics and social obligation in sensitive times. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • Students will be able to write expository/ argumentative essays, developing a topic |
| July/ No. of Periods: 06/ | <i>Should Wizard Hit Mommy (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along with the animation of the chapter | <ul style="list-style-type: none"> • Project: i). Debate on <i>Should Parents always decide what is best for their children?</i> <p>Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students</p> | <ul style="list-style-type: none"> • Assignment on Should Wizard Hit Mommy • Discussion of Scoring Points/Marking Scheme/ Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with an interaction on “Are nursery rhymes and fairy tales a reflection of reality?” • The title of the lesson would be open for interpretation. • The background of | <ul style="list-style-type: none"> • The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness. • They would be able to make connections between similar situations in personal |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | (B2-B1)- 2 students (A2-A1)- 2student | | the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed. | experiences. <ul style="list-style-type: none"> • They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • Students will be able to write expository/ argumentative essays, developing a topic |
| <i>July/ No. of Periods: 05</i> | Writing Skills: Letter of Job Application | <ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • BBC Worksheets | <ul style="list-style-type: none"> • Skill Assessment: i). Select a job advertisement from the classified section of The Times of India and students will be assigned to write a job application. ii). Exchange letters with a partner and use the checklist to see how well your partner has completed the letter. Students will give | <ul style="list-style-type: none"> • Assignment on Job Application Letter • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> • The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT. | <ul style="list-style-type: none"> • The learners will be able to understand the nature and purpose of a letter of application. • They will be able to examine a variety of letters to determine best layout, content and style. • They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data. • They will be able to |

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| | | | <p>feedback to their partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?)</p> <p>Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).</p> | | | <p>acquire knowledge required in order to engage in independent reflection and enquiry.</p> <ul style="list-style-type: none"> • The learners would unfold their logical thinking skills. |
| <p><i>July/ No. of Periods: 06</i></p> | <p><i>Poets & Pancakes (Flamingo)</i></p> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along with the animation of the chapter • Documentary on Gemini Studios | <ul style="list-style-type: none"> • Group Activity: Discussion on 'Evolution of Movie Industry' • Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1). | <ul style="list-style-type: none"> • Assignment on Poets & Pancakes • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • Pre-reading activity would be the first step wherein the students would delve deep into the title of the Chapter and make an interpretation of the title as it indicates the subject and theme (student-teacher interaction) • Explanation & Discussion • Critical evaluation of the plot, storyline and characters | <ul style="list-style-type: none"> • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • Students will be able to write expository/ argumentative essays, developing a topic. |

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| August/ No. of Periods: 07 | <i>On the Face of It (Vistas)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board Extra marks module (Software) • Documentary on the success stories of physically challenged people | <ul style="list-style-type: none"> • Project: i). Group discussion on “<i>It’s got nothing to do with my face and what I look like</i>” and “<i>Handsome is what handsome does</i>” <p>Group activity for all range of learners in a group of six comprising:</p> <ul style="list-style-type: none"> • (C2-C1)- 2 students • (B2-B1)- 2 students • (A2-A1)- 2 students | <ul style="list-style-type: none"> • Assignment on ‘On the Face of It’ • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed. • It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life. | <ul style="list-style-type: none"> • The learners would be able to fight out their loneliness, depression and disappointment • They would accept the physically challenged people positively in their life and expand their social interaction. • They would be able to build up optimism and self-confidence. • The students would be able to grasp the theme and meaning of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • Students will be able to write expository/ argumentative essays, developing a topic. |

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| <i>August/ No. of Periods: 04</i> | <i>Writing Skills: Poster Making</i> | <ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • BBC Worksheets • Visual presentation | <ul style="list-style-type: none"> • Project i). Poster Making on following topics for <i>Drug Abuse, Tree Plantation, Organ Donation</i>, etc. for all range of learners. | <ul style="list-style-type: none"> • Assignment on 'Poster Making' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> • The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper and Learners will brainstorm the purpose of posters. • (Student- Teacher Interaction) • Some responses may include: To get people's attention to get people to do something to give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage. | <ul style="list-style-type: none"> • Comprehend an effective Poster making as a tool of Visual Communication. • Focus on the message to be delivered. • Keep the sequence well ordered. • Use graphs and images effectively. • Plan and organize a poster presentation. • Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention. |
| <i>August/ No. of Periods: 03</i> | <i>A Roadside Stand (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • Project i). Group activity to develop appreciation of poetic devices and rhyme in students for all | <ul style="list-style-type: none"> • Assignment on The Interview • Discussion of Scoring Points/Marking Scheme/Sample Questions | <ul style="list-style-type: none"> • Explanation and discussion • Appreciating the idea conveyed through the poem and discussion about | <ul style="list-style-type: none"> • The students would be able to grasp the message of the poem. • Their vocabulary would be strengthened. |

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| | | <ul style="list-style-type: none"> • https://youtu.be/AluXpbCzyrs (AV rendition of the poem with explanation) | <p>range of learners. Group Discussion on the topic '<i>The economic well being of a country depends on a balanced development of villages and the cities</i>'</p> <p>Group activity for all range of learners in a group of six comprising of: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</p> | <ul style="list-style-type: none"> • A Class Test at the end • Quiz | the background of this poem with other works of the poet. | <ul style="list-style-type: none"> • Their analyzing skills would be enhanced. • Students will be able to understand the author's purpose and tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. Students will be able to write expository/ argumentative essays, developing a topic. |
| <i>August/ No. of Periods: 06</i> | <i>The Interview (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • Project i). Group and pair activities: - <i>Interview a person whom you admire either in school or your neighbourhood and record it in writing</i> <p>Group activity for all range of learners in a group of six comprising of: (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</p> | <ul style="list-style-type: none"> • Assignment on The Interview • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with an interaction on how to conduct an interview. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed. • It would follow by Developing the format of text in sequence or discourse /spoken | <ul style="list-style-type: none"> • The students should be able to gauge the theme of the chapter. • Their vocabulary would be strengthened. • Their analyzing skills would be enhanced. • They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text). • They would be able to identify the central/main point |

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| | | | | | with reference to the global, cultural, public domains of social life. | and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |
| <i>August / No. of Periods: 04</i> | WRITING SKILLS: Advertisement (commercial/ classified) | <ul style="list-style-type: none"> • PPT • Smart board • Extra marks module (Software) • BBC Worksheets • Visual presentation • Newspaper search | <ul style="list-style-type: none"> • Project i). Match the types of classified advertisement with the given description https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZRO4cNxzSuy1Es6Vi_ZzAyQ9UQkc5SVJINlXNFI0WetDM0k3NUU3SVNOTS4u ii). Students will be given the task of Creating classified/display advertisement in pairs for various articles like soft drink, To-Let, Vehicle for Sale, etc. | <ul style="list-style-type: none"> • Assignment on Advertisement • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end | <ul style="list-style-type: none"> • The format, rules, technique would be discussed with examples. • The usage of language would be taught, and students would be assigned written tasks • A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction) • The concept, format, style and purpose would be explained with examples. | <ul style="list-style-type: none"> • Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character. • They will use this knowledge to analyze advertising in a variety of sources: print, television, and Web-based advertising. • Students will also explore the concepts of demographics and marketing for a specific audience. • Convert one kind of sentence/clause into a different kind of structure as well as other items to |

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| | | | Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1 | | | exemplify stylistic variations |
| <i>September</i> <i>/No. of</i> <i>Periods:</i> <i>06</i> | <i>Evans Tries An O' Level (Vistas)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter | <ul style="list-style-type: none"> • Project i). Group Discussion on '<i>Should criminals in prison be given the opportunity of learning and education?</i>' ii). Role Play of the story For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 student | <ul style="list-style-type: none"> • Assignment on 'Evans Tries an O Level' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would start with student teacher interaction on <i>Would Education in the jails help in refining prisoners.</i> • The title of the lesson would be open for class interpretation. The background of the author would be given. • The lesson would be read aloud and discussed. Difficult words would be listed out and discussed critical analysis of the story and justify the title 'Evans Tries an O-Level will be carried out. | <ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal. • They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity. • They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text). • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to |

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| | | | | | | promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |
| <i>September</i> / No. of Periods: 03 | <i>Aunt Jennifer's Tigers (Flamingo)</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter • https://youtu.be/p38IBddIik (AV Rendition with explanation) • https://youtu.be/0Nj99epLFqg (Gender Conflict) | <ul style="list-style-type: none"> • Project i). Students will be divided into groups and assigned the task to deliver speech on topics like <i>Gender Disparity, Women Empowerment, Uniform Civil Code and 33% Reservation for women is just a mirage</i> <p>Individual Activity to note progress.</p> | <ul style="list-style-type: none"> • Assignment on 'Aunt Jennifer's Tiger' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. • The learners would make an interpretation of the title as it indicates the subject and theme. • The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. • Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. • The poem would be explained covering the phrases, sentences and | <ul style="list-style-type: none"> • The learners will be able to facilitate making connections between similar situations in different storylines/life experiences. • They will be able to empathize with Aunt Jennifer's problems and seek resolution. • They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change. • They would discern prevailing inequalities in various guises. • They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text). • They would be able to identify the central/main point and supporting details, etc., |

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| | | | | | discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed. | to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |
| September /No. of Periods: 08 | <i>(Going Places (Flamingo))</i> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • Project i). Group Discussion on '<i>Hero-worship is the most favourite pastime of the adolescents.</i>' <p>For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students</p> | <ul style="list-style-type: none"> • Assignment on 'Going Places' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would begin with an interaction on Fantasy and Reality. The title of the lesson would be open for class interpretation. • The background of the author would be given. • The lesson would be read aloud and discussed. Difficult words would be listed out and discussed. | <ul style="list-style-type: none"> • The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing. • They would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated. • They would be able to perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of |

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| | | | | | | <p>the text).</p> <ul style="list-style-type: none"> • They would be able to identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English. • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |
| <p><i>September</i> /No. of Periods: 08/</p> | <p><i>Memories of Childhood (Flamingo)</i></p> | <ul style="list-style-type: none"> • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) | <ul style="list-style-type: none"> • Project i). Students will be assigned the task of Creating Posters for Cultural equality. <p>Individual activity to note progress.</p> | <ul style="list-style-type: none"> • Assignment on: Memories of Childhood • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz | <ul style="list-style-type: none"> • The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation. • The background of the author would be given. The lesson would be read aloud and discussed. • Difficult words would be listed out and discussed. | <ul style="list-style-type: none"> • The learners would be able to sensitize themselves to the issues of estranged cultural ties. • They will be able to make connections between similar situations in different storylines/life experiences. • They will be able to initiate the role of an ambassador in the world ridden with racial and class differences. • They will be able to identify the central/main point and supporting details, etc., to build communicative |

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| | | | | | | <p>competence in various lexicons of English.</p> <ul style="list-style-type: none"> • They would be able to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities |
| <i>September</i> | Revisions, Exams and assessment | - | - | - | - | - |
| <i>October/ No. of Periods: 06/</i> | Writing Skills: Speech, Debate | <ul style="list-style-type: none"> • Extramarks module (Software) • Audio-Visual Class on great speeches • Sample Oxford Debates to be shown https://youtu.be/f7CW7S0zxv4 • https://youtu.be/Lq0iu a0r0KQ • BBC Worksheets | <ul style="list-style-type: none"> • Project i). Student will be given the task of organizing Intra Class Debate. <p>Group and pair activities like Declamation and Debates etc.</p> | <ul style="list-style-type: none"> • Assignment on: Speech, Debate • Discussion of Scoring Points/Marking Scheme/Sample Questions. • A Class Test at the end | <ul style="list-style-type: none"> • Session will focus on three vital parts of speech/ debate: <ul style="list-style-type: none"> i) Introduction ii) The Body iii) The Conclusion | <ul style="list-style-type: none"> • The learners will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures. • Differentiate between claims and realities, facts and opinions, form business opinions based on latest trends available • Comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text • Specifically develop the ability to be original and creative in |

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| | | | | | | interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text |
| <i>November/ December</i> | Revisions, Exams and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Chemistry

Class: XII

Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| March 12 | <p>Unit II Topic- Solution Sub-topics</p> <ul style="list-style-type: none"> Describe the formation of different types of solutions. Method to express concentration of solutions in different units. State and explain Henry's law and Raoult's law. Distinguish between ideal and non-ideal solutions. Deviation of non-ideal solutions from Raoult's law. Describe colligative properties of solutions and correlate these with molar masses of the solutes. | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | <p>Diagram:</p> <ul style="list-style-type: none"> Fig 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (NCERT part 1) <p>Interdisciplinary Linkage: Math's, Biology</p> <p>Art Integration: Drawing graphs on Raoult's law, deviation from Raoult's law, graphs of different Colligative properties</p> <p>Practical's:</p> <ul style="list-style-type: none"> In volumetric analysis they understood the concept well by making solutions of Mohr's salt, Potassium permanganate and oxalic acid of different concentrations. Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of | <ul style="list-style-type: none"> Notes of the chapter Numerical of the topics. <p>Method of expressing concentration, Henry Law, Raoult's Law, Colligative properties and Van't Hoff factor.</p> <ul style="list-style-type: none"> Written and oral Test. | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with an interaction on XI Class Chemistry topics like mole concept, saturated, unsaturated solution, concentration, strength, molarity and normality. (Student Teacher Interaction). The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming and discussion of scoring point and marking scheme. The teacher will equip the knowledge of students by providing them fundamentals to solve numericals and provide them chance of experiential learning by doing | <p>After going through this unit students will be able to Understand the:</p> <ul style="list-style-type: none"> Concept of types of Solution. Methods to express concentration of solution in different units. Henry's law, Raoult's law and their application. Ideal and non-ideal solutions with their graphical representation. Colligative properties of solutions and determination of molar masses of the solutes. Understanding of abnormal molecular mass and colligative property. Van't Hoff factor relation with degree of association and dissociation. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> Abnormal colligative properties exhibited by some solutes in solutions and Van't Hoff factor. | | Oxalic acid and Ferrous Ammonium Sulphate. | | <p>experiments of making solution of different concentration in lab.</p> <p>Videos-To get the better insight of the concept following videos were shown to students. Raoult's Law, Ideal and non-ideal solution and abnormal molecular mass.</p> | |
| March 12 | <p>UNIT-III Topic- Electrochemistry Sub- topics-</p> <ul style="list-style-type: none"> Electrochemical cell and differentiate between electrolytic and galvanic cell. Nernst equation for calculating the emf of galvanic cell and standard potential of cell. Resistivity, conductivity and molar conductivity of ionic solutions. Differentiate between ionic and electronic conductivity. Method for | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | <p>Interdisciplinary Linkage: Math's, Physics</p> <p>Diagrams: Fig 3.1, 3.2, 3.3, 3.5, 3.6,3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13 (NCERT part 1)</p> <p>Art Integration: Drawing graphs on variation of conductivity and molar conductivity with concentration for weak electrolyte and strong electrolyte.</p> <p>Project: Study of the effect of metal coupling on the rusting of iron.</p> | <ul style="list-style-type: none"> Notes of the chapter Numerical of the topics. Conductance and electrolytic conductance' Kohlrausch's law, Faradays law of electrolysis and Nernst equation. Written and oral Test. | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with pre knowledge testing of class 11th on the topic's oxidation, reduction, oxidising agent, reducing agent, electrode potential, hydrogen electrode and electrochemical series. The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming and discussion of scoring point and marking scheme. The teacher will equip the knowledge of students by | <p>After going through this unit students will be able to Understand the concept of-</p> <ul style="list-style-type: none"> Electrochemical cell, electrode potential, Standard Hydrogen electrode, electrochemical series, and its application. Electrolysis of various compounds in molten and aqueous solution. Faradays law of electrolysis and its numerical. Difference between electrolytic and Galvanic cell. Nernst equation and its numerical. Concept of conductance, resistance, |

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| | measurement of conductivity of electrolytic solutions and calculations of their molar conductivity. <ul style="list-style-type: none"> • Kohlrausch's law and its applications. • Construction of some primary and secondary batteries and fuel cells. • Corrosion as an electrochemical process. | | | | providing them fundamentals to solve numericals and provide them chance of experiential learning by doing experiments of project rusting of iron and factors affecting rusting of iron in lab. <i>Videos</i> -To get the better insight of the concept following videos were shown to students. Variation of molar conductance with concentration, fuel cells, types of batteries, corrosion. | conductivity and resistivity. Molar conductance and equivalent conductance and their numerical. <ul style="list-style-type: none"> • Kohlrausch's law and its application. • Construction of some primary and secondary batteries and fuel cells. • Corrosion and its mechanism by forming electrochemical cell. Method to prevent corrosion. |
| April 10 | UNIT- IV Topic- Chemical Kinetics Sub- topics- <ul style="list-style-type: none"> • Difference between ionic and electronic conductivity. • Difference between molecularity and order of a reaction. • Rate constant. • Dependence of rate of a reaction on concentration, | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • e- book | <i>Interdisciplinary Linkage:</i> Math's <i>Diagrams:</i> Fig4.1,4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 (NCERT part 1) <i>Art Integration:</i> Drawing graphs on instantaneous and average rate of a reaction. Activation energy graph for exothermic and endothermic reactions, catalyst and temperature effect on rate of reaction. | <ul style="list-style-type: none"> • Notes of the chapter • Numerical of the topics. Rate equation, Integrated rate equation, Arrhenius equation. • Written and oral Test. • MCQ | <i>Developing knowledge of concept by:</i> <ul style="list-style-type: none"> • The session would begin with pre knowledge testing of class 11th on the topic's Law of mass action and rate of reaction. • The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point, marking | After going through this unit students will be able to understand the concept of- <ul style="list-style-type: none"> • Rate of a reaction (Average and instantaneous). • Factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction. • Rate law and specific rate constant. |

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| | temperature and catalyst. <ul style="list-style-type: none"> Integrated rate equations for zero and first order reactions. Determine the rate constants for zero and first order reactions. <ul style="list-style-type: none"> Collision theory. Activation energy Arrhenius equation | | Project: To compare the rates of fermentation of the following fruit or vegetable juices i) Apple juice (ii) Orange juice (iii) Carrot juice. | | scheme and by Providing fundamentals to solve numerical. Videos- To get the better insight of the concept following videos were shown to students. Collision theory, activation energy and Arrhenius equation. | <ul style="list-style-type: none"> Integrated rate equations and half-life (only for zero and first order reactions). Concept of collision theory (elementary idea, no mathematical treatment). Activation energy Arrhenius equation. |
| April 9 | UNIT- V Topic- Surface Chemistry Sub- topics- <ul style="list-style-type: none"> Interfacial phenomenon and its significance. Adsorption and classify it into physical and chemical adsorption. Mechanism of adsorption. Factors controlling adsorption from gases and solutions on solids. Adsorption results based on Freundlich | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Internet Chemistry notes e-book | Interdisciplinary Linkage: Physics, Math's. Diagrams: Fig 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15.(NCERT part -1) Art Integration: Drawing graph on Adsorption isotherm and Freundlich Adsorption isotherm. Practical: Preparation of one lyophilic and one lyophobic sol Lyophilic sol -starch, egg albumin and gum Lyophobic sol -aluminum hydroxide, ferric hydroxide, arsenous sulphide. | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing based on class 9th topics i.e. colloidal solution, true solution and suspension. The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the problem and provide them chance of experiential learning by doing experiments of making lyophilic and lyophobic colloidal sol in lab. | Students will be able to understand the concept of- <ul style="list-style-type: none"> Adsorption - physisorption and chemisorption. Factors affecting adsorption of gases on solids. Catalysis, homogenous and heterogenous. Activity and selectivity; enzyme catalysis. colloidal state, distinction between true solutions, colloids and suspension; lyophilic, lyophobic multi-molecular and macro-molecular |

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| | adsorption isotherms. <ul style="list-style-type: none"> • Role of catalysts in industry. • Enumerate the nature of colloidal state. • Preparation, properties and purification of colloids. • Emulsions classification, preparation and properties. • Describe Phenomenon of gel formation. • Uses of colloids | | | | <ul style="list-style-type: none"> • The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts. • Videos- To get the insight of the concept following videos were shown to students. • Electrophoresis, types of colloidal solution and emulsion. | colloids. <ul style="list-style-type: none"> • Properties of colloids; Tyndall effect, Brownian movement, electrophoresis, coagulation. • Emulsion -types of emulsions. |
| April/May 16 | UNIT- VII Topic- p-Block elements. <ul style="list-style-type: none"> • Sub- topics- General trends in the chemistry of elements of groups 15, 16, 17 and 18. • Preparation and properties of ammonia and nitric acid, oxides | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Internet • Chemistry notes | Diagrams: Fig 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 (NCERT part 1) Art Integration: Drawing structures of oxoacids, interhalogen compounds and compounds of noble gases. | <ul style="list-style-type: none"> • Notes of the chapter • Written and oral Test. • MCQ • Weekly assignment • Random oral testing daily • | Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an interaction on p-block elements (Group 13 and 14) and importance of these elements in our life. (Student Teacher Interaction) • The facilitator would develop the concepts | Students will be able to understand the concept of- Group 15 Elements: <ul style="list-style-type: none"> • Preparation and properties of ammonia and nitric acid, oxides of nitrogen. • Allotropic forms of phosphorous. Preparation and properties and use of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>of nitrogen.</p> <ul style="list-style-type: none"> Allotropic forms of phosphorous. Preparation and properties and use of phosphine, halides and oxoacids. Describe the preparation, properties and uses of dioxygen and ozone and chemistry of some simple oxides. Allotropic forms of Sulphur, chemistry of its important compounds and the structures of its oxoacids. Describe the preparation, properties and uses of chlorine and hydrochloric acid. Chemistry of interhalogens and structures of oxoacids of halogens. Enumerate the uses of noble gases. Appreciate the importance of | <ul style="list-style-type: none"> e-book | | | <p>of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> Oxides of nitrogen family, oxoacids of halogen and compounds of xenon. | <p>phosphine, halides and oxoacids.</p> <ul style="list-style-type: none"> Group 16 Elements: General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties. Dioxygen: Preparation, Properties and uses, classification of Oxides, Ozone. Sulphur -allotropic forms; compounds of Sulphur: Preparation Properties and uses of Sulphur-dioxide. Sulphuric Acid: industrial process of manufacture, properties and uses; Oxoacids of Sulphur (Structures only). Group 17 Elements: General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties; compounds of |

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| | these elements and their compound in our day to day life. | | | | | <p>halogens.</p> <ul style="list-style-type: none"> Preparation, properties and uses of Chlorine and Hydrochloric Acid. Interhalogen compounds, Oxoacids of halogens (structures only). <p>Group 18 Elements: General introduction, electronic configuration, occurrence, trends in physical and chemical properties, uses.</p> |
| May 10 | <p>UNIT- I Topic- Solid State Sub- topics-</p> <ul style="list-style-type: none"> General characteristics of solid state. <ul style="list-style-type: none"> Distinguish between amorphous and crystalline solids. Classify crystalline solids based on the nature of binding forces. Define crystal lattice and unit cell. Explain close packing of particles. Describe different types of voids and close packed structures. | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | <p>Diagrams: Fig- 1.1.1.2.1.5,1.8,1.9,1.10, 1.11.1.12,1.13,1.14,1.15 ,1.16,1.17,1.18,1.19,1.20,1.21,1.22,1.24,1.25,1.26,1.27,1.28,1.29,1.30,1.31,1.32</p> <p>Art integration: Drawing the diagrams of different types of unit cells and its types, packing in all three dimensions, defects in crystals</p> | <ul style="list-style-type: none"> Notes of the chapter Numerical of the topics. Radius ratio, Relationship between radius and edge for different unit cell and density of the unit cell. MCQ Weekly assignment Weekly testing Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with an interaction on solids and classification of solids (Student Teacher Interaction) The facilitator would develop the chain of events with textbook sequence by lecture method, flip method, brainstorming, discussion of Scoring Point, marking scheme and by Providing fundamentals to solve numerical. In the end of chapter | <p>After studying this Unit, students will be able to explain</p> <ul style="list-style-type: none"> General characteristics of solid state. <ul style="list-style-type: none"> Amorphous and crystalline solids. Classify crystalline solids based on the nature of binding forces. Crystal lattice and unit cell. Close packing of particles. Different types of voids and close packed structures. Packing efficiency of different types of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> Calculate the packing efficiency of different types of cubic unit cells. Correlate the density of a substance with its unit cell properties. Describe the imperfections in solids and their effect on properties; | | | | recapitulation of chapter with the help of flow charts. Videos -To get the better insight of the concept following videos were shown to students. <ul style="list-style-type: none"> Close packing in solids Defects in solids | cubic unit cells. <ul style="list-style-type: none"> Correlate the density of a substance with its unit cell properties. Imperfections in solids and their effect on properties. n and p type semiconductors |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July 12 | UNIT- X Topic- Haloalkanes and Haloarenes Sub- topics- <ul style="list-style-type: none"> Name of haloalkanes and haloarenes according to the IUPAC system of nomenclature from their given structures. Describe the reactions involved in the preparation of haloalkanes and haloarenes and understand various reactions that they undergo. Correlate the structures of | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | Diagrams: Fig 10.2, 10.3, 10.4, 10.5(NCERT part 2) Art Integration: Drawing structures to show retention, inversion and racemic mixtures. Project on the use of Chloro fluoro carbons and its harmful effects | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The session would begin with an interaction on organic chemistry basics and then about halo alkanes and halo arenes and importance of these compounds in our life. (Student Teacher Interaction) The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals of optical isomerism. | After going through this unit students will be able to Understand the concept of- <ul style="list-style-type: none"> Haloalkanes and haloarenes introduction. Classification of haloalkanes and haloarenes Method of preparations of haloalkanes and haloarenes. Physical properties of haloalkanes and haloarenes. Chemical properties of haloalkanes and haloarenes. Concept of nucleophilic substitution reaction |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | haloalkanes and haloarenes with various types of reactions. <ul style="list-style-type: none"> • Use stereochemistry as a tool for understanding the reaction mechanism. • Appreciate the applications of organo-metallic compounds. • Highlight the environmental effects of polyhalogen compounds. | | | | <ul style="list-style-type: none"> • In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: retention, inversion, and racemic mixtures.</p> | <ul style="list-style-type: none"> • of first order and second order. • Stereochemical aspects of S_N1 and S_N2 reaction. Polyhalogen compound and their effect on environment. |
| July 12 | UNIT- XI Topic- Alcohol, Phenol and Ether Sub- topics- <ul style="list-style-type: none"> • Name alcohols, phenols and ethers according to the IUPAC system of nomenclature. • Discuss the reactions involved in the preparation of alcohols from (i) alkenes (ii) aldehydes, ketones and carboxylic acids. • Discuss the | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • e-book | <p>Art Integration: Drawing different resonating structures to explain the structure of phenol and aryl ether.</p> | <ul style="list-style-type: none"> • Notes of the chapter • Written and oral Test. • MCQ • Weekly assignment • Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> • The session would begin with an interaction on compounds alcohol, phenol, ether and importance of these compounds in our life. (Student Teacher Interaction) • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, | Students will be able to understand the concept of- <ul style="list-style-type: none"> • Alcohols: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to |

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| | <p>reactions involved in the preparation of phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv) cumene.</p> <ul style="list-style-type: none"> Discuss the reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides /aryl oxides Correlate physical properties of alcohols, phenols and ethers with their structures. Discuss chemical reactions of the three classes of compounds based on their functional groups. | | | | <p>discussion of Scoring Point and providing fundamentals during mechanism of organic reactions.</p> <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of acidic hydration of alkene to form alcohol, dehydration of alcohol to alkene and ether.</p> | <p>methanol and ethanol.</p> <ul style="list-style-type: none"> Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols. Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses. |
| July 8 | <p>UNIT- XV Topic- Polymer Sub- topics-</p> <ul style="list-style-type: none"> Explain the terms - monomer, polymer and polymerisation and appreciate their importance. Distinguish | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts | <p>Art Integration: Drawing structures of different monomers which form polymers</p> <p>Practical applications of all the topics in daily life.</p> | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The session would begin with an interaction on polymer and importance of these compounds in our daily life. (Student Teacher Interaction) | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Polymer, Copolymerization, Addition polymerisation. Classification of polymers and some important polymers: |

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| | <p>between various classes of polymers and different types of polymerisation processes.</p> <ul style="list-style-type: none"> • Appreciate the formation of polymers from mono- and bi-functional monomer molecules. • Describe the preparation of some important synthetic polymers and their properties. • Appreciate the importance of polymer in daily life. | <ul style="list-style-type: none"> • Concept Maps • Chemistry notes charts. • e-book | | | <ul style="list-style-type: none"> • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students:</p> <p>Classification of polymers, free radical Mechanism of ethene to form polythene, vulcanisation of rubber</p> | <p>natural and synthetic like polythene, PVC, Teflon, nylon 6, nylon66, polyesters, Bakelite.</p> <ul style="list-style-type: none"> • Rubber. <p>Biodegradable and non-biodegradable polymers</p> |
| August 12 | <p>UNIT- VIII Topic- 'd' and 'f' Block Elements Sub- topics-</p> <ul style="list-style-type: none"> • Learn the positions of the d- and block elements in the periodic table. • Know the electronic configurations of | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Internet | <p>Diagrams/ Graphs: Fig 8.1, 8.2, 8.3, 8.4, 8.6, 8.7(NCERT part 1) Art Integration: Drawing structure of chromate ion, dichromate ion, manganate ion, permanganate ion, graph on different properties like atomic radii, melting points etc.</p> | <ul style="list-style-type: none"> • Notes of the chapter • Written and oral Test. • MCQ • Weekly assignment • Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> • The session would begin with an interaction on transition elements and their position in the periodic table. (Student Teacher Interaction) • The facilitator would develop the concepts | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> • General introduction, electronic configuration, occurrence and characteristics of transition metals. • General trends in properties of the |

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| | <p>the transition (d-block) and the inner transition (f-block) elements.</p> <ul style="list-style-type: none"> • Appreciate the relative stability of various oxidation states in terms of electrode potential values. • Describe the preparation, properties, structures and uses of some important compounds such as $K_2Cr_2O_7$ and $KMnO_4$. • Understand the general characteristics of the d- and f-block elements and the general horizontal and group trends in them. • Describe the properties of the f-block elements and give a comparative account of the lanthanoids and actinoids with respect to their electronic configurations, | <ul style="list-style-type: none"> • Chemistry notes • e-book | | | <p>of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals of inorganic chemistry.</p> <ul style="list-style-type: none"> • In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> • Preparation, properties and structure of potassium permanganate and potassium dichromate. | <p>first-row transition metals -metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation.</p> <ul style="list-style-type: none"> • Preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$. • Lanthanoids - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences. • Actinoids -Electronic configuration, oxidation states and comparison with lanthanoids. |

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| | oxidation states and chemical behaviour. | | | | | |
| August 06 | UNIT- XVI Topic- Chemistry in everyday life. Sub- topics- <ul style="list-style-type: none"> • Importance of Chemistry in daily life. • 'Chemotherapy'. • Classification of drugs. • Explain drug- target interaction of enzymes and receptors. • Types of drugs function in the body. • Artificial sweetening agents and food preservatives. • Chemistry of cleansing agents. | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • Charts. • e-book | Art Integration: Drawing lock and key mechanism of enzyme and substrate, cleansing action of soap. Project- To analyses the given samples of commercial antacids by determining the amount of hydrochloric acid they can neutralize. | <ul style="list-style-type: none"> • Notes of the chapter • Written and oral Test. • MCQ • Weekly assignment • Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an interaction on organic compound importance in our day to day life. (Student Teacher Interaction) • The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts. Videos – To get better understanding of concepts following videos were shown to the students: Classification of drugs. Enzyme interaction. | Students will be able to understand the concept of- <ul style="list-style-type: none"> • Classification of drugs, enzymes drug interaction. • Chemicals in medicines - analgesics, tranquilizers antiseptics, disinfectants, antimicrobials, antifertility drugs, antibiotics, antacids, antihistamines. • Chemicals in food - preservatives, artificial sweetening agents, elementary idea of antioxidants. • Cleansing agents- soaps and detergents, cleansing action. |
| August 12 | UNIT- IX Topic- Coordination Compound. <ul style="list-style-type: none"> • Sub- topics- | <ul style="list-style-type: none"> • Blackboard • Chalk • Duster • Textbook | Diagrams: Fig 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.13, 9.14(NCERT part 1) | <ul style="list-style-type: none"> • Notes of the chapter • Written and oral Test. | Developing knowledge of concept by: <ul style="list-style-type: none"> • The session would begin with an | Students will be able to understand the concept of- <ul style="list-style-type: none"> • Coordination |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>Appreciate the postulates of Werner's theory of coordination compounds.</p> <ul style="list-style-type: none"> Know the meaning of the terms: Coordination entity, central atom/ion, ligand, coordination number, coordination sphere, coordination polyhedron, oxidation number, homoleptic and heteroleptic. Learn the rules of nomenclature of coordination compounds. Write the formulas and names of mononuclear coordination compounds. Define different types of isomerism in coordination compounds. Understand the nature of bonding in coordination compounds in terms of the Valence Bond and | <ul style="list-style-type: none"> Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes Charts. e-book | <p>Art Integration: Drawing structures of metal carbonyls, d orbital's splits in octahedral and tetrahedral crystal field. Practical: Preparation of inorganic compounds. Preparation of double salt of Ferrous Ammonium Sulphate and Potash Alum.</p> <p>Project: A detailed project on collecting the information about the importance of coordination compounds in daily life.</p> | <ul style="list-style-type: none"> MCQ Weekly assignment Random oral testing daily | <p>interaction on coordination compounds definition and their difference with double salt (Student Teacher Interaction).</p> <ul style="list-style-type: none"> The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students: Werner Theory, Crystal Field Theory.</p> | <p>compounds and double salts- Introduction, ligands, coordination number, colour, magnetic properties and shapes.</p> <ul style="list-style-type: none"> IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT. Structure and stereoisomerism. Importance of coordination compounds (in qualitative inclusion, extraction of metals and biological system). |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | Crystal Field theories. <ul style="list-style-type: none"> Learn the stability of coordination compounds. Importance and applications of coordination compounds in our day to day life | | | | | |
| September 10 | UNIT- XIII Topic- Amines <ul style="list-style-type: none"> Sub- topics- Describe amines as derivatives of ammonia having a pyramidal structure. Classify amines as primary, secondary and tertiary. Name amines by common names and IUPAC system. Describe some of the important methods of preparation of amines. Explain the properties of amines. Distinguish between primary, | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes Charts. e-book | Art Integration: Drawing structure of amines, resonating structures of amines to explain the basic character of amines and resonating structure of diazonium salt to explain its stability. | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the functional group of amines and types of amines based on class 11th topic IUPAC names of organic compounds. The teacher will keep on throwing statements related to reasons for basic strength of amines and ways to find solutions of the Problems related to topic. The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, | Students will be able to understand the concept of- <ul style="list-style-type: none"> Amines: Nomenclature and classification. Structure. Methods of preparations Physical and chemical properties. Uses. Identification of primary, secondary and tertiary amines. Cyanides and Isocyanides -will be mentioned at relevant places in text. Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | secondary and tertiary amines. <ul style="list-style-type: none"> Describe the method of preparation of diazonium salts and their importance in the synthesis of a series of aromatic compounds including azo dyes | | | | brainstorming, discussion of scoring point and marking scheme. <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. | |
| September 08 | UNIT- VI Topic- General Principles and Processes of Isolation of Elements. <ul style="list-style-type: none"> Sub- topics- Minerals, ores, concentration, benefaction, calcinations, roasting, refining, etc. Principles of oxidation and reduction as applied to the extraction procedures. Thermodynamic concepts like that of Gibbs energy and entropy to the principles of extraction of Al, Cu, Zn and Fe. Explain why | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes e-book | Interdisciplinary Linkage: Inorganic science. Diagrams: Fig 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, (NCERT part 1) Practical: Chromatography: Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values. Separation of constituents present in an inorganic mixture containing two cations only (constituents having large difference in R_f values to be provided). | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | Developing knowledge of concept by: <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the topic's mineral, ore, gangue, concentration of ore, calcination and roasting based on class 10th topic extraction of metal from its ore. The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point/markings scheme and provide them chance of experiential learning by doing experiments of paper | Students will be able to understand the concept of- <ul style="list-style-type: none"> Principles and methods of extraction. Concentration, oxidation, reduction. Electrolytic method and refining. Occurrence and principles of extraction of aluminum, copper, zinc and iron. |

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| | reduction of certain oxides like Cu_2O is much easier than that of Fe_2O_3 . <ul style="list-style-type: none"> Explain why CO is a favourable reducing agent at certain temperatures while coke is better in some other cases. Explain Why specific reducing agent is used for reduction purpose. | | | | chromatography in lab. <ul style="list-style-type: none"> In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students:</p> <ul style="list-style-type: none"> Extraction of Aluminum and Iron. Ellingham diagram Blast furnace | |
| September | Revision, Exam and Assessment | - | - | - | - | - |
| October 10 | UNIT- XII Topic- Aldehydes, Ketone and Carboxylic acids. <ul style="list-style-type: none"> Sub- topics- IUPAC names of aldehydes, ketones and carboxylic acids. Structures of the compounds containing functional groups namely carbonyl and carboxyl groups. Important methods of | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps Chemistry notes Charts. e-book | <p>Art Integration: Resonating structure of carboxylic acid, mechanism of different reactions by showing arrows for transfer of electrons.</p> <p>Practical: Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups</p> | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the functional group of aldehyde, ketone and carboxylic acids based on class 11th topic IUPAC names of organic compounds. The teacher will keep on throwing statements related to reasons for reactivity of aldehyde and ketone towards | Students will be able to understand the concept of- <ul style="list-style-type: none"> Aldehydes and Ketones: Nomenclature, nature of carbonyl group. Methods of preparation. Physical and chemical properties. Mechanism of nucleophilic addition. Reactivity of alpha hydrogen in aldehydes, uses. |

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| | <p>preparation and reactions of these classes of compounds.</p> <ul style="list-style-type: none"> Physical properties and chemical reactions of aldehydes, ketones and carboxylic acids, with their structures. Mechanism of a few selected reactions of aldehydes and ketones. Various factors affecting the acidity of carboxylic acids and their reactions. Uses of aldehydes, ketones and carboxylic acids. | | | | <p>nucleophilic addition reaction.</p> <ul style="list-style-type: none"> The facilitator would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. In the end of chapter recapitulation of chapter with the help of flow charts. <p><i>Videos</i> – To get better understanding of concepts following videos were shown to the students: Mechanism on topics of esterification reaction and acidic dehydration of alcohol to form ether.</p> | <ul style="list-style-type: none"> Carboxylic Acids: Nomenclature. Acidic nature. Methods of preparation. Physical and chemical properties. Uses. |
| October 10 | <p>UNIT- XIV Topic- Biomolecules Sub- topics-</p> <ul style="list-style-type: none"> Explain the characteristics of biomolecules like carbohydrates, proteins and nucleic acids and hormones. Classify | <ul style="list-style-type: none"> Blackboard Chalk Duster Textbook Video PPT Modules on Extra marks Flow charts Concept Maps | <p>Interdisciplinary Linkage: Biology Art Integration: Drawing structures of carbohydrate, proteins and nucleic acids. Practical: Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in</p> | <ul style="list-style-type: none"> Notes of the chapter Written and oral Test. MCQ Weekly assignment Random oral testing daily | <p>Developing knowledge of concept by:</p> <ul style="list-style-type: none"> The teacher will do pre knowledge testing on the topic's carbohydrates, amino acids and proteins on class 10th topic life processes. The facilitator would develop the concepts | <p>Students will be able to understand the concept of-</p> <ul style="list-style-type: none"> Carbohydrates - Classification (aldoses and ketoses), monosaccharide's (glucose and fructose), D-L configuration |

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| | carbohydrates, proteins, nucleic acids and vitamins based on their structures. <ul style="list-style-type: none"> • Explain the difference between DNA and RNA. • Describe the role of biomolecules in biosystem. | <ul style="list-style-type: none"> • Chemistry notes • Charts. • e-book | given food stuffs. PROJECT SUBMISSION | | of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and marking scheme. <ul style="list-style-type: none"> • In the end of chapter recapitulation of chapter with the help of flow charts. <p>Videos – To get better understanding of concepts following videos were shown to the students: Structure of carbohydrate, proteins and nucleic acids.</p> | oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates. <ul style="list-style-type: none"> • Proteins - Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins -primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes. • Hormones - Elementary idea excluding structure. • Vitamins - Classification and functions. • Nucleic Acids: DNA and RNA. |
| December | Pre-Board Examination | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: PHYSICS (042)
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| Feb/ Mar (10) | <p><u>TOPIC:</u> Electric Field and charges</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Electric Charges • Conservation of charge, • Coulomb's law-force between two-point charges, • Forces between multiple charges. • Superposition principle • Continuous charge distribution • Electric field, electric field due to a point charge • Electric field lines • Electric dipole • Electric field due to a dipole • Torque on a dipole in | <ul style="list-style-type: none"> • Actual objects • Models • Pictures • Chalk • Board • PPT • NCERT e - book • <i>Extra marks</i> modules. <p>Video:</p> <ul style="list-style-type: none"> • Animation on torque acting on a dipole. | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagrams of electric field at axial and equatorial point and applications of Gauss law Vector form of Coulombs law • Electric field lines for different charge distributions • Electric field and torque due to a dipole • Applications of Gauss law. <p>Graph</p> <ul style="list-style-type: none"> • Variation of Electric field with distance. <p><u>Practical/Activities: -</u></p> <ul style="list-style-type: none"> • How charges are induced Induction using electroscope. Induction of charges on rubbing and positive and negative charges. <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Experiences with Frictional electricity | <ul style="list-style-type: none"> • Assignment to be given on Electric field and charges • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of static electricity. • <u>Lecture and discussion method</u> Meaning of charges and field will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to • Understand the concept of Electric Charges • Conservation of charge • Know Coulomb's law-force |

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| | uniform electric field. <ul style="list-style-type: none"> • Electric flux • Statement of Gauss's theorem • Its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet • Uniformly charged thin spherical shell (field inside and outside). | | <ul style="list-style-type: none"> • Comparison of this in different weather | | Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | between two-point charges and Superposition principle <ul style="list-style-type: none"> • Know different Continuous charge distribution. • be able to visualize Electric field • Calculate Electric field due to a point charge • Comprehend Electric field lines and understand their importance. • Know what an electric dipole is (with examples) • Calculate electric field due to a dipole • Calculate Torque on a dipole in uniform electric field. • Understand Electric flux • Statement of Gauss's theorem and its applications • Know how to interpret a graph. |
| April (16) | <u>TOPIC:</u> Electrostatics /Electrostatic Potential and Capacitance <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Electrostatic Potential and Capacitance • Electric potential, • Potential difference, • Electric potential due to | <ul style="list-style-type: none"> • Actual objects (capacitors), • Models • Pictures • Chalk • Board • PPT • NCERT e - book • <i>Extra marks</i> modules <p>Videos</p> <ul style="list-style-type: none"> • Capacitors | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> <ul style="list-style-type: none"> • Equipotential surfaces, capacitor with dielectrics and conductor. <p>Graph</p> <ul style="list-style-type: none"> • Variation of Electric Potential with distance. <p>Experiential learning</p> | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Potential. • <u>Lecture and discussion method</u> Meaning of Capacitors and | After going through this unit students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and |

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| | <p>a point charge,</p> <ul style="list-style-type: none"> • A dipole and system of charges; equipotential surfaces, • Electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. • Conductors and insulators, • Free charges and bound charges inside a conductor. • Dielectrics and electric polarization • Capacitors and capacitance • Combination of capacitors in series and in parallel • Capacitance of a parallel plate capacitor with and without dielectric medium between the plates | <ul style="list-style-type: none"> • Dielectric and its effect on capacitance | <ul style="list-style-type: none"> • Example of how stored water can be used all at once. • Demonstration Show different kinds of capacitors to students. <p><u>Practical/Activities: -</u></p> <ul style="list-style-type: none"> • Demonstration Show different kinds of capacitors to students. <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> • To find out where capacitors are used in homes and understand why they are used. | correction | <p>potential will be explained with the help of analogies.</p> <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently. • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>investigatory skills.</p> <ul style="list-style-type: none"> • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to • Understand the concept of Electric potential and potential difference • Calculate electric potential due to a point charge a dipole and system of charges • Understand the concept of equipotential surfaces and be able to draw them for different charge distributions. • Calculate the electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. • Know the difference between the behavior of conductors and insulators inside a capacitor. • Understand and solve problems based on combination of capacitors in series and in parallel • Capacitance and a parallel plate capacitor with and without dielectric medium |

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| | <ul style="list-style-type: none"> Energy stored in a capacitor. | | | | | between the plates <ul style="list-style-type: none"> Calculate energy stored in a capacitor. |
| April/May (18) | <p>TOPIC: Current Electricity</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Electric current, Flow of electric charges in a metallic conductor Drift velocity Mobility and their relationship with electric current Ohm's law Electrical resistance V-I characteristics (linear and non-linear) Electrical energy Power Electrical resistivity Conductivity Temperature dependence of resistance. Internal resistance of a | <ul style="list-style-type: none"> Actual objects (resistors) Models Pictures Chalk Board PPT NCERT e - book <i>Extra marks</i> modules Videos related to the topics. | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <p>Art Integration:</p> <p>Diagrams:</p> <ul style="list-style-type: none"> Draw diagrams of Kirchoff's rule Metre bridge Potentiometer <p>Graphs</p> <ul style="list-style-type: none"> Temperature dependence of resistivity. <p>Experiential learning</p> <ul style="list-style-type: none"> Use of electricity in day to day life. How we obtain that electricity, how it reaches our homes. <p>Skill assessment</p> <ul style="list-style-type: none"> To explore and find how electricity is transmitted to our homes. Why is it stepped up and the use of various objects(?) seen with the transmission lines? <p>Practical's: -</p> <ul style="list-style-type: none"> To find resistance of a given wire using metre bridge and hence | <ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of Current Lecture and discussion method Meaning of current and resistance will be explained with the help of analogies. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing | After studying this Unit, the students will <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to Define Electric current and explain flow of electric charges in a metallic conductor Explain drift velocity calculate mobility State and explain Ohm's law |

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| | cell <ul style="list-style-type: none"> • Potential difference and emf of a cell, • Combination of cells in series and in parallel, • Kirchoff's laws and simple applications • Wheatstone bridge • Metre bridge (qualitative ideas only) • Potentiometer - principle and its applications to measure potential difference and for comparing EMF of two cells: measurement of internal resistance of a cell (qualitative ideas only) • Carbon resistors • colour code for carbon resistor • series and parallel combinations of resistors; | | determine the resistivity (specific resistance) of its material. <ul style="list-style-type: none"> • To verify the laws of combination (series/parallel) of resistances using a metre bridge. • To compare the EMF of two given primary cells using potentiometer. • To determine the internal resistance of given primary cell using potentiometer • To verify the Ohms law | | hypothesis by: Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <ul style="list-style-type: none"> • Explain what electrical resistance is. • Draw V-I characteristics (linear and non-linear) • Define Electrical energy and power • Differentiate between electrical resistivity and conductivity • Learn Carbon resistors, colour code for carbon resistors • Understand and apply the concept of series and parallel combinations of resistors • Know about the temperature dependence of resistance Know about internal resistance of a cell, potential difference and emf of a cell • Describe combination of cells in series and in parallel • Apply Kirchoff's laws to simple applications, Wheatstone bridge, metre bridge. • Understand the working of Potentiometer -principle • Apply it to measure potential difference and for comparing EMF of two cells and measurement of internal resistance of a cell and its advantages over voltmeter. |
| May (18) | <u>TOPIC:</u> Moving Charges and Magnetism | <ul style="list-style-type: none"> • Actual objects • Models | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems) | <ul style="list-style-type: none"> • Assignment to be given | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of | After studying this Unit, the students will |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Concept of magnetic field, • Oersted's experiment. • Biot - Savart law and its application to current carrying circular loop. • Ampere's law and its applications to • Infinitely long straight wire. • Straight • toroidal solenoids (only qualitative treatment) • Force on a moving charge in uniform magnetic electric fields • Force on a current-carrying conductor in a uniform magnetic field, • Force between two parallel current-carrying conductors- • Definition of ampere • Torque experienced by | <ul style="list-style-type: none"> • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules <p>Videos</p> <ul style="list-style-type: none"> • Cyclotron • Moving coil galvanometer | <p>and application of concepts.)</p> <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Draw diagram of cyclotron, moving coil galvanometer and relevant diagrams for different derivations. <p><u>Experiential learning Demonstration</u></p> <ul style="list-style-type: none"> • Force acting on a current carrying wire when placed in a magnetic field <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • To determine resistance of a galvanometer by half-deflection method and to find its figure of merit • To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same. | <ul style="list-style-type: none"> • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <p>the concept. Questions would be asked to check previous knowledge of Magnetism and magnets.</p> <ul style="list-style-type: none"> • <u>Lecture and discussion method</u> How current produces magnetic field explained with the help of analogies and examples. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. | <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of magnetic field • Know about Oersted's experiment. • State and explain Biot - Savart law and its application to current carrying circular loop. |

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| | a current loop in uniform magnetic field <ul style="list-style-type: none"> • Moving coil galvanometer-its current sensitivity • Conversion to ammeter and voltmeter. • Cyclotron. | | | | <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <ul style="list-style-type: none"> • State and explain Ampere's law and apply it to find magnetic field due to infinitely long straight wire. • Straight and toroidal solenoids (only qualitative treatment) • Calculate force on a moving charge in uniform magnetic and electric fields Explain working of a Cyclotron. • Calculate force on a current-carrying conductor in a uniform magnetic field and force between two parallel current-carrying conductors • Define one ampere, • Find Torque experienced by a current loop in uniform magnetic field • Have knowledge of moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter. |
| June (05) | <u>TOPIC:</u> Magnetism and Matter <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Current loop as a magnetic dipole and its magnetic dipole moment • Magnetic dipole moment of a revolving electron • Bar magnet as | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules <p><u>Video</u></p> <ul style="list-style-type: none"> • Earth's | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) • Geography (longitudes latitudes, equator, poles) <u>Art Integration:</u> <ul style="list-style-type: none"> • Draw diagram of earths magnetism • Graph showing variation of B and H | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of magnets. • <u>Lecture and discussion method</u> Meaning of | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process- |

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| | an equivalent solenoid <ul style="list-style-type: none"> • Magnetic field lines • Earth's magnetic field and magnetic elements. • Magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis • Torque on a magnetic dipole (bar magnet) in a uniform magnetic field • Para-, dia- and ferro - magnetic substances, with examples. • Electromagnets and factors affecting their strengths • Permanent magnets. | magnetic field | <ul style="list-style-type: none"> • Diagrams relevant to various derivations. <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Using a magnetic needle • Make a magnetic needle using a bar magnet. <p><u>Skill assessment</u></p> <ul style="list-style-type: none"> • To make a table of values of angle of dip at a few different locations on the Earth. <p><u>Practical: -</u></p> <ul style="list-style-type: none"> • Differentiate between para, ferro and dia magnetic substances using two strong magnets. | blanks) <ul style="list-style-type: none"> • Notebook correction | agnetism will be explained with the help of examples. <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | skills and experimental, observational, manipulative, decision making and investigatory skills. <ul style="list-style-type: none"> • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to • Describe current loop as a magnetic dipole and find its magnetic dipole moment • Relate it to revolving electron to find its dipole moment • Calculate magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis • Find torque on a magnetic dipole in magnetic field • Describe bar magnet as an equivalent solenoid, represent magnetic field lines and state their properties • Describe earth's magnetic field • Differentiate magnetic |

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| | | | | | | elements. Para-, dia-and ferro - with examples. <ul style="list-style-type: none"> Describe Electromagnets and factors affecting their strengths, permanent magnets and the criteria to choose the material for these purposes. |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July (10) | <p>TOPIC: Electromagnetic Induction</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Electromagnetic induction. Faraday's laws, Induced EMF and current. Lenz's Law, Eddy currents. Self and mutual induction. | <ul style="list-style-type: none"> Actual objects Models pictures chalk board PPT NCERT e - book <i>Extra marks</i> modules Videos Eddy Currents | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <p>Art Integration:</p> <ul style="list-style-type: none"> Draw diagram for self-induction and mutual induction in solenoid. <p>Experiential learning</p> <ul style="list-style-type: none"> Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it. Application in speedometers. <p>Practical/Activity: -</p> <ul style="list-style-type: none"> Production of Eddy currents in Aluminum lid when magnet is set in oscillation above it. Passing a magnet through 3 different pipes (Cu, Al and PVC) and observing EMI. | <ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge from day to day experience. Lecture and discussion method Meaning of induction will be explained with the help of analogies/examples Simple to Complex Beginning with basic and easier concepts, more difficult/new | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. |

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| | | | | | <p>concepts will be introduced subsequently</p> <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> • Describe Electromagnetic induction State and explain Faraday's laws, explain induced EMF and current • Explain and apply Lenz's Law • Describe Eddy currents. • Explain Self and mutual induction. |
| July (12) | <p><u>TOPIC:</u> Alternating Current</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Alternating currents, • Peak and RMS value of alternating current/voltage • Reactance and impedance | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules <p>Video</p> <ul style="list-style-type: none"> • LC | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <p><i>Diagrams:</i></p> <ul style="list-style-type: none"> • Draw phasor diagram of LCR circuit • Transformer • AC generator • Phasor diagrams for R, C, L, RC, RL, LCR circuits | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of AC and DC. • <u>Lecture and discussion method</u> | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. |

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| | <ul style="list-style-type: none"> LC oscillations (qualitative treatment only) LCR series circuit Resonance power in AC circuits AC generator Transformer Power factor Wattless current. | Oscillations <ul style="list-style-type: none"> Transformers AC generator | <p>Graph</p> <ul style="list-style-type: none"> Resonant frequency, <p>Experiential Learning</p> <ul style="list-style-type: none"> Relate topic to their daily observation, Ask them whether they have seen generators, transformer and transmission of electricity If possible, show these to them Collect information on how energy is generated and distributed To open a charger and see a transformer <p>Practical:</p> <ul style="list-style-type: none"> To find the frequency of AC mains with a sonometer <p>Skill Assessment</p> <ul style="list-style-type: none"> To find out the frequency of AC mains in India and few other countries | blanks) <ul style="list-style-type: none"> Notebook correction | Meaning of Alternating current will be explained with the help of analogies and how it is used in homes. <ul style="list-style-type: none"> Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. Problem solving/ Inquiry method Providing basic knowledge to solve numerical problems. Explanation Real life examples | <ul style="list-style-type: none"> Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this Chapter, the students will be able to Explain Alternating currents Define peak and RMS value of alternating current/voltage Know what reactance and impedance is Describe LC oscillations Have knowledge of LCR series circuit Know the concept of Resonance Calculate and explain power in AC circuits Define power factor and wattless current. Describe the working of AC generator and transformer. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| July (02) | <p>TOPIC: Electromagnetic Waves</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Electromagnetic waves Their characteristics Their Transverse nature (qualitative ideas only). Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) Elementary facts about their uses. Basic idea of displacement current | <ul style="list-style-type: none"> Actual objects Models Pictures Chalk Board PPT NCERT e - book Extra marks modules <p>Video</p> <ul style="list-style-type: none"> Electromagnetic waves and characteristics, Electromagnetic spectrum. | <p>Interdisciplinary Linkage:</p> <ul style="list-style-type: none"> Mathematics (Numerical problems and application of concepts.) <p>Art Integration:</p> <ul style="list-style-type: none"> EM spectrum <p>Experiential Learning</p> <ul style="list-style-type: none"> Application of EM waves in medicine, microwaves and other common uses. <p>Skill Assessment</p> <ul style="list-style-type: none"> Suggest other possible uses | <ul style="list-style-type: none"> Assignment to be given Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of waves used in different applications. Lecture and discussion method Meaning of EM waves will be explained with the help of examples Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this topic students will</p> <ul style="list-style-type: none"> Have basic idea of displacement current Know what electromagnetic waves are, their characteristics, their Transverse nature Know the electromagnetic spectrum including |

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|-----------------------------------|--|---|---|---|--|--|
| | | | | | <p>experiences.</p> <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>elementary facts about their uses.</p> |
| August (20) | <p><u>TOPIC:</u> Ray Optics and Optical instruments</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Ray Optics: • Refraction of light • total internal reflection • its applications • optical fibers • refraction at spherical surfaces • lenses • thin lens formula • lens maker's formula • magnification • power of a lens • combination of thin lenses in contact | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extra marks</i> modules • To be shown lenses, prism etc. <p>Videos</p> <ul style="list-style-type: none"> • Dispersion • Microscope • Telescope. | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u> <u>Diagrams:</u></p> <ul style="list-style-type: none"> • Image formation • Refraction at curved surface • Lens makers formula • Optical instruments: • Microscope • Telescope <p><u>Experiential Learning</u></p> <ul style="list-style-type: none"> • See formation of images with different optical elements (prism, slab, lenses, mirrors) using laser. • Let them use a telescope and microscope. • See TIR in a long | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of lenses and prisms. • <u>Lecture and discussion method</u> Meaning of charges and field will be explained with the help of analogies and examples. • <u>Simple to Complex</u> Beginning with | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|--|---|---|
| | <ul style="list-style-type: none"> refraction of light through a prism. Optical instruments Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers. Reflection of light, spherical mirrors, mirror formula Scattering of light – blue colour of sky and reddish appearance of the sun at sunrise and sunset. | | <p>cylinder</p> <ul style="list-style-type: none"> Application of TIR in endoscope Application of TIR in optical fibres Fibres in home <p>Practical:</p> <ul style="list-style-type: none"> To find the focal length of a convex mirror using a convex lens. To find the refractive index of a liquid using convex lens and plane mirror To find the focal length of a concave lens, using a convex lens. To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation To find refractive index of a glass slab using travelling microscope. | | <p>basic and easier concepts, more difficult/new concepts will be introduced subsequently</p> <ul style="list-style-type: none"> Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. Problem solving/ Inquiry method Providing basic knowledge to solve numerical problems. Explanation Real life examples | <p>competence and make them realize and appreciate the interface of Physics with other disciplines. After studying this chapter students will be able to</p> <ul style="list-style-type: none"> Describe Reflection of light Know different types of spherical mirrors and their image formation Know the mirror formula Describe refraction of light Explain total internal reflection and its applications, optical fibers, Explain refraction at spherical surfaces Discuss lenses Derive thin lens formula and lens maker's formula, Define magnification, power of a lens, combination of thin lenses in contact, Discuss refraction of light through a prism. Describe Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and calculate their magnifying powers. |
| Aug /Sep (10) | <u>TOPIC:</u> Wave optics: <u>SUB-TOPIC</u> | <ul style="list-style-type: none"> Actual objects Models | Interdisciplinary Linkage: <ul style="list-style-type: none"> Mathematics (Numerical | <ul style="list-style-type: none"> Assignment to be given | <ul style="list-style-type: none"> Motivation and Brain storming Introduction of | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> Be able to strengthen the |

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|-----------------------------------|--|--|--|---|--|--|
| | <ul style="list-style-type: none"> Wave front Huygens's principle reflection refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection refraction using Huygens's principle. Interference Young's double slit experiment expression for fringe width coherent sources sustained interference of light diffraction due to a single slit, width of central maximum resolving power of microscope astronomical telescope polarisation, plane polarised light Brewster's law uses of plane | <ul style="list-style-type: none"> pictures chalk board PPT NCERT e - book Extra marks modules <p>Videos</p> <ul style="list-style-type: none"> Wave fronts Interference Diffraction Polarization | <p>problems and application of concepts.)</p> <p>Art Integration:</p> <ul style="list-style-type: none"> Wave fronts Proof of laws of reflection and refraction Youngs Double slit experiment Polarisation <p>Experiential learning</p> <ul style="list-style-type: none"> Polarisation using polaroid glasses Diffraction of sound Bending of water from orifices <p>Practical: -</p> <p>Demonstration</p> <ul style="list-style-type: none"> Diffraction at single slit Diffraction through slit formed by two blades Polarisation with rotating polaroids | <ul style="list-style-type: none"> Daily random oral testing Written test Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction | <p>the concept. Questions would be asked to check previous knowledge of experiences with diffraction and polarization.</p> <ul style="list-style-type: none"> Lecture and discussion method Meaning of interference will be explained with the help of analogies. Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently Interactive method/Group discussion Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. | <p>concepts developed at the secondary stage to provide firm foundation for further learning in the subject.</p> <ul style="list-style-type: none"> Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> Define Wave front and Huygens's principle Discuss reflection and refraction of plane wave at a plane surface using wave fronts. Comprehend Interference Describe Young's double slit experiment and calculate expression for fringe width, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|---|--|---|
| | <p>polarised light</p> <ul style="list-style-type: none"> • Polaroids. | | | | <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <ul style="list-style-type: none"> • Comprehend coherent sources and sustained interference of light • Describe diffraction due to a single slit, Calculate width of central maximum • Define resolving power of microscope and astronomical telescope • Define and explain polarisation, state and prove Brewster's law • State Malus law • Learn uses of plane polarised light and Polaroids. |
| Sep (08) | <p><u>TOPIC:</u> Dual Nature of Radiation and Matter</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Dual nature of radiation • Photoelectric effect • Hertz and Lenard's observations • Einstein's photoelectric equation • particle nature of light. • Experimental study of | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT • <i>Extra marks</i> modules <p><u>Videos</u></p> <ul style="list-style-type: none"> • Photoelectric effect • Davison-Germer experiment. | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Chemistry • Mathematics (Numerical problems and application of concepts.) <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Photoelectric effect setup • Davison Germer experiment setup • Draw diagrams of pot. energy of spring and conservative forces <p><u>Graphs</u></p> <ul style="list-style-type: none"> • Variation of Photoelectric current with intensity, frequency, potential • Variation of Stopping | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Photoelectric effect. • <u>Lecture and discussion method</u> Meaning of dual nature will be explained • <u>Simple to Complex</u> Beginning with | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|--|--|
| | photoelectric effect <ul style="list-style-type: none"> • Matter waves-wave nature of particles • de-Broglie relation • Davisson-Germer experiment | | potential with frequency | | basic and easier concepts, more difficult/new concepts will be introduced subsequently <ul style="list-style-type: none"> • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | thinking <ul style="list-style-type: none"> • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this chapter students will be able to <ul style="list-style-type: none"> • Discuss dual nature of radiation • Describe Photoelectric effect • Explain Hertz and Lenard's observations • Explain Einstein's photoelectric equation • Describe particle nature of light • Discuss Matter waves-wave nature of particles • Learn and describe de Broglie relation • Davisson-Germer experiment |
| Sep | Revision, Exam and Assessment | - | - | - | - | - |
| Oct (06) | <u>TOPIC:</u> Atoms <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Alpha-particle scattering experiment • Rutherford's | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics (Numerical problems and application of concepts.) • Chemistry <u>Art Integration:</u> <ul style="list-style-type: none"> • Rutherford scattering | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|--|--|---|
| | model of atom <ul style="list-style-type: none"> Bohr model energy levels hydrogen spectrum. | <ul style="list-style-type: none"> <i>Extra marks</i> modules <p>Video</p> <ul style="list-style-type: none"> Rutherford's model Bohr model | experiment <ul style="list-style-type: none"> Energy levels Spectrum | <ul style="list-style-type: none"> Quizzes (MCQs, one word, match, fill in the blanks) Notebook correction | knowledge of atoms. <ul style="list-style-type: none"> <u>Lecture and discussion method</u> Meaning of energy levels will be explained. <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. | <ul style="list-style-type: none"> Have been exposed to different processes used in Physics-related industrial and technological applications. Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. Develop problem solving abilities and creative thinking Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter, the students will be able to</p> <ul style="list-style-type: none"> Understand the Alpha-particle scattering experiment Describe Rutherford's model of atom and understand its limitations Discuss and explain Bohr model and relate it to de Broglie hypothesis Describe energy levels Discuss hydrogen spectrum, different series and calculate the energy and radii of different energy levels |

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|-----------------------------------|--|--|--|---|--|---|
| | | | | | <ul style="list-style-type: none"> • <u>Explanation</u> • <u>Real life examples</u> | |
| Oct (05) | <p><u>TOPIC:</u> Nuclei</p> <p><u>SUB-TOPIC</u></p> <ul style="list-style-type: none"> • Composition and size of nucleus • Nuclear force • Mass-energy relation • mass defect • nuclear fission • nuclear fusion. • Radioactivity • alpha, beta and gamma particles/rays • their properties • radioactive decay law • half-life and mean life. • Mass-energy relation • mass defect • binding energy per nucleon • its variation with mass number | <ul style="list-style-type: none"> • Actual objects • Models • pictures • chalk • board • PPT • <i>Extra marks</i> modules <p><i>Video</i> Nuclear Reactor Bomb dropped in Hiroshima</p> | <p><u>Interdisciplinary Linkage:</u></p> <ul style="list-style-type: none"> • Mathematics • Chemistry <p><u>Art Integration:</u></p> <ul style="list-style-type: none"> • Binding energy per nucleon vs. mass number • Nuclear reactor <p><u>Experiential learning</u></p> <ul style="list-style-type: none"> • Various methods of energy generation (hydroelectric, thermal, nuclear) which of these have they seen, • If possible, arrange a visit. | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Nucleons and nuclear energy. • <u>Lecture and discussion method</u> Meaning of fusion and fission will be explained with the help of analogies. • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: | <p>After studying this Unit, the students will</p> <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> • Describe composition and size of nucleus, • Define Radioactivity alpha, |

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|-----------------------------------|--|--|--|---|---|---|
| | | | | | Brainstorming, demonstration and sharing of experiences. <ul style="list-style-type: none"> • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | beta and gamma particles/rays and their properties <ul style="list-style-type: none"> • State and explain radioactive decay law. • Know the Mass-energy relation • Define mass defect • Describe binding energy per nucleon and its variation with mass number • Define and explain nuclear fission, nuclear fusion. |
| Oct (15) | <u>TOPIC:</u> Electronic Devices <u>SUB-TOPIC</u> <ul style="list-style-type: none"> • Semiconductor • Electronics • Materials • Devices and Simple Circuits • Energy bands in conductors • semiconductors and insulators (qualitative ideas only) • Semiconductor diode • I-V characteristics in forward and reverse bias | <ul style="list-style-type: none"> • Actual objects (Students to be shown elements like diodes and transistors) • Models • pictures • chalk • board • PPT • <i>Extra marks</i> modules <p><i>Video</i></p> <ul style="list-style-type: none"> • LED Photodiode Solar cell | <u>Interdisciplinary Linkage:</u> <ul style="list-style-type: none"> • Mathematics • IP <u>Art Integration:</u> <i>Diagrams</i> <ul style="list-style-type: none"> • VI characteristics of PN junction diode • Zener diode • Solar cell • Photodiode • Transistor <i>Diagram</i> Doping of semiconductors Circuit diagrams of Junction diode <u>Practical: -</u> <ul style="list-style-type: none"> • To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias. | <ul style="list-style-type: none"> • Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction | <ul style="list-style-type: none"> • <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of semiconductors in daily life. • <u>Lecture and discussion method</u> Meaning of diodes and semiconductors will be explained with the help real objects | After studying this Unit, the students will <ul style="list-style-type: none"> • Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject. • Have been exposed to different processes used in Physics-related industrial and technological applications. • Be able to develop process-skills and experimental, observational, manipulative, decision making and investigatory skills. • Develop problem solving abilities and creative |

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|-----------------------------------|---|---------------|---|--|--|--|
| | <ul style="list-style-type: none"> • diode as a rectifier • Special purpose p-n junction diodes • LED, photodiode, solar cell. • Zener diode and their characteristics Zener diode as a voltage regulator. | Zener diode | <ul style="list-style-type: none"> • To draw the characteristic curve of a Zener diode and to determine its reverse break down voltage. <p><u>Skill Assessment</u></p> <ul style="list-style-type: none"> • Make a list of basic gadgets at home which use semiconductors (diodes transistors, ICs etc.) | | <ul style="list-style-type: none"> • <u>Simple to Complex</u> Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • <u>Interactive method/Group discussion</u> Developing hypothesis by: Brainstorming, demonstration and sharing of experiences. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u> | <p>thinking</p> <ul style="list-style-type: none"> • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. <p>After going through this chapter students will be able to</p> <ul style="list-style-type: none"> • Describe Energy bands in conductors, semiconductors and insulators • Describe Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier • Tell uses of Special purpose p-n junction diodes: • LED, photodiode, solar cell and Zener diode and their characteristics, • Learn use of Zener diode as a voltage regulator. |
| Nov | Revision | - | - | - | - | - |
| Dec | Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Mathematics

Class: XII

Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|---|---|---|---|--|
| FEBRUARY (6 days) | <p>LINEAR PROGRAMMING</p> <p>Related terminology such as constraints, objective function, optimization,</p> <p>Different types of linear programming (L.P.) problems,</p> <p>Mathematical formulation of L.P. problems,</p> <p>Graphical method of solution for problems in two variables,</p> <p>Feasible and infeasible regions (bounded or unbounded),</p> <p>Feasible and infeasible solutions, optimal feasible solutions</p> | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Graphs of linear equations in two variable, inequalities, Formulation of LPP) • Power Point Presentation • Chalk • Duster • NCERT Textbook | <p>Revision Map of concept of inequalities and basics of plotting the graphs.</p> <p>Figure: Plotting of graphs of straight lines to find the bounded and unbounded region.</p> <p>Art Integration: Creativity, Symmetry, Neatness while plotting the graphs.</p> <p>Inter Disciplinary Linkage: Sports, Team work, Research work</p> <p>Experiential Learning: Taking students to the field and getting the markings done for the Athletic Meet.</p> <p>Project: Students will prepare a presentation or model</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (Based on Diet, Manufacturing problems etc) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior knowledge by random questioning related to Cartesian coordinate system, linear inequalities. • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on various terms related to LPP i.e. Constraints, Objective function, feasible region , Mathematical | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Apply appropriate inquiry and mathematical problem-solving techniques • Understand the concept of Linear Programming problem. • Comprehend the bounded feasible region and unbounded non feasible region. • Analyze Diet problems, Manufacturing problems. • Understand how to form LPP with given constraints. |

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|---------------------------------|---|--|---|---|---|---|
| | | | on Linear Programming Problems | | formulation of LPP, Corner Point method of solving LPP <ul style="list-style-type: none"> • Extended Learning ncert.nic.in cbsemathematics.com | <ul style="list-style-type: none"> • Plot the graph of the required data and hence learn to find the final LPP. |
| MARCH (20 days) | <i>VECTORS</i> Some Basic Concepts Types of Vectors Addition of Vectors Multiplication of a Vector by a Scalar Components of a vector Vector joining two points Section formula Product of Two Vectors Scalar (or dot) product of two vectors Projection of a vector on a line | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Vectors, Types, Direction cosines and ratios, Projection of vector, Scalar Triple Product) • Power Point Presentation • Chalk • Duster • NCERT Textbook | Revision Map of Vectors in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To verify that the angle in a semicircle is a right angle using vector method. Inter Disciplinary Linkage: Physics, Team work, Research work Project: Students will prepare a presentation on Scalar, Cross product and Scalar triple product of vectors and their applications in different problems | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few extra questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to the quantities around us and start differentiating the quantities whether they have magnitude, direction or both • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on types of vectors, Triangular law and parallelogram law of vector addition, Multiplication of vectors, Product of | After completion of the chapter the students will <ul style="list-style-type: none"> • Understand the concept of vectors and its types. • Comprehend Direction cosines and ratios • Understand Position vector and components of a vector • Usage of addition and multiplication of vectors • Analyze Dot and Cross product of Vectors • Apply Section formula, mid point formula, projection formula in different |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|---|---|---|--|---|
| | Vector (or cross) product of two vectors | | | | vectors, Direction cosines and ratios of vectors, Scalar Triple product etc. • Extended Learning ncert.nic.in cbsemathematics.com | problems. |
| APRIL (13 days) | <i>MATRICES</i> Concept and notation Order, Equality Types of matrices, Zero and identity matrix, Transpose of a matrix, Symmetric and skew symmetric matrices Operation on matrices: Addition and multiplication Multiplication with a scalar. Simple properties of addition, multiplication and | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Types of Matrices, Elementary operations on Matrices) • Power Point Presentation • Chalk • Duster • NCERT Textbook | Revision Map of Matrices in the form of Flowchart Experiential Learning: Data and Statistics Usage of matrices in representation of the real world data's like the population of people, infant mortality rate, seismic surveys etc Inter Disciplinary Linkage: Team work, Research work | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random questioning about basic knowledge of algebra and simple functions. • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on the topic Matrices, its types and Identification | After completion of the chapter the students will <ul style="list-style-type: none"> • Justify the degree of accuracy of their results where appropriate • Understand the concept of matrices • Comprehend symmetric and skew symmetric matrices • Differentiate between types of matrices • Usage of Addition and Multiplication operation on matrices. • Application of Elementary Row |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>scalar multiplication.</p> <p>Non- commutativity of multiplication of matrices</p> <p>Existence of non-zero matrices whose product is the zero matrix</p> <p>Concept of elementary row and column operations.</p> <p>Invertible matrices and proof of the uniqueness of inverse</p> | | | | <p>of Matrices from a set of Matrices, Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc.</p> <ul style="list-style-type: none"> Extended Learning ncert.nic.in cbsemathematics.com | <p>and Column Operations on matrices.</p> <ul style="list-style-type: none"> Analyze the existence of inverse of a matrix. |
| APRIL (13 days) | <p>DETERMINANTS</p> <p>Determinant of a square matrix</p> <p>Properties of determinants</p> <p>Minors, Co-factors</p> <p>Applications of determinants in finding the area of a triangle.</p> <p>Adjoint and inverse of a square matrix</p> <p>Consistency, inconsistency and</p> | <ul style="list-style-type: none"> Audio- visual from Extra Marks: (Adjoint and Inverse of matrix using Determinants, Properties of Determinants, Applications of Determinants) Power Point Presentation Chalk Duster NCERT Textbook | <p>Revision Map of Determinants in the form of Flowchart</p> <p>Project: Students in groups will prepare presentations on different properties of determinants</p> <p>Inter Disciplinary Linkage: Team work, Research work</p> | <ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Assignments (few questions given based on chapter) Solution of NCERT problems with examples | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning on the topics of matrices and pair of linear equations Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Understand the concept of determinant Comprehend Minors, Cofactors, forming equations of line and area of triangle Analyze Adjoint and inverse of a matrix Application of determinants in |

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| | number of solutions of system of linear equations by examples, Solving system of linear equations in two or three variables | | | | <ul style="list-style-type: none"> • Discussion on concept of determinants, properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc • Extended Learning ncert.nic.in cbsemathematics.com | finding the Solution of consistent and inconsistent linear equations. |
| MAY (8 days) | <i>INVERSE TRIGONOMETRIC FUNCTIONS</i> Range Domain Principal value branch. Graphs of inverse trigonometric functions Elementary properties of inverse trigonometric functions. | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Graphs of sine, cosine and tangent functions and their Principal value, Domain and Range) • Power Point Presentation • Chalk • Duster • NCERT Textbook | Revision Map of Formulae and concept of Inverse trigonometric functions in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To explore the Principal value of the function $\sin^{-1}x$, using a unit circle. Project: Students will prepare a | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to trigonometry of Class X, XI • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by | After completion of the chapter the students will <ul style="list-style-type: none"> • Understand the concept of Inverse functions and their principal values. • Differentiate between the function and its inverse • Understand Domain and range of inverse trigonometric functions |

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|---------------------------------|---|---|--|---|---|--|
| | | | presentation on formulae of ITF | | Brainstorming <ul style="list-style-type: none"> • Discussion on basic concepts of inverse functions, domain, range of functions, properties of ITF functions in detail. • Extended Learning ncert.nic.in cbsemathematics.com | <ul style="list-style-type: none"> • Comprehend the graphs of these functions |
| MAY (18 days) | <i>CONTINUITY AND DIFFERENTIABILITY</i> Derivative of composite functions, Chain rule Derivative of inverse trigonometric functions, Derivative of implicit functions. Derivatives of logarithmic and | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Continuous functions, Differentiable functions, Rolle's and LMV Theorem, Successive differentiation.) • Power Point Presentation • Chalk • Duster • NCERT Textbook | Revision Map of Formulae and concept of Continuity and Differentiation in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To find analytically the limit of a function $f(x)$ at $x = c$ and also check the continuity of the function at that point. To establish a relationship between | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to the topics of trigonometry, Inverse trigonometric functions and limits and continuity. • Introducing the topic to be taught after getting the expected response from the students. | After completion of the chapter the students will <ul style="list-style-type: none"> • Use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models) • Understand the concept of Continuity • Analyze the functions as continuous or derivable. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|--|---|---|--|--|
| | <p>exponential functions</p> <p>Logarithmic differentiation</p> <p>Derivative of functions expressed in parametric forms.</p> <p>Second order derivatives.</p> <p>Rolle's and Lagrange's Mean Value Theorems.</p> | | <p>common algorithm (base 10) and natural logarithm (base e) of the number x.</p> <p>Inter Disciplinary Linkage: Physics, Team work</p> <p>Project: Students will prepare a presentation on formulae of Derivatives</p> | | <ul style="list-style-type: none"> • Developing hypothesis by Brainstorming • Discussion on Limits & Continuity, Differentiation of composite, implicit, exponential, logarithmic parametric functions, Second order derivatives, Roll's and Lagrange's Mean Value Theorem etc. • Extended Learning ncert.nic.in cbsemathematics.com | <ul style="list-style-type: none"> • Differentiate between Rolle's and LMV Theorem • Understand Successive differentiation Logarithmic and exponential functions. • Comprehend parametric equations. |
| JUNE | <i>EXA MS</i> | | | | | |
| JULY (23 days) | <p>APPLICATION OF DERIVATIVES</p> <p>Rate of change of bodies</p> <p>Increasing/decreasing</p> | <ul style="list-style-type: none"> • Explained with the help of examples from day-to-day life • Power Point Presentation | <p>Revision Map of Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Understand the method of solution of changing quantities |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|--|---|--|---|--|
| | <p>functions</p> <p>Tangents and Normals</p> <p>Use of derivatives in approximation</p> <p>Maxima and Minima</p> <p>Simple problems</p> | <ul style="list-style-type: none"> • Videos from Extra marks: (Application of Derivatives in Rate of change of different quantities, Maximum and Minimum functions, Increasing & Decreasing functions) • Chalk • Duster • NCERT Textbook | <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Experiential Learning: To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.</p> <p>To find the time when the area of a rectangle of given dimensions become maximum, if the length is decreasing and the breadth is increasing at given rates.</p> <p>Inter Disciplinary Linkage: Engineering, Science Social Science, Team work, Research work</p> <p>Project: Students will prepare presentations in groups on different topics like rate of change of bodies, increasing & decreasing functions,</p> | <ul style="list-style-type: none"> • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <p>trigonometric functions and formulae of derivatives.</p> <ul style="list-style-type: none"> • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on rate of change of bodies and application in word problems, increasing & decreasing functions, equation of tangent and normal, method of approximation, maximum and minimum functions, implementation of maxima and minima in daily life problems. | <ul style="list-style-type: none"> • Comprehend the concept of Tangent and Normals • Analyze Increasing and Decreasing functions. • Find the maximum and minimum value of the function in the given interval. • Relate the real life problem and analyze them with the help of the concepts of derivatives |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|--|--|--|---|--|
| | | | maximum and minimum functions etc | | <ul style="list-style-type: none"> Extended Learning ncert.nic.in cbsemathematics.com | |
| AUGUST/Sep (25 days) | <p>INTEGRALS</p> <p>Integration as inverse process of differentiation.</p> <p>Integration of a variety of functions: by substitution, by partial fractions by parts</p> <p>Evaluation of simple integrals of the following types and problems based on them</p> <p>Definite integrals as a limit of a sum</p> <p>Fundamental Theorem of Calculus (without proof).</p> <p>Basic properties and evaluation of definite integrals.</p> | <ul style="list-style-type: none"> Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals) Power Point Presentation Chalk Duster NCERT Textbook | <p>Revision Map of Integrals in the form of Flowchart.</p> <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Chart to be displayed in the class showing both Differentiation and Integration together.</p> <p>Experiential Learning: To evaluate the definite integral as the limit of sum and verify it by actual integration.</p> <p>Inter Disciplinary Linkage: Physics, Team work, Research work</p> <p>Project: Students will prepare presentations in groups on formulae of Indefinite integrals</p> | <ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Quiz to be conducted on formulae of both differentiation and integration. Assignment: Based on Different types of integrals. Based on Formulae and rules of Integration Solution of NCERT problems with examples | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometry and formulae of derivatives. Introducing the topic to be taught after getting the expected response from the students. Developing Brainstorming Discussion on concept of Inverse differentiation. Various methods to solve integrals like Substitution, | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Select and apply general rules correctly to solve problems including those in real-life contexts. Understand the concept of inverse differentiation Comprehend Indefinite and Definite Integrals Remember Fundamental Theorem of Calculus Understand basic properties of Definite integrals and their application |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|---|---|--|--|---|--|
| | | | and definite integrals | . | Partial fraction, product rule, Definite integrals etc. <ul style="list-style-type: none"> Extended Learning ncert.nic.in cbsemathematics.com | |
| September | Revision, Exam and Assessment | - | - | - | - | - |
| Oct (8 days) | APPLICATION OF INEGRALS Applications in finding the area under simple curves lines, circles/ parabolas/ellipses Area between any of the two above said curves | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals. Relating Integrals to an area bounded by the curves) The curves) • Power Point Presentation • Chalk • Duster • NCERT Textbook | <p>Revision map of concept of integrals and basics of plotting the conics.</p> <p>Figure: Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse</p> <p>Art Integration: Creativity during plotting of graphs</p> <p>Project: Students will prepare presentations in groups on the method of finding the area between any of the two curves</p> <p>Inter Disciplinary Linkage: Team work, Research work</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignment: Based on Different types of integrals. Based on Formulae and rules of integration • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and formulae of Integration. • Discussion on concept of integrals. Recapitulation of rules to solve different types of Integrals. • After previous knowledge testing the concept of Area under the | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Understand the concept of finding area under the curves. • Comprehend areas under the curves like lines, circles, parabolas and ellipses • Remember formulae of integrals. • Plot the graphs of different curves and find the required area under the curve |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>curve will be introduced.</p> <ul style="list-style-type: none"> • Developing hypothesis by Brainstorming • Extended Learning ncert.nic.in cbsemathematics.com | |
| Oct (8 days) | <p><i>DIFFERENTIAL EQUATIONS</i></p> <p>Definition</p> <p>Order and degree</p> <p>General and particular solutions of a differential equation.</p> <p>Formation of differential equation whose general solution is given.</p> <p>Solution of differential equations by method of separation of variables,</p> <p>Solutions of homogeneous differential equations of first order and</p> | <ul style="list-style-type: none"> • Audio- visual from Extra Marks : Order and degree, Differential equation and different methods of solving Differential equations • Power Point Presentation • Chalk • Duster • NCERT Textbook | <p>Revision Map of concept of Differentiation and Integration.</p> <p>Project: Students will prepare a presentation on basic concepts and different methods of solving</p> <p>Inter Disciplinary Linkage: Team work, Research work</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to Trigonometry, ITF, Differentiation and Integration • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on Order, degree, general solution, | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Understand the formation of Differential equations • Comprehend the general and particular solution of the differential equation. • Analyze different types of differential equations and find their solution using suitable methods accordingly • Differentiate between Derivates and integrals. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|---|---|--|---|---|
| | first degree Solutions of linear differential equation | | | | particular solution of differential equations. Also Discuss to solve differential equations in three ways. • Extended Learning ncert.nic.in cbsemathematics.com | • Solve homogenous differential equation. |
| OCTOBER (10 days) | PROBABILITY Conditional probability Multiplication theorem on probability Independent events, total probability Bayes' theorem Random variable and its probability distribution Mean and variance of random variable Binomial probability distribution | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Concept of Probability, Conditional probability, etc) • Explanation through Mind Map • Power Point Presentation • Chalk • Duster • NCERT Textbook | <p>Revision Map of Probability in the form of Flowchart</p> <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Experiential Learning: To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p> <p>Indoor game: Tossing of coin Rolling of Dice Playing Cards</p> | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignment Based on Baye's Theorem and Probability Distribution • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning on sample space, experimental and theoretical probability • Introducing the topic to be taught after getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on concept of | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> • Develop mathematical curiosity and use inductive and deductive reasoning when solving problems • Understand the concept of Conditional Probability, Multiplication theorem on probability, Total Probability. • Analyze Baye's Theorem, Probability distribution |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | <p>Project: Students will prepare presentation on basic concepts of probability</p> <p>Inter Disciplinary Linkage: Team work, Research work</p> | | <p>Probability, usage and application of Probability in real life situations.</p> <ul style="list-style-type: none"> Extended Learning ncert.nic.in cbsemathematics.com | <ul style="list-style-type: none"> Calculate Mean and Variance of the probability distribution. |
| OCT/Nov (8 days) | <p>RELATION AND FUNCTIONS</p> <p>Types of relations:</p> <p>Reflexive, symmetric, transitive, equivalence relations.</p> <p>One to one and onto functions</p> <p>Composite functions</p> <p>Inverse of a function.</p> | <ul style="list-style-type: none"> Audio- visual from Extra Marks: (Types of Relations reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, Inverse of a function) Power Point Presentation Chalk Duster NCERT Textbook | <p>Revision Map of concept of Relations and functions.</p> <p>Art Integration: Creativity during activity work under experiential learning</p> <p>Experiential Learning: To demonstrate a function which is not one-one but is onto To demonstrate a function which is one-one but not onto</p> <p>Project: Students will prepare presentations in groups on different topics like Types of relations and their domain and range, Different types of functions and method of</p> | <ul style="list-style-type: none"> Testing with MCQ on daily bases Testing on completion of the chapter Assignments Based on question paper pattern of previous years board examination Based on few questions given in the chapter Solution of NCERT problems with examples | <ul style="list-style-type: none"> Activating Prior Knowledge by Random Questioning related to the set theory, Cartesian product of sets, Domain, Range of functions. Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion on | <p>After completion of the chapter the students will</p> <ul style="list-style-type: none"> Understand the concept of relations and functions Differentiate between types of relation eg: equivalence relation Differentiate between types of functions Comprehend the concept of Inverse of a function |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|---------------------------------|--|---|--|---|---|---|
| | | | finding their inverse. Inter Disciplinary Linkage: Team work, Research work | | different types of relations, Definitions of oneone, anyone, onto, bijective functions and their diagrams, Composition of functions, invertible functions. • Extended Learning ncert.nic.in cbsemathematics.com | |
| Nov (13 days) | 3-DIMENSIONAL GEOMETRY Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, Coplanar and skew lines, Shortest distance between two lines. Cartesian and vector | <ul style="list-style-type: none"> • Audio- visual from Extra Marks: (Octants, parallel, Intersecting and Skew Lines in space, Plane in space.) • Power Point Presentation • Chalk • Duster • NCERT Textbook | Revision Map of 3D formulae and concepts in the form of Flowchart Figures: Pencil sketch of Objects in space Art Integration: Visualizing the objects in space and plotting them in the notebook. Project: Students will prepare presentations on different equations of | <ul style="list-style-type: none"> • Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT problems with examples | <ul style="list-style-type: none"> • Activating Prior Knowledge by Random Questioning related to scalar and vector quantities, scalar and vector product, Scalar triple product • Introducing the topic to be taught after getting the expected response from | After completion of the chapter the students will <ul style="list-style-type: none"> • Understand the location of object in space. • Differentiate between Cartesian and Vector equation • Analyze parallel, intersecting and skew lines • Understand Line |

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| | <p>equation of a plane.</p> <p>Angle between (i) two lines, (ii) two planes, (iii) a line and a plane.</p> <p>Distance of a point from a plane.</p> | | <p>line and plane in vector and cartesian form.</p> <p>Inter Disciplinary Linkage: Physics, Team work, Research work</p> | | <p>the students.</p> <ul style="list-style-type: none"> • Developing hypothesis by Brainstorming • Discussion on concept of 3-Dimensional figures, application of formulae in 3-D objects in real life situations, skew and coplanar lines, Vector and Cartesian form of different forms of lines and planes, Angle between lines and planes etc. • Extended Learning ncert.nic.in cbsemathematics.com | <p>and Plane, Angles between lines, line and plane.</p> <ul style="list-style-type: none"> • Find distance of a point from a line, shortest distance between two lines, distance of line from plane. |
| NOVEMBER, DECEMBER | REVISION AND EXAMS | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: BIOLOGY
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|--|--|
| March 5 | <ul style="list-style-type: none"> • Unit- VI- Reproduction (Periods-30) • Chapter-1: Reproduction in Organisms • 1. Reproduction, a characteristic feature of all organisms for continuation of species. • 2. Modes of reproduction- asexual and sexual reproduction. • 3. Asexual reproduction - binary fission, sporulation, budding, gemmule formation, • 4. Fragmentation; vegetative propagation in plants. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Collection of plants showing vegetative propagation e.g. Runners in Grasses • Investigatory Project on Life Spans of various organisms. • Making slide of Rhizopus (Fungus) to see the fruiting bodies which help in asexual reproduction through spores. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The teacher will do previous knowledge testing on the topic of Reproduction from class 10. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of | <ul style="list-style-type: none"> • Students will be able to understand about • Characteristic features of all organisms for continuation of species. • modes of reproduction, • asexual reproduction - binary fission, sporulation, budding, gemmule formation, • Fragmentation. • Vegetative propagation in plants. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | flow charts. <ul style="list-style-type: none"> • Videos: • Types of reproduction • Phases of sexual reproduction | |
| March 12 | <ul style="list-style-type: none"> • Chapter-2: Sexual Reproduction in Flowering Plants • 1. Flower structure; development of male and female gametophytes; 2. Pollination -types, agencies and examples; • 3. Outbreeding devices. • 4. Pollen-pistil interaction. • 5. Double fertilization; post fertilization events • 6. Development of endosperm and embryo, • 7. Development of seed and formation of fruit. • 8. Special modes- apomixis, parthenocarpy, polyembryony. • 9. Significance of seed dispersal and fruit formation. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Art Integration: • Model of Flower • Practical's: • Laboratory activities- 1. Study pollen germination on a slide. • 2. Flowers adapted to pollination by different agencies (wind, insect, bird). • 3. Pollen germination on stigma through a permanent • 4. Controlled pollination - emasculation, tagging and bagging. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Discussions. • Assignments • Brainstorming by HOTS on Gametogenesis syngamy, triple fusion and endosperm formation. • Understanding of concept by extra marks videos related to the topic. • Activity based learning • Flip teaching • Concrete to abstract • Demonstration methods • Videos: • Structure of flower • Pollination, Fertilization in plants. • Pollen-pistil | <ul style="list-style-type: none"> • The students will be able to explain • the different terms like microsporogenesis, mega sporogenesis, double fertilization , autogamy, geitonogamy , xenogamy , apomixis, nucellus, synergids etc. with examples • Differentiate b/w self pollination and cross-pollination. • Answer reasoning facts on pollination and double-fertilization. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | interaction | |
| March 9 | <ul style="list-style-type: none"> • Chapter-3: Human Reproduction • 1.Male and female reproductive systems; • 2. Microscopic anatomy of testis and ovary; • 3.Gametogenesis - spermatogenesis and oogenesis; • 4.Menstrual cycle; • 5.Fertilisation, • 6.Embryo development up to blastocyst formation, • 7. Implantation; • 8. Pregnancy and placenta formation • 9.Parturition; • 10. Lactation | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Art Integration: • Charts of reproductive systems • Implantation • Placenta formation • Practical's: • 1.Observation of the permanent slides of T.S. of ovary , T.S. of Testis, • 2.T.S. of Blastula, • 3. Meiosis in onion bud cell or grasshopper testis through permanent slides. | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught everyday in the class. | <ul style="list-style-type: none"> • Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 10th about how do organisms reproduce? • The students are told to use textbooks/ web resources to explore different topics • In the end of chapter recapitulation with the help of flow charts. • The Videos are shown to get the insight of the topic on: • Male and female reproductive systems; • Spermatogenesis, oogenesis; • menstrual cycle | <ul style="list-style-type: none"> • The students will be able to explain the different terms like spermatogenesis, oogenesis, spermatids, ovulation etc. • Differentiate b/w spermatogenesis and oogenesis. • Answer reasoning facts on various concepts related to human reproduction. • Draw labelled diagrams of male and female reproductive system, sperm, ova, etc. |

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| March 4 | <ul style="list-style-type: none"> • Chapter-4: Reproductive Health • 1.Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); • 2.Birth control - need and methods, • 3.Contraception and medical termination of pregnancy (MTP); • 4.Amniocentesis; • 5. Infertility and assisted reproductive technologies -IVF, ZIFT, GIFT | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Investigatory project on Infertility and ART including IVF. • Diagrams: • Vasectomy • Tubectomy | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught everyday in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related with Population explosion in our country. • The concept is developed by discussion with students. • The students are shown Videos to get the insight of the topic on: • Methods of contraception and medical (MTP); • amniocentesis; • infertility and assisted reproductive technologies - IVF, ZIFT, GIFT | <ul style="list-style-type: none"> • The students will be able to explain about Reproductive Health with respect to problems and strategies • describe the various factors related to Population Explosion and also explain the different ways of Birth Control methods • explain the process of Medical Termination of Pregnancy in brief • state the causes of Sexually Transmitted Diseases • explain the factors causing Infertility |
| | <ul style="list-style-type: none"> • Unit-VII-Genetics and Evolution (Periods-40) | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods | | ○ | <ul style="list-style-type: none"> • Developing knowledge of concept by: | <ul style="list-style-type: none"> • Students will be able to understand |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| April 14 | <ul style="list-style-type: none"> • Chapter-5: Principles of Inheritance and Variations • Heredity and variation: Mendelian inheritance; • deviations from Mendelism – incomplete dominance, co-dominance, • Multiple alleles and inheritance of blood groups, • 4.Pleiotropy; • 5.Elementary idea of polygenic inheritance; • 6.Chromosome theory of inheritance; chromosomes and genes; • 7.Sex determination - in humans, birds and honey bee; • 8. Linkage and crossing over; • 9.Sex linked inheritance - haemophilia, | <ul style="list-style-type: none"> • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • Meiosis in onion bud cell or grasshopper testis through permanent slides. • 2. Mendelian inheritance using seeds of different color and sizes of any plant. • Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colorblindness. • Mathematical calculation to understand Binomial expression of Genotypic ratio of Monohybrid cross • Giving students a project on collecting data on rolling of tongue in human beings. After collecting information, the | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught Every day in the class. • Practice of crosses with different situations. | <ul style="list-style-type: none"> • The teacher will do previous knowledge testing on the topic of heredity and variations. • The teacher will keep on throwing statements related to reasons, consequences and ways to find solutions to the Problem. • The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. • In the end of chapter recapitulation with the help of flow charts. • Videos: • Modules on Mendelian crosses, • Polygenic Inheritance • Pleiotropy • Mutations | <ul style="list-style-type: none"> • Mendelian inheritance; incomplete dominance, • co-dominance, • multiple alleles and inheritance of blood groups, • pleiotropy; • elementary idea of polygenic inheritance; • chromosome theory of inheritance; • chromosomes and genes; • Sex determination - in humans, birds and honey bee; • linkage and crossing over; • sex linked inheritance - haemophilia, colour blindness; • Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; |

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| | <ul style="list-style-type: none"> colour blindness; 10. Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndrome | | <p>students are asked to calculate the ratio of human beings who can roll the tongue and who cannot.</p> | | <ul style="list-style-type: none"> Pedigree Analysis Chromosomal Theory of Inheritance Mendelian disorders, Chromosomal Disorders | <ul style="list-style-type: none"> Down's syndrome, Turner's and Klinefelter's syndrome |
| April-May 14 | <ul style="list-style-type: none"> Chapter-6: Molecular Basis of Inheritance 1. Search for genetic material and DNA as genetic material; 2. Structure of DNA and RNA; DNA packaging; 3. DNA replication; 4. Central dogma; 5. Transcription, 6. Genetic code, 7. Translation; 8. Gene expression and regulation -lac operon; 9. Genome and human and rice genome projects; 10. DNA | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Project on DNA Fingerprinting Art Integration: Model of DNA, Diagrams of: DNA Replication Transcription Translation Lac Operon Mathematical calculation to understand Chargaff's Rule | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught everyday in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on structure of DNA, Central Dogma, Operon concept and HGP. Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Structure of DNA and RNA, | <ul style="list-style-type: none"> Students will be able to understand DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central dogma; transcription, translation; gene expression and regulation -lac operon; genome DNA fingerprinting |

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| | fingerprinting | | | | <ul style="list-style-type: none"> Protein synthesis, Operon concept | |
| May 12 | <ul style="list-style-type: none"> Chaptetr-7: Evolution 1.Origin of life; 2.Biological evolution 3.Evidences for biological evolution 4.Darwin's contribution, 5.Modern synthetic theory of evolution; 6. Mechanism of evolution - variation and natural selection with examples, 7. Types of natural selection; 8.Gene flow and genetic drift; 9.Hardy - Weinberg's principle; 10.Adaptive radiation; 11. Human evolution. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Art Integration: Charts of Homologous and Analogous organs Pictures of human skulls Diagrams of Adaptive radiation Graphs of three different types of Natural selection Mathematical calculation in Hardy Weinberg's Principle | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught everyday in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing about Speciation and Natural selection. The students are told to use textbooks/ web resources to explore different topics In the end of chapter recapitulation with the help of flow charts. The Videos are shown to get the insight of the topic on: Origin of life; mutation and recombination) and natural selection Gene flow and genetic drift, Hardy - Weinberg's | <ul style="list-style-type: none"> Students will be able to understand Biological evolution and evidences for biological evolution Darwin's contribution, modern synthetic theory of evolution; Mechanism of evolution -variation and natural selection with examples, Types of natural selection; Gene flow and genetic drift; Hardy -Weinberg's principle; adaptive radiation; Human evolution. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | principle, <ul style="list-style-type: none"> Adaptive radiation, Human evolution | |
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July 15 | <ul style="list-style-type: none"> Unit-IX Biotechnology and Its Applications (Periods-30) Chapter11:Biotechnology - Principles and processes Genetic Engineering (Recombinant DNA Technology). 2.Functioning of Molecular Scissors Isolation of DNA from plant material Gel Electrophoresis PCR (Polymerase Chain Reaction) | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical: Isolate DNA from available plant material such as spinach, green pea seeds, papaya Diagrams- Activity of molecular scissors, Recombinant DNA technology PCR | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught everyday in the class. | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about DNA copying. The students are told to use textbooks/ web resources to explore different topics In the end of chapter recapitulation with the help of flow charts. The Videos are shown to get the insight of the topic on: Genetic engineering, Recombinant DNA Technology | <ul style="list-style-type: none"> Students will be able to understand Basic principles of Genetic Engineering (rDNA Technology). Molecular scissors Isolation of DNA Gel Electrophoresis Polymerase Chain Reaction |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| July- Aug. 15 | <ul style="list-style-type: none"> • Chapter-12: Biotechnology and its Application • 1.Application of biotechnology in health and agriculture: • 2. Human insulin and vaccine production, • 3.Stem cell technology, • 4. gene therapy; • 5.genetically modified organisms – • 6.Bt crops; • 7. Transgenic animals; • 8. Biosafety issues, • 9. Biopiracy and patents. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Investigatory Project on Biopiracy and Bio patent • Diagrams- • Human Insulin, • ADA Deficiency (Gene Therapy) • Art Integration: • Charts on rDNA technology | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught everyday in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related with the structure of DNA. • The concept is developed by discussion with students. • Visit to the Biotechnology Department of JUIT, Vakknaghat to give experiential learning to the students. • The students are shown Videos to get the insight of the topic on: • Bt cotton, RNAi, Bioethics, • Applications of Biotechnology | <ul style="list-style-type: none"> • Students will be able to understand the applications of Biotechnology in health and agriculture: • Human insulin and vaccine production, • stem cell technology, • gene therapy; • genetically modified organisms – • Bt crops; • transgenic animals |

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| August 11 | <ul style="list-style-type: none"> • Unit-VIII Biology and Human Welfare (Periods-30) • Chapter-8: Human Health and Diseases • 1.Pathogens; • 2. Parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; • 3. Basic concepts of immunology - vaccines; • 4.Cancer, • 5.HIV and AIDS; • 6. Adolescence - drug and alcohol abuse. | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster • Colored chalks • PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book | <ul style="list-style-type: none"> • Practical's: • 1.Study the effect of temperature and different pH on the activity of salivary amylase on starch. • 2. Study of common disease causing organisms like Ascaris, Entamoeba, Plasmodium and Roundworm through permanent slides • Diagrams: • Life cycle of malaria parasite • Antibody • Project on: • Cancer • AIDS | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and oral tests. • Assignments based on previous years' board questions and NCERT questions. • MCQs based on the topics taught everyday in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> • Describing objective of the chapter to the students. • The students are tested for the previous knowledge related with the human health, various human diseases and adolescence problems. • The concept is developed by discussion with students to know about their views on drug abuse. • The students are shown Videos to get the insight of the topic on: • Basic concepts of immunology • Cancer, • HIV • AID • Drug abuse | <ul style="list-style-type: none"> • Students will be able to understand • Pathogens; • Parasites causing human diseases and their control; • Basic concepts of immunology - vaccines; • Cancer, • HIV • AIDS; • Adolescence -drug and alcohol abuse. |
| August 11 | <ul style="list-style-type: none"> • Chapter-9: Strategies for Enhancement in Food Production | <ul style="list-style-type: none"> • Use of Chalk Board in collaboration with digital methods • Duster | <ul style="list-style-type: none"> • Investigatory Project on: • Hybrid varieties of Crop Plants | <ul style="list-style-type: none"> • The learning outcome will be assessed with written class test and | <ul style="list-style-type: none"> • Developing knowledge of concept by: | <ul style="list-style-type: none"> • Student will be able to explain: • Plant breeding, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> 1.Improvement in food production: 2. Plant breeding, 3.Tissue culture and somatic hybridization 4. Single cell Proteins 5.Biofortification 6. Apiculture 7. Animal Husbandry | <ul style="list-style-type: none"> Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Bee Keeping Dairy Farm Management Poultry Farm Management | <ul style="list-style-type: none"> oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <ul style="list-style-type: none"> The teacher will do previous knowledge testing on the topic of animal husbandry from class 9. The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. In the end of chapter recapitulation with the help of flow charts. Videos: Plant breeding Biofortification Apiculture Animal husbandry. | <ul style="list-style-type: none"> tissue culture, single cell protein, Biofortification, Apiculture Animal husbandry. |
| Aug.- Sept. 8 | <ul style="list-style-type: none"> Chapter-10: Microbes in Human Welfare 1.In household food processing, 2.Industrial production, | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching | <ul style="list-style-type: none"> Diagrams: Biogas plant, STP Visit to the Sewage Treatment Plant | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on Biological | <ul style="list-style-type: none"> Student will be able to explain food processing methods, sewage treatment energy generation microbes as bio-control agents and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> 3. Sewage treatment, 4. Energy generation 5. Microbes as bio-control agents 6. Bio-fertilizers. 7. Antibiotics; production and judicious use | software <ul style="list-style-type: none"> Flowcharts Concept Maps Virtual Lab e-book | of the School | <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. | treatment of sewage and organic farming. <ul style="list-style-type: none"> Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Sewage treatment, Energy generation Microbes as bio-control agents Bio-fertilizers. | <ul style="list-style-type: none"> Biofertilizers. Antibiotics Methanogens are present in guts of ruminants and they play an important role in biogas production, etc. |
| September 8 | <ul style="list-style-type: none"> Unit-X Ecology and Environment (Periods-30) Chapter-13: Organisms and Populations 1. Organisms and environment: 2. Habitat and niche, 3. Population and ecological adaptations. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Collect and study soil from at least two different sites and study them for texture, moisture content, pH and water holding capacity. Correlate with the | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. | <ul style="list-style-type: none"> Developing knowledge of concept by: The teacher will do previous knowledge testing on the topic of environment from class 10. The teacher will keep on throwing statements related to reasons, | <ul style="list-style-type: none"> Students will be able to understand Concept of Habitat and niche, Population and ecological adaptations. Population interactions - mutualism, |

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| | <ul style="list-style-type: none"> 4. Population interactions - mutualism, competition, predation, parasitism; population attributes growth, 5. Birth rate and death rate, 6. Age distribution. | | <p>kinds of plants found in them</p> <ul style="list-style-type: none"> Diagrams- Biome distribution Age pyramids Mathematical calculation to understand population growth rate. | <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. | <p>consequences and ways to find solutions to the Problem.</p> <ul style="list-style-type: none"> The teacher would develop the concepts of the topics with textbook sequence by lecture method, flip method, brainstorming and discussion. In the end of chapter recapitulation with the help of flow charts. Videos: Population interaction, Age Pyramids | <p>competition, predation, parasitism.</p> <ul style="list-style-type: none"> population attributes -growth, Birth rate and death rate, age distribution. makes efforts to conserve environment realizing the inter-dependency and inter-relationship in the biotic and abiotic factors of environment |
| September | Revision, Exam and Assessment | - | - | - | - | - |
| October 7 | <ul style="list-style-type: none"> Chapter-14: Ecosystem 1. Ecosystems: Patterns, components. 2. Productivity and decomposition. 3. Energy flow. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts | <ul style="list-style-type: none"> Practical's: Collect water from two different water bodies around you and study them for pH, clarity and presence of any living organism | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Discussions. Assignments Brainstorming by HOTS on Pyramids of energy, | <ul style="list-style-type: none"> Students will be able to explain Patterns, components; productivity and decomposition. Energy flow. Pyramids of number, biomass, and energy. |

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| | <ul style="list-style-type: none"> 4. Pyramids of number, 5. Biomass, energy. 6. Nutrient cycles (carbon and phosphorous). 7. Ecological succession. 8. Ecological services -carbon fixation, pollination, seed dispersal, oxygen release | <ul style="list-style-type: none"> Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Diagrams- Steps involved in fragmentation Ecological Pyramid Project on Ecological succession | <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. | <p>conservation law of energy.</p> <ul style="list-style-type: none"> Understanding of concept by extra marks videos related to the topic. Activity based learning Flip teaching Concrete to abstract Demonstration methods Videos: Pyramids of number, biomass, energy, Nutrient cycles (carbon and phosphorous), ecological succession, Ecological services | <ul style="list-style-type: none"> Nutrient cycles Ecological succession. ecological services - carbon fixation, pollination, seed dispersal, oxygen release |
| October 7 | <ul style="list-style-type: none"> Chapter-15: Biodiversity and its Conservation 1. Biodiversity- Concept, patterns, importance. 2. Loss of biodiversity. 3. Biodiversity conservation. 4. Hotspots, | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps | <ul style="list-style-type: none"> Practical's: Study the plant population density by quadrat method Study the plant population frequency by quadrat method. | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT | <ul style="list-style-type: none"> Developing knowledge of concept by: The session would begin with pre knowledge testing of class 10th about Natural Resources The students are | <ul style="list-style-type: none"> Students will understand the concept of Biodiversity Patterns, Importance and loss of biodiversity. Biodiversity conservation; hotspots, Endangered |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> 5. Endangered organisms, extinction, 6. Red Data Book 7. Biosphere reserves, 8. National parks, 9. Sanctuaries 10. Ramsar sites | <ul style="list-style-type: none"> Virtual Lab e-book | <ul style="list-style-type: none"> Mathematical calculation to understand species-area relationship. Art Integration: Charts on Global biodiversity | <p>questions.</p> <ul style="list-style-type: none"> MCQs based on the topics taught every day in the class. | <p>told to use textbooks/ web resources to explore different topics</p> <ul style="list-style-type: none"> The Videos are shown to get the insight of the topic on: Types of Biodiversity Conservation of biodiversity; Biodiversity Hotspots | <p>organisms</p> <ul style="list-style-type: none"> Red Data Book Role of plants or animals in environmental conservation or structure of an insect, etc. |
| Oct.- Nov. 8 | <ul style="list-style-type: none"> Chapter-16: Environmental Issues 1. Air pollution and its control. 2. Water pollution and its control. 3. Agrochemicals and their effects. 4. Solid waste management. 5. Radioactive waste management. 6. Greenhouse effect 7. Climate change impact and mitigation. 8. Ozone layer depletion. | <ul style="list-style-type: none"> Use of Chalk Board in collaboration with digital methods Duster Colored chalks PPT Modules on Extra marks Teaching software Flowcharts Concept Maps Virtual Lab e-book | <ul style="list-style-type: none"> Practical's: Study the presence of suspended particulate matter in air at two widely different sites Diagrams- Electrostatic precipitator Biomagnification Project: Ozone Layer depletion Global Warming | <ul style="list-style-type: none"> The learning outcome will be assessed with written class test and oral tests. Assignments based on previous years' board questions and NCERT questions. MCQs based on the topics taught every day in the class. | <p>To develop the understanding of the concept by:</p> <ul style="list-style-type: none"> Describing objective of the chapter to the students. The students are tested for the previous knowledge related with pollution and other environmental issues. The concept is developed by discussion with students on global warming and ozone layer | <ul style="list-style-type: none"> Students will understand the concept of Air pollution agrochemicals and their effects. Solid waste management. Radioactive waste management. Greenhouse effect and climate change impact and mitigation. Ozone layer depletion. deforestation |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---------------|---|---|---|-------------------|
| | <ul style="list-style-type: none"> • 9. Deforestation. • 10. Any one case study as success story addressing environmental issue(s). | | | | depletion. <ul style="list-style-type: none"> • The students are shown Videos to get the insight of the topic on: • Air pollution and its control • Water pollution and its control • Deforestation and its impact | |
| <i>December</i> | Revision, Exam and Assessment | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Accountancy (055)
Class: XII COM
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|---|--|
| Feb/Mar (25) | PART (A) PARTNERSHIP ACCOUNTING (A)Fundamentals of <u>partnership</u> | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <ul style="list-style-type: none"> • Accounts of some local partnership firms will be given to students for analysis | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Discuss by Lecture Method:</p> <ul style="list-style-type: none"> • Partnership features, Partnership deed • Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. • Fixed v/s fluctuating capital accounts. <p>By Using Self Numerical Examples:</p> <ul style="list-style-type: none"> • Preparation of Profit and Loss Appropriation account • Past adjustments relating to interest on capital, interest on drawings, salary and profit-sharing ratio • Guarantee of profits | <ul style="list-style-type: none"> • After doing this unit the students will be able to understand the meaning of partnership, partnership firm and partnership deed, characteristics and content of partnership deed. • Significance of provisions of partnership act in the absence of partnership deed • Differentiate between fixed and fluctuating capital, skill to prepare profit and Loss Appropriation account • Understand and develop the skill of making past adjustments and guarantee of profits. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|---|--|---|---|
| | <p>(B) Reconstitution of Partnership firms</p> <ul style="list-style-type: none"> • Valuation of Goodwill <ul style="list-style-type: none"> • Change in the profit sharing ratio | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <ul style="list-style-type: none"> • Goodwill of some local firms will be valued with the help of their accounting records <ul style="list-style-type: none"> • Create an artificial firm by taking students as partners | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>By taking Examples of Local Firms and Self numerical examples:</p> <ul style="list-style-type: none"> • Goodwill: nature, factors affecting and methods of valuation-average profit, super profit and capitalization <p>Creating an artificial firm by taking students as partners:</p> <ul style="list-style-type: none"> • Sacrificing ratio gaining ratio • Accounting for revaluation of assets and liabilities • Treatment of reserves and accumulated profits • Goodwill to be adjusted through partners' capital/current account or by raising and writing off goodwill • Preparation of revaluation and balance sheet. | <ul style="list-style-type: none"> • State the meaning, nature and factors affecting goodwill • Understanding the skill of valuation of goodwill using different methods. <ul style="list-style-type: none"> • Meaning of sacrificing ratio, gaining ratio and the change the profit sharing • Understanding the accounting treatment of revaluation assets and liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. • Effect of change in profit sharing ratio on admission of a new partner. • Treatment of goodwill revaluation of assets liabilities and preparation of |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|--|--|---|
| | | | | | | balance sheet of the new firm |
| April (26) | PART A <u>Reconstitution of Partnership firms</u> • Admission of a partner | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <ul style="list-style-type: none"> • Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. | <ul style="list-style-type: none"> • Oral and • Written Test • Assignment • Quizzes • Work Sheets | Effect of admission of a partner: <ul style="list-style-type: none"> • on change in the profit-sharing ratio • Treatment of goodwill • Treatment for revaluation of assets and liabilities • Treatment of reserves and accumulated profits • Adjustment of capital accounts • Preparation of balance sheet of new firm. | <ul style="list-style-type: none"> • Understanding and skill of calculation of New profits sharing ratio • Treatment of goodwill as per AS 26 • Treatment of revaluation of assets and re-assessment of liabilities • Treatment of reserves and accumulated profits • Adjustments of capital accounts • Preparation of balance sheet of the new firm. |
| May/June 26+4=30 | PART A (B) <u>Reconstitution of Partnership firms</u> • <u>Retirement and death of a partner:</u> | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | Effect of retirement /death of a partner: <ul style="list-style-type: none"> • On change in profit sharing ratio • Treatment of goodwill • Treatment for revaluation of assets and liabilities. • Adjustment of accumulated profits and reserves | <ul style="list-style-type: none"> • Understand the effect of retirement /death of a partner on change in profit sharing ratio. • Understand the accounting treatment of goodwill, revaluation of assets and liabilities and accumulated profits and reserves on |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|---|--|---|---|---|--|
| | <p>PARTNERSHIP ACCOUNTING (c) Dissolution of partnership Firm</p> | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <ul style="list-style-type: none"> • Adjustment of capital account • Preparation of balance sheet of new firm • Preparation of loan account of the retiring partner • Calculation of deceased partner's share of profit till the date of death. • Preparation of deceased partner's capital account and his executor's account <p>By Creating an artificial firm:</p> <ul style="list-style-type: none"> • Types of dissolution of a firm • Settlement of accounts preparation of Realization account, capital accounts of partners and cash/bank a/c | <ul style="list-style-type: none"> retirement / death of a partner and capital adjustments • Calculation of deceased partner's share till the time of his death and prepare deceased partner's executor's account • Discuss the preparation of the capital accounts of the remaining partners. <ul style="list-style-type: none"> • Understand the situation under which a partnership firm can be dissolved. • Understanding of preparation of realization account and other related accounts |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|---|--|
| June | Revision, Exam and Assessment | - | - | - | - | - |
| July (22) | PART A:- Unit 3 <u>Accounting for Companies</u> • Accounting for share capital | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <ul style="list-style-type: none"> • Share and share capital: nature and type. • Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares- Over subscription and under subscription of shares. issued at par and at premium, calls in advance and arrears issue of shares for consideration other than cash. • Concept of Private Placement and Employee Stock Option Plan (ESOP) • Accounting Treatment of forfeiture and reissue of shares. • Disclosure of share capital in the Balance Sheet of a company | <ul style="list-style-type: none"> • State the meaning of shares and share capital and differentiate between equity shares and preference shares and different types of share capital. • Understand the meaning of private placement of shares and ESOP. • Explain the accounting treatment of shares capital transactions regarding issue of shares. • Develop the understanding of accounting treatment of forfeiture and reissue of forfeiture shares. • Describe the presentation of share capital in the balance sheet as per schedule III part I of companies Act 2013. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|--|--|
| August 26 days | <ul style="list-style-type: none"> • Issue of Debentures | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <p>Issue of Debentures</p> <ul style="list-style-type: none"> • At par • At a premium • At a discount. • For consideration other than cash • In terms of redemption • As collateral security • Interest on debentures. • Writing of discount /loss on issue of debentures | <ul style="list-style-type: none"> • Explain the accounting treatment of different situations of transactions related to issue of debentures. • Develop the understanding and skill of writing of discount/ loss on issue of debentures • Understand the concept of collateral security and its presentation in balance sheet. • Develop the skill of calculating interest on debentures |
| | <ul style="list-style-type: none"> • Redemption of debentures | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <ul style="list-style-type: none"> • Lump sum method, • Draw of lots • Creation of Debentures redemption Reserve | <ul style="list-style-type: none"> • State the meaning of redemption of debentures. • Understand the process of redemption (a) Out of Capital (b) Out of profits • Guidelines of SEBI for creation of DRR |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|--|---|---|---|
| | Part A Unit 1 Accounts of Not for Profit Organizations | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | A lecture of Head of the finance of same School will be organized. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | By taking examples of Local NPO <ul style="list-style-type: none"> • concept • Receipt and payment Account: features and preparations. • Income and expenditure account: features Preparation of income and expenditure account and balance sheet with additional information | <ul style="list-style-type: none"> • State the meaning of a Not for profit organization. • State the meaning of receipt and payment account and features. • Preparation of receipt and payment account. • Meaning and preparation income and expenditure account and balance sheet. |
| September | Revision, Exam and Assessment | - | - | - | - | - |
| October (26) | <u>PART B</u> FINANCIAL STATEMENT ANALYSIS (A)<u>Financial statements of Company:</u> | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | A lecture of CHARTED ACCOUNTANT will be organized. | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | By showing copies of Financial statements of Some popular companies <ul style="list-style-type: none"> • Statements of Profit and loss and Balance Sheet in prescribed form with major headings and subheadings (as per Schedule III to the Companies Act,2013) | <ul style="list-style-type: none"> • Develop the understanding of major headings and subheadings (as per schedule III to the Companies act 2013) • Discuss the meaning of different tools of financial statements analysis |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|--|--|---|---|---|--|
| | <p>PART B: - (B) <u>Tools for Financial Statement Analysis</u> (a) Tools</p> <p>(b)Accounting Ratios</p> | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | <p>Made a list of all Viva Questions from this unit topic wise. Hypothetical situations taken and created for fun activity.</p> | <ul style="list-style-type: none"> • Oral and Written Test • Assignment • Quizzes • Work Sheets | <ul style="list-style-type: none"> • Financial Statements Analysis: Objectives importance and limitations. <p>With the help of Financial statements of Real Companies.</p> <ul style="list-style-type: none"> • Comparative statements • Common size statements • Cash flow analysis • Ratio analysis <p>With the help of Financial statements of Real Companies.</p> <ul style="list-style-type: none"> • Meaning, objectives, classification, and computation. • Liquidity ratios Current ratio and quick ratio | <p>Develop the Skill of preparation of comparative and common size financial statements</p> <ul style="list-style-type: none"> • Meaning, objectives, and significance of different types of ratios • Computation of current ratio, quick ratio • Develop the skill of computation of debt equity ratio, total assets to debt ratio, proprietary ratio, and |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|------------------------------------|----------------------------------|--|--|--|---|--|
| | | | | | depreciation and amortization, profit, or loss on sale of assets dividend both final and interim and tax Bank overdraft and cash credit to be treated as short term borrowings | . |
| November (10) | Project Work | <ul style="list-style-type: none"> • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board | Field Visit of Curetech formulation Pvt. Ltd. To show the financial reports | Physically verifying each project and suggesting amendments if required. | <ul style="list-style-type: none"> • Analysis of Accounting process by: Comprehensive Project • Analysis of financial statements with the help of: Segment Report | <ul style="list-style-type: none"> • Develop the skill to understand the corporate sector through Annual Reports by making project file, use of different tools like comparative statements, common size statements, calculations of ratios and cash flow statements. |
| December | Pre-Board Examination | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ECONOMICS (030)
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|---|---|--|
| February/ March (25) | <p>TOPIC: National Income and related Aggregates.</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Macroeconomics? • Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation. • Circular flow of income (two sector model) • Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. • Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) -at market price, at factor cost. | <ul style="list-style-type: none"> • TEACHING AIDS: • Chalk, Duster, Smart Board. • Power Point presentation on circular flow of income, different types of goods. • Videos on scarcity, factors of Production and significance of National Income Accounting. • Concept Map. • NCERT e- book • Flow charts related to different goods; different methods of Calculating National Income will be drawn. • Articles from Newspapers. • Flow charts related to different | <p>Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies.</p> <p>Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP.</p> <p>Mathematical Integration: (formulae related to methods of national Income Accounting).</p> <p>Skill Assessment: Concept test to probe students, comprehension or application of the concept.</p> | <ul style="list-style-type: none"> • Notes will be given. • Oral and Written testing will be done. • Quizzes will be Conducted. • Assignments will be given. • Note -book correction will be done. | <p><u>Motivation and Brainstorming</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method:</u> <u>Meaning of Economics and its branches will be explained with the help of the PPT.</u></p> <p>Inter-active method: Students sharing their own experiences related to the topic.</p> <p>Group Discussion on Why National Income of America is more than India?</p> <p>Case studies: Class will be divided into groups, data related to GDP welfare will be discussed.</p> <p>Explanation of National Income, GDP, Domestic</p> | <ul style="list-style-type: none"> • The students will be able to Recall and recognize the meaning of National Income and Domestic Income. • Identifies the economic question that concerns all the citizens. • Comprehend the concept of Domestic and National Income • Differentiate between final and Intermediate goods, flow and stock. • Calculate National Income Aggregates. (GDP, GNP, NDP, NNP at market and factor cost). • Able to summarize the precautions |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|---|--|
| | <ul style="list-style-type: none"> Real and Nominal GDP.GDP and Welfare. | <p>methods of Calculating National Income will be drawn.</p> <ul style="list-style-type: none"> Modules on EXTRAMARKS | | | <p>Income with the help of the Pie charts, histograms, bar diagrams.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | <p>while calculating National Income.</p> <ul style="list-style-type: none"> Able to analyze the factors that effects the growth of the economy. Able to explain how single good could be representative of all goods. Able to calculate National Income. |
| APRIL (26) | <p>TOPIC: Development Experience and Economic Reforms (1991)</p> <p>SUB-TOPIC</p> <p>A brief introduction of the state of Indian economy on the eve of independence. Common goals of Five-year Plans. Main features, problems and policies of agriculture.</p> <ul style="list-style-type: none"> Aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade. Features and appraisals of | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point presentation on features of Indian economy at the eve of independence, Green revolution, Land reforms, features of new economic policy of 1991. Videos on five-year plans, green revolution, need for new economic policy, GST and demonetization Ncert e- book. Concept Map. | <p>Interdisciplinary linkage: Psychology, Statistics, History, geography and Sociology.</p> <p>Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to features of Indian economy at the eve of Independence, five-year plans, features of new economic policy.</p> <p>Skill Assessment: Concept test to probe students' comprehension or application of the concept.</p> <p>Project work.</p> | <ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be Conducted. Assignments will be given. Note - book correction will be done. | <p>Motivation or Brain storming: Previous Knowledge would be checked by asking questions.</p> <p>Lecture and Discussion method Meaning of Economy, Planning, economic reforms, Liberalization, Privatization, Globalization will be explained with the help of the PPT.</p> <p>Inter-active method: Students sharing their own experiences related to the topic.</p> <p>Group discussion on suicide cases in</p> | <ul style="list-style-type: none"> The students will be able to Recall and recognize the meaning of economic Planning, green revolution, marketed surplus, ceiling of land. Comprehend the concept of Globalization., liberalization, privatization. Differentiate between import and exports. Able to summarize the impact of green |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|--|--|--|
| | liberalization, globalization and Privatization <ul style="list-style-type: none"> (LPG Policy). Concepts of demonetization and GST. | <ul style="list-style-type: none"> Articles from Newspapers. Modules on EXTRAMARKS Flow charts related to features of Indian economy, features of new economic, Policy, features of Industrial resolution act of 1956. | Map work. | | farmers and suggestions to overcome this problem. Case studies: Class will be divided into groups, data related to green revolution, land reforms will be discussed among them. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules. Problem solving/ Inquiry method will be used. Real life examples. | revolution and land reforms on the Indian economy, features of new economic policy. <ul style="list-style-type: none"> Able to analyze the socio-economic changes during the colonial period. Able to analyze and reason out the outcome of new economic policy. |
| MAY (30) | TOPIC: Current Challenges Facing Indian Economy. SUB-TOPIC <ul style="list-style-type: none"> Poverty-absolute and relative; Main Schemes. for poverty alleviation. A critical assessment: | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on challenges of Indian Economy. Video on causes of poverty in India, Poverty alleviation Schemes. | <ul style="list-style-type: none"> Interdisciplinary linkage: Psychology, Statistics, Sociology, geography and history. Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to challenges of Indian economy. | <ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignments will be given. | Motivation or Brain storming: Previous Knowledge would be checked by asking questions. Lecture and Discussion method Meaning of Poverty, Poverty-line, Rural development, diversification, Unemployment, | <ul style="list-style-type: none"> The students will be able to recall and recognize the meaning of poverty, human capital, human capital formation, poverty line, informalization, rural diversification etc. Comprehend the concept of Human development, |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|---|---|---|--|
| | <ul style="list-style-type: none"> Rural development: Key issues -credit and marketing -role of cooperatives. Agricultural diversification; alternative farming - organic farming. Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India. Employment: Formal and informal growth. Problems and policies. Infrastructure: Meaning and Types: Case Studies: Energy and Health: Problems and Policies- A critical assessment. Sustainable Economic Development: Meaning, Effects of | <ul style="list-style-type: none"> NCERT e-book Concept Map. Modules on <i>EXTRAMARKS</i> Articles from Newspapers. Flow charts related to types of poverty. <ul style="list-style-type: none"> Types of unemployment. Types of infrastructure will be shown. Types and Causes of poverty. Related to problems of human capital formation - Related to global warming. Related to Schemes launched by the Government. | <ul style="list-style-type: none"> Mathematical Integration (formulae to calculate jail index, worker population ratio) Skill Assessment Concept test to probe students' comprehension or application of the concept. Map work. | <ul style="list-style-type: none"> Note -book correction will be done. | <p>Sustainable development will be explained with the help of the PPT.</p> <p>Inter-active method: students sharing their own experiences related to the topic</p> <p>Group discussion on causes of poverty and unemployment in India and suggestions to overcome these challenges.</p> <p>Case studies: Class will be divided into groups, data related to poverty alleviation schemes launched by the Government will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | <p>poverty, rural development.</p> <ul style="list-style-type: none"> Differentiate between Absolute and Relative poverty. Calculate Poverty line, worker population etc. Able to summarize the causes and impact of poverty and poverty alleviation schemes launched by the government. Able to analyze the factors responsible for unemployment in India. Able to differentiate between frictional and structural unemployment. Able to calculate worker Population ratio. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|---|---|---|
| | Economic Development on Resources and Environment, including global warming. | | | | | |
| JUNE | Revision, Exams and assessment | – | – | – | – | – |
| JULY (10) | <p>TOPIC: Development experience of India- A comparison with Neighbours.</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • A comparison with neighbors, India and Pakistan India and China Issues. • Growth, population, sectoral development and other Human Development Indicators. | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point Presentation on development path followed by India and china. • Videos on policies adopted by china and India. • NCERT book • Modules on EXTRAMARKS • Articles/clippings from Newspapers. • Flow charts related to strategies followed by India china and | <ul style="list-style-type: none"> • Interdisciplinary linkage: Political science, Psychology, Statistics, Sociology, Geography and history. • Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to GDP, sectoral distribution and demographic indicators. • Skill Assessment: Concept test to probe students' comprehension or application of the concept. | <ul style="list-style-type: none"> • Notes will be given. • Oral and Written testing will be done. • Quizzes will be conducted. • Assignment will be given. Notebook correction will be done. | <p><u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method:</u> Meaning of regional grouping, Gross domestic product and similarities and dissimilarities between India, china and Pakistan will be explained with the help of the PPT.</p> <p><u>Inter-active method:</u> Students sharing their own experiences related to the topic</p> <p><u>Group discussion</u> on why China is galloping like a horse and India is lagging, what is the impact of one child norm policy in china.</p> | <ul style="list-style-type: none"> • The students will be able to recall and recognize the meaning of regional grouping, GDP, per capita income. GDP, Human development Index. • Comprehend the concept of Human development Index. • Compare between India china trade policies etc. • Able to summarize the policies adopted for the growth of India and china. • Able to interpret socio-economic features. • Able to explain the causes of slow |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---|---|--|--|--|
| | | Pakistan will be drawn. | <ul style="list-style-type: none"> • Map work. • Project work. | | <p>Case studies: Class will be divided into groups, data related to India, China and Pakistan's relationship will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | <p>growth in Pakistan.</p> <ul style="list-style-type: none"> • Able to interpret the data. |
| JULY (12) | <p>TOPIC: Money and Banking.</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Money -meaning and supply of money -Currency held by the public and net demand deposits held by commercial banks. • Money creation by the commercial banking system. • Central bank and its functions. | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point Presentation on functions of RBI. • NCERT e- book • Modules on EXTRAMARKS • Articles from Newspapers. | <ul style="list-style-type: none"> • Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. • Art Integration: Drawing graphs, Pie, bar diagrams, histograms, schedules related to money, banking and functions of RBI. • Mathematical Integration | <ul style="list-style-type: none"> • Notes will be given. • Oral and Written testing will be done. • Quizzes will be conducted. • Assignment will be given. • Notebook correction will be done. | <p><u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method:</u> Meaning of money, legal -tender money, banking and functions will be explained with the help of the PPT.</p> <p>Inter-active method: Students sharing their own experiences related</p> | <ul style="list-style-type: none"> • The students will be able to <ul style="list-style-type: none"> • Recall and recognize the meaning of Money and Banking, money multiplier. • Comprehend the concept of Credit creation. • Differentiate between the functions of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>(Example of the Reserve Bank of India)</p> <ul style="list-style-type: none"> Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirements. | <ul style="list-style-type: none"> Video: Related to Jan Dhan Yojna started by the Government and on functions of RBI. | <p>(formulae of calculating money multiplier)</p> <ul style="list-style-type: none"> Skill Assessment: Concept test to probe students' comprehension or application of the concept. | | <p>to the topic.</p> <p>Group discussion on What happens when rate of interest increases or decreases?</p> <p>Case studies: Class will be divided into groups, data related functions and steps taken by RBI during Covid -19 will be discussed.</p> <p>Explanation of monetary policy with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Explanation of credit creation by commercial banks will be explained through tabular presentation.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | <p>central bank and commercial bank.</p> <ul style="list-style-type: none"> Calculate Money Multiplier. able to summarize the functions of RBI. Able to analyze the steps taken by RBI to control credit. Able to differentiate between bank rate reverse Repo rate and reverse repo rate. |
| AUGUST (26) | TOPIC: Determination of Income and Employment | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. | <ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Psychology, | <ul style="list-style-type: none"> Notes will be given. | <p>Motivation or Brain storming: Previous Knowledge would be</p> | <ul style="list-style-type: none"> The students will be able to Recall and recognize the meaning of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|---|---|--|--|--|---|
| | <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Aggregate demand and its components. Propensity to consume and propensity to save (average and marginal). Short-run equilibrium output. Investment multiplier and its mechanism. Meaning of full employment and involuntary unemployment. Problems of excess demand and deficient demand. Measures to correct them –changes in government spending, taxes and money supply. | <ul style="list-style-type: none"> Power Point Presentation on the components of Aggregate demand and Aggregate supply. Video on impact of covid-19 on the Indian economy and steps taken by the Government. Concept Map. NCERT e-book Modules on EXTRAMARKS Articles/clippings from Newspapers: (impact of covid-19 on the Indian economy) Flow charts related to the components of Aggregate demand and Supply will be drawn. | <p>Statistics and Accountancy.</p> <ul style="list-style-type: none"> Art Integration: Drawing graphs, diagrams and schedules related inflation, deflation, equilibrium in the short run. Mathematical Integration (formulae of calculating AD, AS, savings, consumption and multiplier). Skill Assessment: Concept test to probe students' comprehension or application of the concept. | <ul style="list-style-type: none"> Oral and Written testing will be done. Quizzes will be conducted. Assignment will be given. Notebook correction will be done. | <p>checked by asking questions.</p> <p>Lecture and Discussion method: Meaning of Aggregate demand, supply, investment, saving, inflationary gap, deflationary gap will be explained with the help of the PPT.</p> <p>Inter-active method: Students sharing their own experiences related to the topic.</p> <p>Group discussion on excess demand and deficient demand and suggestions to overcome these problems.</p> <p>Case studies: Class will be divided into groups, data related to inflation and deflation, impact of covid-19 on the Indian economy will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms,</p> | <p>Aggregate Demand and supply, investment, savings etc.</p> <ul style="list-style-type: none"> Comprehend the concept of Investment Multiplier. Differentiate between MPC and MPS. Calculate Aggregate Income etc. Able to draw the diagram of equilibrium in the economy. Able to summarize the components of AD and AS. Able to analyze the monetary and fiscal policy of the Government. Able to identify the cause of great depression in the 1930's and suggest some measures. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|--|--|---|---|--|
| | | | | | Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples. | |
| September | Revision, Exams and assessment | – | – | – | – | – |
| October (10) | <p>TOPIC: Government Budget and Economy</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> Government budget - meaning, objectives and components. Classification of receipts -revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure. Measures of government deficit - revenue deficit, fiscal deficit, primary deficit their meaning. | <ul style="list-style-type: none"> TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on components of the budget. Video related to last year budget. NCERT e- book Concept Map. Modules on EXTRAMARKS. Articles from Newspapers. <p>Flow charts related to components of budget; deficit will be drawn.</p> | <ul style="list-style-type: none"> Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. Art Integration: Drawing graphs, diagrams and schedules related revenue budget, capital budget, deficit etc. Mathematical Integration (formulae to calculate deficit). Skill Assessment: Concept test to probe students' comprehension or application of the concept. | <ul style="list-style-type: none"> Notes will be given. Oral and Written testing will be done. Quizzes will be conducted. Assignment will be given. Notebook correction will be done. | <p>Motivation or Brain storming: Previous Knowledge would be checked by asking questions.</p> <p>Lecture and Discussion method Meaning of budget, deficit, taxes, revenue will be explained with the help of the PPT.</p> <p>Inter-active method: Students sharing their own experiences related to the topic.</p> <p>Group discussion on fiscal deficit in India.</p> <p>Case studies: Class will be divided into groups, data related to the budget 2020-21 will be discussed.</p> | <ul style="list-style-type: none"> The students will be able to recall and recognize the meaning of the concept of Government budget Comprehend the concept of Taxes. Differentiate between fiscal and Primary. Able to calculate fiscal deficit, primary deficit and revenue deficit. <p>Able to summarize the objectives of Government budget.</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | |
| OCTOBER (10) | <p>TOPIC: Balance of Payments.</p> <p>SUB-TOPIC</p> <ul style="list-style-type: none"> • Balance of payments account - meaning and components. • Balance of payments deficit-meaning. • Foreign exchange rate -meaning of fixed and flexible rates and managed floating. • Determination of exchange rate in a free market. | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. • Power Point Presentation on components of the balance of payments. • Video related to fiscal deficit of India, impact of Covid-19 on balance of trade and balance of payments. • NCERT e-book • Concept Map. • Articles from Newspapers. | <ul style="list-style-type: none"> • Interdisciplinary linkage: Mathematics, Psychology, business studies, Statistics and Accountancy. • Art Integration: Drawing graphs, diagrams and schedules related to balance of trade, foreign exchange etc. • Mathematical Integration (formulae to calculate balance of trade, foreign exchange rate.) • Skill Assessment: | <ul style="list-style-type: none"> • Notes will be given. • Oral and Written testing will be done. • Quizzes will be conducted. • Assignment will be given. • Note-book correction will be done. | <p><u>Motivation or Brain Storming:</u> Previous Knowledge would be checked by asking questions.</p> <p><u>Lecture and Discussion method:</u> Meaning of balance of payment, balance of budget, depreciation, appreciation, foreign exchange rate will be explained through PPT.</p> <p>Inter-active method: Students sharing their own experiences related to the topic</p> <p>Group discussion on impact of depreciation</p> | <ul style="list-style-type: none"> • The students will be able to recall and recognize the concept of Balance of Payments. • Comprehend the concept of current account and capital account. • Differentiate between autonomous and accommodating account. • Able to calculate balance of trade. • Able to summarize the impact of depreciation and appreciation of the currency on the economy. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | <ul style="list-style-type: none"> • Flow charts related to components of current account and capital account. • Modules on EXTRAMARKS. | <p>Concept test to probe student's comprehension or application of the concept.</p> | | <p>and appreciation of home currency.</p> <p>Case studies: Class will be divided into groups, Monetary approach related to BOP in India will be discussed.</p> <p>Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules.</p> <p>Problem solving/ Inquiry method will be used.</p> <p>Real life examples.</p> | |
| <p>OCTOBER (05)</p> | <ul style="list-style-type: none"> • Project work Any topic as per the guidelines and suggestions by CBSE. | <ul style="list-style-type: none"> • TEACHING AIDS: Chalk, Duster, Smart Board. | <ul style="list-style-type: none"> • Inter disciplinary link: Mathematics, Art | <p>ASSESSMENT: AS per guidelines of CBSE.</p> | <p>Research work and making project files.</p> | <ul style="list-style-type: none"> • Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers. • Realization of learners' role in nation building |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>and sensitivity to the economic issues that the nation is facing today.</p> <ul style="list-style-type: none"> • Equipment with basic tools of economics and statistics to analyze economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage. • Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning. |
| December | - | - | - | Pre-Board Exams in December | Revision for Annual Exams | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Business Studies (054)
Class: XII COMMERCE
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|--|--|
| Feb-Mar (26) | Chapter:1 Nature and Significance of Management (Periods: 12) <ul style="list-style-type: none"> • Management – Concept, Objectives and Importance • Concept includes meaning and characteristics / features • Management as Science, Art and profession • Levels of Management • Management Functions – Planning, Organising, Staffing, Directing and Controlling • Coordination – Concept and | <ul style="list-style-type: none"> • PPT • Video of Dabbawalla for coordination • Video from Extra Marks on Levels of Management Coordination • Charts on Levels of Management. • Mind Maps and Mnemonics at the end of the chapter. • E-Book • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary linkage- features of science and features of arts to explain how management is science as well as arts • Activity in the class to explain difference between cooperation and coordination • Experiential learning- framing case studies by students • Flip Teaching <p>(Three children will</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Examining Prior Knowledge about Management by asking Random Questions. • https://www.youtube.com/watch?v=WKiRLpD0xSo (video by Sandeep Maheshwari) • Introducing management after getting the expected response from the students majorly with the help of examples. • Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> • Management as Science, Art and profession • Levels of | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Explain management- concept, objectives, and importance • Understand the concept of management. • Explain the meaning of 'Effectiveness and Efficiency. • Discuss the objectives of management. • Describe the importance of management. • Management as Science, Art and Profession • Examine the nature of management as a science, art and profession. • Levels of Management • Understand the role of top, middle and lower levels of |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | importance | | be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | | <p>Management</p> <ul style="list-style-type: none"> • Management Functions – Planning, Organising, Staffing, Directing and Controlling • Coordination – Concept and importance | <p>management</p> <ul style="list-style-type: none"> • Management functions-planning, organizing, staffing, directing and controlling • Explain the functions of management Coordination-concept and importance • Discuss the concept and characteristics of coordination. • Explain the importance of coordination. • Besides that, the students will be able to apply the knowledge of nature of management in real life with the help of case studies. Students will also learn to frame the case studies on their own |
| March | <p>Chapter:2 Principles of Management (Periods: 14)</p> <ul style="list-style-type: none"> • Principles of Management – Concept and significance | <ul style="list-style-type: none"> • PPT • Video: On Fayol's Principles of Management. • Video of experiment on monkeys to | <ul style="list-style-type: none"> • Inter disciplinary linkage- Science for explaining scientific principles and Scientific studies • Activity in the | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment | <ul style="list-style-type: none"> • Given them the background of Henry Fayol and FW Taylor. Discussed the scientific and general management | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Explain Concept and significance of Principles • Understand the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> Fayol's Principle of Management Taylor's Scientific Management – Principle and techniques | <p><i>explain Equity</i></p> <ul style="list-style-type: none"> Video from Extra Marks on Levels of Management Coordination Acronyms of Fayol's principles of management. Charts on principles of management. Chalk and Board | <p>class to explain functional foremanship</p> <ul style="list-style-type: none"> Experiential learning- framing case studies by students Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <ul style="list-style-type: none"> Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p> | <p>principles.</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=90qpziPNRnY Lecture to be delivered by using PPT for the following concepts: Fayol's Principle of Management Taylor's Scientific Management – Principle and techniques Video on difference between equity and equality https://www.youtube.com/watch?v=MIXZyNtaoDM | <p>concept of principles of management.</p> <ul style="list-style-type: none"> Explain the significance of management principles. Fayol's principles of management Discuss the principles of management developed by Fayol. Taylor's Scientific management-principles and techniques Explain the principles and techniques of 'Scientific Management'. Compare the contributions of Fayol and Taylor. Frame the case studies on their own Besides that, the students will also be equipped to work on the project based on Principles of Management |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| March/ April | Chapter:3 Business Environment (Periods:12) <ul style="list-style-type: none"> Business Environment – Concept and Importance Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features Impact of Government Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India | <ul style="list-style-type: none"> PPT Video and news clipping on demonetization Video from Extra Marks On features of business environment Mind Maps and Mnemonics at the end of the chapter. Charts Chalk and Board | <ul style="list-style-type: none"> Inter disciplinary Linkages: With economics for demonetization and economic dimensions, with political science and sociology for political and social dimensions Experiential learning- framing case studies by students Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual test (MCQ based) Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> Introduced the chapter with the help of real-life examples from newspapers on various dimensions of business environment. Video and news clipping on demonetization https://www.youtube.com/watch?v=nEr70AsqwAU Lecture to be delivered by using PPT for the following concepts: Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features Impact of Government | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> Explain Business Environment- concept and importance Understand the concept of ‘Business Environment Describe the importance of business environment Dimensions of Business Environment- Economic, Social, Technological, Political and Legal Demonetization - concept and features Describe the various dimensions of ‘Business Environment Understand the concept of demonetization Impact of Government policy changes on business with special reference to liberalization, privatization and globalization in |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India | <p>India</p> <ul style="list-style-type: none"> • Examine the impact of government policy changes on business in India with reference to liberalisation, privatization and globalisation since 1991. • Discuss the managerial response to changes in business environment. • Besides that, the students will be able to apply the knowledge of business environment in real life with the help of case studies. Students will also learn to frame the case studies on their own |
| April (26) | <p>Chapter: 9 Financial Management (Periods:20)</p> <ul style="list-style-type: none"> • Concept, Role and Objective of Financial Management | <ul style="list-style-type: none"> • PPT • Video: On Trading on Equity, Financial decisions. • Video: Importance of financial planning • Black Board for | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Accounts for explaining the concept of Fixed capital and working capital and EPS- EBIT analysis | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual | <ul style="list-style-type: none"> • Discussion on money matters, habit of thrift, along with the introduction to financial management • Randomly asked questions to | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Understand the concept, role and objectives of Financial Management • Understand the |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <ul style="list-style-type: none"> • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting • Financial Planning- Concept and Importance • Capital structure – Concept <p>Fixed and Working capital – Concept and factors affecting their requirements</p> | <p>numerical of Trading on Equity</p> <ul style="list-style-type: none"> • Video from Extra Marks on factors affecting major decisions taken under Financial Management • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | <p>Experiential learning- framing case studies by students</p> <ul style="list-style-type: none"> • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <p>test (MCQ based)</p> <ul style="list-style-type: none"> • Pen paper test <p>Notebook Evaluation</p> | <p>check the previous knowledge of class 11 as the base to this chapter.</p> <ul style="list-style-type: none"> • Lecture to be delivered by using PPT for the following concepts: • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting • Video on trading on equity • https://www.youtube.com/watch?v=a-z970PLHQHo • Financial Planning- Concept and Importance • Capital structure – Concept <p>Fixed and Working capital – Concept and factors affecting their requirements</p> | <p>concept of financial management.</p> <ul style="list-style-type: none"> • Explain the role of financial management in an organisation. • Discuss the objectives of financial management Financial decisions: investment, financing and dividend-Meaning and factors affecting • Discuss the three financial decisions and the factors affecting them. Financial Planning- concept and importance • Describe the concept of financial planning and its objectives. • Explain the importance of financial planning. Capital Structure– concept and factors affecting capital structure • Understand the concept of capital structure. • Describe the factors determining the choice of an |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | <p>appropriate capital structure of a company. Fixed and Working Capital- Concept and factors affecting their requirements</p> <ul style="list-style-type: none"> • Understand the concept of fixed and working capital. <p>Describe the factors determining the requirements of fixed and working capital</p> <ul style="list-style-type: none"> • Besides that, the students will be able to apply the knowledge of financial management in real life with the help of case studies. Students will also learn to frame the case studies on their own |
| April/ May | <p>Chapter: 10 Financial Markets (Periods: 18)</p> <ul style="list-style-type: none"> • Financial Markets: Concept, Functions and Types • Money Market and its | <ul style="list-style-type: none"> • PPT • Video on Stock Market Simulation • Movie 'Bazaar' Based on stock market • Virtual games on | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Economics (To explain how demand and supply mechanism works in the Stock Exchange for fixation of prices of financial securities) | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual | <ul style="list-style-type: none"> • The chapter started with the interesting case study of 'Master Stroke by Dhru Bhai Ambani' • https://www.youtube.com/watch?v=g3iGtMhRKy4 | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of financial market. • Explain the functions of financial market. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | <p>Instruments</p> <ul style="list-style-type: none"> • Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market. • Stock Exchange – Function and Trading Procedure • Securities and Exchange Board of India (SEBI) Objectives and Functions | <p>stock exchange</p> <ul style="list-style-type: none"> • Video on Trading and Settlement Procedure from Extra Marks • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | <ul style="list-style-type: none"> • Experiential learning- framing case studies by students • Experiential learning by adding project with this chapter. • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <p>test (MCQ based)</p> <ul style="list-style-type: none"> • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Discussions and explanation of Financial markets and its types • Real life examples of investment in Stock Markets by various people. • Lecture to be delivered by using PPT for the following concepts: • Money Market and its Instrument • Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market. • Stock Exchange – Function and Trading Procedure • Securities and Exchange Board of India (SEBI) • Objectives and | <ul style="list-style-type: none"> • Understand capital market and money market as types of financial markets. • Understand the concept of money market. • Describe the various money market instruments. • Discuss the concept of capital market. • Explain primary and secondary markets as types of capital market. • Differentiate between capital market and money market. • Discuss the methods of floating new issues in the primary market. • Distinguish between primary and secondary markets. • Give the meaning of a stock exchange. • Explain the functions of a stock exchange. • Discuss the trading procedure in a stock exchange. • Give the meaning of depository services and demat account |

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| | | | | | Functions | <p>as used in the trading procedure of securities.</p> <ul style="list-style-type: none"> • State the Securities and Exchange Board of India (SEBI) - objectives of SEBI. • Explain the functions of SEBI. • Frame the case studies on their own • Besides that, the students will also be equipped to work on the project based on Stock Exchange |
| May- June (26 + 4) | Chapter:11 Marketing (Periods: 30) <ul style="list-style-type: none"> • Selling and Marketing – Concept • Marketing management – Concept • Marketing functions • Marketing Management Philosophies | <ul style="list-style-type: none"> • PPT • Video: On 4 Ps' of marketing • Image of Cow cuddling- a new businesses to explain 'What can be marketed'. • Functions of marketing done with the help of acronyms • Additional information from | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Social Science To explain the marketing philosophies – evolution of production concept through industrial revolution and colonization • Experiential learning by adding project with this chapter. • Experiential | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Started the chapter by doing a small practical by making them choose a product and marketing it to the class students. • Then introducing the various aspects of marketing through discussions and lectures. • Real life | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Understand the concept, functions and philosophies of Marketing • Understand the concept of marketing. • Explain the features of marketing. • Discuss the functions of marketing. • Understand the concept of marketing |

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|-----------------------------------|--|---|--|--|---|---|
| | <ul style="list-style-type: none"> • Marketing Mix – Concept and Element • Product: Branding, Labelling and Packaging – Concept • Price: Concept, Factors determining price • Physical distribution: Concept and Component, Channel of Distribution – Types, Choice of Channels • Promotion: Concept and Elements; Advertising – concept, role, objections against advertising • Personal Selling – concept and qualities of a good salesman | <p>Extra Marks</p> <ul style="list-style-type: none"> • Videos of advertisements of ‘Rajasthan’ and ‘Fevicol’ • Video of Nihar Shanti Amla to explain Societal Marketing concept • Mind Maps and Mnemonics at the end of the chapter. • Chalk and Board | <p>learning- Framing case studies by students</p> <ul style="list-style-type: none"> • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | | <p>examples of advertisements, sales promotion techniques, labeling, branding, packaging etc.</p> <ul style="list-style-type: none"> • Lecture to be delivered by using PPT for the following concepts: • Marketing functions • Marketing Management Philosophie • Marketing Mix – Concept and Element • Product: Branding, Labelling and Packaging – Concept • Price: Concept, Factors determining price • Physical distribution: Concept and | <p>mix.</p> <ul style="list-style-type: none"> • Understand the concept of product as an element of marketing mix. • Understand the concept of branding, labelling and packaging. • Understand the concept of price as an element of marketing mix. • Describe the factors determining price of a product. • Understand the concept of physical distribution. • Explain the components of physical distribution. • Describe the various channels of distribution. • Understand the concept of promotion as an element of marketing mix. • Describe the elements of promotion mix. • Understand the concept of advertising. • Understand the concept of sales |

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| | <ul style="list-style-type: none"> Sales promotion – concept and techniques Public Relations- concept and role | | | | Component, Channel of Distribution – Types, Choice of Channels <ul style="list-style-type: none"> Promotion: Concept and Elements; Advertising – concept, role, objections against advertising Personal Selling – concept and qualities of a good salesman Sales promotion – concept and techniques Public Relations- concept and role | promotion. <ul style="list-style-type: none"> Discuss the concept of public relations. Frame the case studies on their own Besides that, the students will also be equipped to work on the project based on marketing management |
| June | Revisions, Exams and assessment | – | – | – | – | – |
| July (23) | Chapter:12 Consumer Protection (Periods: 12) <ul style="list-style-type: none"> Concept and Importance of Consumer Protection Consumer Protection Act, | <ul style="list-style-type: none"> PPT Video shot in Big Bazaar by a customer to spread consumer awareness Video: On three tier machinery, rights and responsibilities | <ul style="list-style-type: none"> Inter disciplinary Linkages: Law To explain the definition of consumer as per Consumer Protection Act 1986, what are the rights and duties | <ul style="list-style-type: none"> MCQ (daily) Oral discussions on HOTS and case studies Case studies based written assignment Weekly conceptual | <ul style="list-style-type: none"> Introduced the chapter by randomly asked questions to check the previous knowledge of class 10 as the base to this chapter. | After going through this unit, the students would be able to: <ul style="list-style-type: none"> Understand the concept of consumer protection. Describe the importance of consumer protection. |

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|-----------------------------------|---|---|---|--|--|---|
| | 1986: <ul style="list-style-type: none"> • Meaning of consumer • Right and Responsibilities of Consumers • Who can file a complaint and against whom? • Redressal machinery Remedies available | of consumers. <ul style="list-style-type: none"> • Video on case study Maggi Noodles • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | of consumers as per the act <ul style="list-style-type: none"> • Experiential learning- Framing case studies by students • Flip Teaching (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | test (MCQ based) <ul style="list-style-type: none"> • Pen paper test Notebook Evaluation | <ul style="list-style-type: none"> • Lecture/Discussion on various topics with examples • Discussed exploitation of consumers by involving the students to give examples of exploitation in case faced by them. • Discussed the aspects of consumers exploitation with the help of various real-life examples | <ul style="list-style-type: none"> • Discuss the scope of Consumer Protection Act, 1986 Consumer Protection Act 1986: • Understand the concept of a consumer according to the Consumer protection Act 1986. • Explain the consumer rights • Understand the responsibilities of consumers • Understand who can file a complaint and against whom? • Discuss the legal redressal machinery under Consumer protection Act 1986. • Examine the remedies available to the consumer under Consumer protection Act 1986. • Consumer awareness-Role of consumer organizations and Non-Governmental Organizations (NGOs) in protecting consumers' interests <p>Besides that, the students will be able to</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | apply the knowledge of consumer protection in real life with the help of case studies. Students will also learn to frame the case studies on their own |
| July | Chapter:4 Planning (Periods:16) <ul style="list-style-type: none"> • Concept, Importance and Limitations • Planning Process <p>Single use and Standing Plans – Objective, Strategy, Policy, Procedure, Method, Rule, Budget and Programme</p> | <ul style="list-style-type: none"> • PPT • Video: On Types of Plans • A case study of Surgical trike to explain various types of Plans • Video on importance of planning • Video on features of planning from Extra Marks • A comparative chart on different types of plans made by me • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Economics Linked the concept with Five Years Plans. Example of the Annual Budget by the Government To explain Budget. • Experiential learning- Framing case studies by students • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Introduced planning with the help of School Calendar. • Lecture/Discussion for various topics • Example of Class 12 targets and board result to establish relation among different types of plans. | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of planning. • Describe the importance of planning • Understand the limitations of planning. • Describe the steps in the process of planning. • Develop an understanding of single use and standing plans • Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans. <p>• Besides that, the students will be able to apply the knowledge of</p> |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | | Planning in real life with the help of case studies especially the case study of surgical strike. Students will also learn to frame the case studies on their own |
| August (20) | Chapter: 5 Organising (Periods: 15) <ul style="list-style-type: none"> • Concept and Importance • Organising Process • Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept • Delegation- Concept Element and Importance Decentralisation – Concept and Importance | <ul style="list-style-type: none"> • PPT • Video: On Formal and Informal Organisation • Video on functional and divisional structure from Extra Marks • Explanation of the organization structure of the school • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Sociology: To explain the importance of informal organization in the formal structure <ul style="list-style-type: none"> • Experiential learning- Framing case studies by students • Flip Teaching (Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.) | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation | <ul style="list-style-type: none"> • Introduced organizing with the help of an activity – Everyone in the class will organize the classroom, desks, surroundings, teachers' area, cupboards, lockers etc. • Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> ➤ Organising Process ➤ Structure of Organisation – Functional and | After going through this unit, the students would be able to: <ul style="list-style-type: none"> • Understand the concept and importance of organizing • Understand the concept of organizing as a structure and as a process. • Describe the steps in the process of organizing • Structure of organisation- functional and divisional concept. • Explain the advantages, disadvantages and suitability of functional and divisional structure. • Understand the concept of formal |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | Divisional concept. Formal and Informal Organisation – concept <ul style="list-style-type: none"> • Delegation- Concept Element and Importance • Decentralisation – Concept and Importance | and informal organization. <ul style="list-style-type: none"> • Discuss the advantages, disadvantages of formal and informal organization. • Understand the concept of delegation. • Describe the elements of delegation. • Appreciate the importance of Delegation. • Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation. • Besides that, the students will be able to apply the knowledge of Organising in real life with the help of case studies. Students will also learn to frame the case studies on their own |

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| August | <p>Chapter: 6 Staffing (Periods:16)</p> <ul style="list-style-type: none"> • Concept and Importance of Staffing • Staffing as a part of Human Resource Management – Concept • Staffing Process • Recruitment Process • Selection Process Training and Development – Concept and importance; Method of Training; on the job and off the job- Vestibule training, Apprenticeship training and Internship training | <ul style="list-style-type: none"> • PPT • Video: Staffing Process Selection Process • Video on Recruiting Car • Video on psychometric tests and personality tests • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Psychology To explain different types of selection tests • Experiential learning- Framing case studies by students • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Introduced staffing by asking random questions on previous knowledge regarding the staff members of the school. • Also caught their attention by discussing the fields of MBA • Lecture to be delivered by using PPT for the following concepts: <ul style="list-style-type: none"> • Concept and Importance of Staffing • Staffing as a part of Human Resource Management – Concept • Staffing Process • Recruitment Process • Selection Process • Training and Development – Concept and | <ul style="list-style-type: none"> • After going through this unit, the students would be able to: • Understand the concept of staffing. • Explain the importance of staffing as a part of Human Resource Management concept • Understand the specialized duties and activities performed by Human Resource Management Staffing process • Describe the steps in the process of staffing Recruitment process • Understand the meaning of recruitment. • Discuss the sources of recruitment. • Explain the merits and demerits of internal and external sources of recruitment. • Understand the meaning of selection. • Describe the steps |

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| | | | | | importance; Method of Training; on the job and off the job-Vestibule training, Apprenticeship training and Internship training | <p>involved in the process of selection.</p> <ul style="list-style-type: none"> • Understand the concept of training and development. • Appreciate the importance of training to the organisation and to the employees. • Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. • Differentiate between training and development. • Discuss on the job and off the job methods of training. <p>• Besides that, the students will be able to apply the knowledge of Staffing in real life with the help of case studies. Students will also learn to frame the case studies on their own</p> |
| September (16) | Chapter: 7 Directing (No of Periods: 15) | <ul style="list-style-type: none"> • PPT • Video on Maslow's Hierarchy Theory | <ul style="list-style-type: none"> • Inter disciplinary Linkages: | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case | <ul style="list-style-type: none"> • Explained and discussed the concept, importance and | After going through this unit, the students would be able to: |

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| | <ul style="list-style-type: none"> • Concept and Importance • Elements of Directing • Supervision: Concept, Functions of a Supervisor • Motivation: Concept, Maslow's hierarchy of needs; Financial and Non-Financial Incentives • Leadership: Concept; Styles- authoritative, democratic and laissez-faire <p>Communication: Concept, Formal and Informal Communication; Barriers of Effective Communication, how to overcome the barriers</p> | <p>explained through scenes of movie 'Bhag Milkha Bhag'</p> <ul style="list-style-type: none"> • Video: On formal and informal communication and Barriers to Communication • Video: on various types of leadership from Extra Marks • Video Who is leader • Chalk and Board | <p>Psychology To explain the theory of Maslow's Hierarchy of needs.</p> <ul style="list-style-type: none"> • Experiential learning- Framing case studies by students • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)</p> | <p>studies</p> <ul style="list-style-type: none"> • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <p>elements of directing with the help of examples.</p> <ul style="list-style-type: none"> • Taught with charts and diagrams • Discussed with the help of real-life examples like leadership was explained through responsibilities fulfilled by prefects. • https://www.youtube.com/watch?v=tghjgOv4mKc&t=66s • Students were made to do a role play on leadership • Role plays on communication barriers were done | <ul style="list-style-type: none"> • Describe the concept of directing. • Discuss the importance of directing • Describe the various elements of directing • Understand the concept of motivation. • Develop an understanding of Maslow's Hierarchy of needs. • Discuss the various financial and non-financial incentives. • Understand the concept of leadership. • Understand the various styles of leadership. • Understand the concept of communication • Understand the elements of the communication process. • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication. |

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| | | | | | | <ul style="list-style-type: none"> • Suggest measures to overcome barriers to communication. • Besides that, the students will be able to apply the knowledge of Directing in real life with the help of case studies. Students will also learn to frame the case studies on their own |
| September | <p>Chapter: 8 Controlling (Periods: 12)</p> <ul style="list-style-type: none"> • Concept and Importance • Relationship between Planning and Controlling <p>Steps in Controlling Process</p> | <ul style="list-style-type: none"> • PPT • Video: On Controlling Process • Video of relationship between planning and controlling from Extra Marks • Mind Maps and Mnemonics at the end of the chapter • Charts • Chalk and Board | <ul style="list-style-type: none"> • Inter disciplinary Linkages: Mathematics To explain critical point control and management by exception • Experiential learning- Framing case studies by students • Flip Teaching <p>(Three children will be given different topics. They will make case studies and draft questions out of the given topic and</p> | <ul style="list-style-type: none"> • MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test <p>Notebook Evaluation</p> | <ul style="list-style-type: none"> • Introduced the chapter with discussion on evaluation/examination • Discussed various other real-life examples of control systems (connected the example of the targets given to everyone by the school management) • Lecture/Discussion | <p>After going through this unit, the students would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of controlling. • Explain the importance of controlling. • Describe the relationship between planning and controlling • Discuss the steps in the process of controlling. • Besides that, the students will be able to apply the knowledge of controlling in real life with the help of |

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| | | | explain to the class.) | | n on various topics with examples | case studies. Students will also learn to frame the case studies on their own |
| September | Revisions, Exams, and assessment. | – | – | – | – | – |
| October (21) | Project Work (Periods: 20) | <ul style="list-style-type: none"> PPT Sample Project File | <ul style="list-style-type: none"> Inter disciplinary Linkages: Arts Designing logo, label, packaging cover, decorating file to make it an art integrated project Experiential Learning | Physically verifying each project and suggesting amendments if required. | <ul style="list-style-type: none"> Students will market various things like product, services, experience, idea, place, person etc. and present it in the form of a file. | Students will get firsthand experience of marketing of the product/ functioning of Stock Exchange/ application of various principles of management. |
| November/ December | Revisions, Exams and assessment | – | – | – | – | – |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Informatics Practices
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| MAR-APRIL | <p><u>UNIT 1: Data Handling -2 : Python Pandas</u></p> <p><u>Periods: Theory [35]</u></p> <p><u>Practical [40]</u></p> | <ul style="list-style-type: none"> • White Board marker • Duster • Text book • PPT slide and internet | NA | Test related to the topic, MCQ's | <ul style="list-style-type: none"> • The unit Data Handling has been divided into four parts. The topic Python Pandas will be explained to the children by slides. Children will be taught Discriptive statitics with pandas by giving them the live examples and running the programs on the spyder/python shell. Children will be given some output qustions to understand the topic well. The programs on pandas Series and dataframes to be given. For eg. Handling floating point values, Accessing Data from a series with position, creating series using two | <ul style="list-style-type: none"> • The students will be able to <ul style="list-style-type: none"> - recall the topic from class XI - understand descriptive statistics with pandas (Functions min(), max(), mode(), mean(),count(), sum(), quantile() etc.) - perform advanced operations on DataFrames (like Pivoting, sorting and aggregation - Creating Histogram -Function Applications (pipe(), apply(), applymap(), groupby() and transform()) - reindexing and altering labels in histogram |

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| | | | | | different lists and using missing values(NaN), Methamatical operations on Series, Adding, renaming and removing columns from dataframes etc. | |
| MAY | <u>UNIT 1: Data Handling -2 : NumPy & Plotting with Pyplot</u> <u>Periods: Theory [20]</u> <u>Practical [25]</u> | PPT on the concept to be shown using the smartboard and Internet Internet/ Wikipedia to be used to demonstrate the concept | Practical knowledge was given on the concept using some open source softwares. Hands of practice using the python shell/spyder/anaconda is to be given to understand the concept practically | Oral test & General outputs questions from the exercise to be given MCQ's and Oral assignments | This lesson includes the explanation on Arrays. After explanation the practical implementation of arrays to be demonstrated. After teaching Numpy the Plotting with pyplot is to be taught with some real life examples. The question from exercise to be given to make them understand better. | The students will be able to understand the following: - Creating 1D array, 2D array - Arrays: slices, joins, and subsets -Arithmetic operations on 2D arrays -Covariance, correlation and linear regression - Plot bar graphs, histograms, frequency polygons, box plots, and scatter plots. |
| June | Revision, Exams and assessment | | | | | |
| JULY - AUGUST | <u>UNIT - 3 : Data Management (DM-2) : Web Development with Django</u> | PPT on the concept to be shown using the smartboard and Internet | Hands of practice using the Spyder IDE/Python shell and Database Management System Software (MYSQL) | General outputs questions from the exercise to be given MCQ's and Oral assignments | | The students will be able to understand the following : - What is a Framework, What is Django, How Django Works, Django |

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|--------------------------|--|---|--|--|--|--|
| | <p><u>Periods: Theory [5]</u> <u>Practical [5]</u></p> <p><u>UNIT - 3 : Data Management (DM-2) : Interface Python with SQL</u> <u>Periods: Theory [10]</u> <u>Practical [10]</u></p> <p><u>UNIT - 3 : Data Management (DM-2) : More on SQL</u> <u>Periods: Theory [10]</u> <u>Practical [10]</u></p> | Internet/ Wikipedia to be used to demonstrate the concept | | | <p>Demonstrating all the above installation by Web and to make the students understand that how using application can be created using Django Web App also be taught using some of the life cycle to create connected to MSOL. The Working with File Fields Banking/Stock/Inventory and CSV files (Understand end and back end. Students will be explained a of database system like - Python MYSQL inconsistency, redundancy, integrity, etc. Showing writing command on the Python Establishing the select statement to join two tables, create and In practical class the Group by clause and equi-join eg:-</p> <p>creating Databases etc. - Functions in MYSQL, Aggregate Functions in SQL, Sorting in SQL, GroupBy - Having clause</p> | <p>Installation by Web and to make the students understand that how using application can be created using Django Web App also be taught using some of the life cycle to create connected to MSOL. The Working with File Fields Banking/Stock/Inventory and CSV files (Understand end and back end. Students will be explained a of database system like - Python MYSQL inconsistency, redundancy, integrity, etc. Showing writing command on the Python Establishing the select statement to join two tables, create and In practical class the Group by clause and equi-join eg:-</p> <p>creating Databases etc. - Functions in MYSQL, Aggregate Functions in SQL, Sorting in SQL, GroupBy - Having clause</p> |
| SEP | <p><u>Unit 2: Basic Software Engineering (BSE):- Introduction to Software Engineering & Agile Methods and Practical Aspects of Software Engineering</u> <u>Periods: Theory [35]</u> <u>Practical [10]</u></p> | PPT's and Internet and wikipedia | NA | General outputs questions from the exercise to be given MCQ's and Oral assignments | Explaining the importance of IT applications which is essential requirement of every individual and organization to simplify their day-to-day work, efficiently manage and execute projects. We will be covering introductory software engineering and OO design material, working with a medium sized | The students will be able to understand:- Software Processes: waterfall model, evolutionary model, and component based model- Delivery models: incremental delivery, spiral delivery · Process activities: specification, design/implementation, validation, evolution - Agile methods: pair programming, and |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|--|---------------------|--|---|--|---|
| | | | | | project, in a language new to the students in 1st phase. In the 2nd phase by using Eiffel we are giving students a glimpse of the future – a seamless, whole of lifecycle approach to Software Engineering which encompasses a development environment, design method, and programming language, employing a consistent set of concepts realized with a single notation. | Scrum - Business use-case diagrams · Practical aspects: Version control system (GIT), and do case studies of software systems and build use-case diagrams |
| September | Revision, Exams and assessment | | | | | |
| OCT | <u>UNIT 4: Society, Law and Ethics (SLE-2) Periods: Theory [15] Practical [5]</u> | PPT's and Wikipedia | NA | MCQ's, Exercise queries from the book | With the reach of technology to our day to day life, there has been a paradigm shift, and it has also raised specific issues and problems related to Society, ethics and law. In this chapter, students will be talked and explained about topics about this very domain such as intellectual property rights, plagiarism, cybercrime, cyber law, e-waste management etc using | The students will be able understand - Intellectual property rights, plagiarism, digital rights management, and licensing (Creative Commons, GPL and Apache), open source, open data, privacy. - Privacy laws, fraud; cyber-crime- phishing, illegal downloads, child pornography, scams; cyber forensics, IT Act, 2000. - Technology and society: understanding |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--------------------------|----------------------------------|---------------|--|---|------------------------------------|--|
| | | | | | the PPT's and some youtube videos. | of societal issues and cultural changes induced by technology. <ul style="list-style-type: none"> - E-waste management: proper disposal of used electronic gadgets. - Identity theft, unique ids, and biometrics. - Gender and disability issues while teaching and using computers. - Role of new media in society: online campaigns, crowdsourcing, smart mobs - Issues with the internet: internet as an echo chamber, net neutrality, internet addiction - Case studies - Arab Spring, WikiLeaks, Bit coin |
| NOV | <u>Revision, Project Work</u> | | | | | |
| DEC- FEB | Practical Examination, Pre-Board | | | | | |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Physical Education
Class: XII
Session 2020-21

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|--|--|---|--|--|
| <p>Month: March.</p> <p>No. of Periods: 10</p> | <p>Topic/Chapter: Unit I Planning in Sports</p> | <p>Power Point Presentations, Extra marks , YouTube Videos</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Chapter end test, MCQs, Exercise Questions.</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppt, YouTube videos, and demonstration to explain the topics.</p> | <p>The students will be able explain</p> <ul style="list-style-type: none"> ▪ Meaning & Objectives Of Planning ▪ Various Committees & its Responsibilities (pre; during & post) ▪ Tournament – Knock-Out, League Or Round Robin & Combination ▪ Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) ▪ Intramural & Extramural – Meaning, Objectives & Its Significance <p>Specific Sports Programmers (Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run for</p> |
| <p>Month: MARCH</p> <p>No. of Periods:10</p> | <p>Topic/Chapter: Unit II Sports & Nutrition</p> | <p>Power Point Presentations, Extra marks , YouTube Videos</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Balanced Diet & Nutrition: Macro & Micro Nutrients • Nutritive & Non-Nutritive Components Of Diet |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia /Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|--|--|---|---|---|
| | | | | | <p>Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts YouTube videos, experimental demonstration to explain the topics.</p> | <ul style="list-style-type: none"> Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths |
| <p>18th March, 2020, School closes due to COVID – 19. Staff gets trained for Online Teaching Classes and Online Teaching starts from 1st April, 2020.</p> | | | | | | |
| <p>Month: April</p> <p>No. of Periods: 11</p> | <p>REVISION Unit I Planning in Sports</p> | <p>Power Point Presentations, Extra marks , YouTube Videos</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> Meaning & Objectives Of Planning Various Committees & its Responsibilities (pre; during & post) Tournament – Knock-Out, League Or Round Robin & Combination Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) Intramural & Extramural – Meaning, Objectives & Its Significance Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run for unity. |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia /Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|--|--|---|--|---|
| <p>Month: April</p> <p>No. of Periods:11</p> | <p>Topic/Chapter:</p> <p>REVISION Unit II Sports & Nutrition</p> | <p>Power Point Presentations, Extra marks ,YouTube Videos</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, experimental demonstration to explain the topics.</p> | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Balanced Diet & Nutrition: Macro & Micro Nutrients • Nutritive & Non-Nutritive Components Of Diet • Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance & Food Myths |
| <p>Month: May</p> <p>No. of Periods: 12</p> | <p>Topic/Chapter: Unit III Yoga & Lifestyle</p> | <p>Power Point Presentations, Extra marks , YouTube Videos</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, YouTube videos, and experimental demonstration to</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Asanas as preventive measures <p>Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardh</p> <ul style="list-style-type: none"> • Matsyendrasana <p>Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pavan</p> <ul style="list-style-type: none"> • Muktasana, Ardh Matsyendrasana <p>Asthema: Procedure,</p> |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|---|--|---|--|--|
| | | | | | explain the topics. | Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, <ul style="list-style-type: none"> ● Parvatasana, Bhujangasana, Paschimottasana, Matsyasana Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana, <ul style="list-style-type: none"> ● Sharasana ▪ Back Pain: Tadasana, Ardh Matsyendrasana, Vakrasana, Shalabhasana, Bhujangasana |
| Month: June No. of Periods: 10 | Topic/Chapter: Unit IV Physical Education & Sports for CWSN (Children With Special Needs - Divyang) | Power Point Presentations, Extra marks YouTube Videos | . Mind maps on the topics given Practical's related to topic performed | Oral Questions, Chapter end test, MCQs, Exercise Questions | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion. Using ppts, modules, YouTube videos, experimental demonstration to explain the topics. | The students will be able to: <ul style="list-style-type: none"> ● Concept of Disability & Disorder ● Types of Disability, its causes & nature (cognitive disability, intellectual disability, physical disability) ● Types of Disorder, its cause & nature (ADHD, SPD, ASD, ODD, OCD) ● Disability Etiquettes ● Advantage of Physical Activities for children with special needs ▪ Strategies to make Physical Activities assessable for children with special need |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|--|---|--|---|---|--|
| Month: July No. of Periods: 12 | Topic/Chapter: Unit V Children & Women in Sports | Power Point Presentations, Extra marks , YouTube Videos | Mind maps on the topics given Practical's related to topic performed | Oral Questions, Chapter end test, MCQs, Exercise Questions | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion. Using ppts, modules, YouTube videos, experimental demonstration to explain the topics. | At the end of the chapter, students will be able <ul style="list-style-type: none"> ● Motor development & factors affecting it ● Exercise Guidelines at different stages of growth & Development Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow <ul style="list-style-type: none"> ● Legs and Scoliosis and their corrective measures ● Sports participation of women in India ● Special consideration (Menarch & Menstrual Disfunction) ▪ Female Athletes Triad (Oestoperosis, Amenoria, Eating Disorders) |
| Month: July No. of Periods: 12 | Topic/Chapter: Unit VI Test & Measurement in Sports | Power Point Presentations, Extra marks, YouTube Videos. | Mind maps on the topics given Practical's related to topic performed | Oral Questions, Chapter end test, MCQs, Exercise Questions | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming | The students will be able to: Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, <ul style="list-style-type: none"> ● Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | Lecture Discussion. Using ppts, YouTube videos, and experimental demonstration to explain the topics. | <p style="text-align: center;">Shuttle run</p> <p>General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig</p> <ul style="list-style-type: none"> ● Zag Run, Medicine Ball Put – For Boys: 03 Kg & For Girls: 01 Kg) <p>Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</p> <ul style="list-style-type: none"> ● Computation of Fitness Index: <p>Rikli & Jones - Senior Citizen Fitness Test</p> <ol style="list-style-type: none"> 1. Chair Stand Test for lower body strength 2. Arm Curl Test for upper body strength 3. Chair Sit & Reach Test for lower body flexibility 4. Back Scratch Test for upper body flexibility 5. Eight Foot Up & Go Test for agility ▪ 6. Six Minute Walk Test for Aerobic Endurance |
| <p>Month: Aug</p> <p>No. of Periods: 11</p> | <p>Topic/Chapter: Unit VII Physiology & Injuries in Sports</p> | <p>Power Point Presentations, Extra marks, YouTube Videos.</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning</p> <p>Introducing the topic to be taught after getting the expected response from the students.</p> <p>Developing hypothesis by: Brainstorming</p> <p>Lecture Discussion.</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Physiological factor determining component of Physical Fitness ● Effect of exercise on Cardio Respiratory System ● Effect of exercise on Muscular System ● Physiological |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia /Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| | | | | | Using ppts, modules, YouTube videos to explain the topics. | <p>changes due to ageing</p> <ul style="list-style-type: none"> • Sports injuries: Classification ▪ First Aid – Aims & Objectives. |
| <p>Month: Sep</p> <p>No. of Periods: 13</p> | <p>Topic/Chapter: Unit VIII Biomechanics & Sports</p> | <p>Power Point Presentations, Extra marks Modules, YouTube Videos.</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion.</p> <p>Using ppts, modules, YouTube videos to explain the topics.</p> | <p>At the end of the chapter, students will be able,</p> <p>Meaning and Importance of Biomechanics in Sports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of movements (Flexion, Extension, Abduction & Adduction) <input type="checkbox"/> Newton's Law of Motion & its application in sports <input type="checkbox"/> Friction & Sports |
| <p>Month: Sep</p> <p>No. of Periods: 10</p> | <p>Topic/Chapter: Topic/Chapter: Unit IX Psychology & Sports</p> | <p>Power Point Presentations, Extra marks, YouTube Videos.</p> | <p>Mind maps on the topics given Practical's related to topic performed</p> | <p>Oral Questions, Chapter end test, MCQs, Exercise Questions</p> | <p>Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion.</p> | <p>The students will be able to:</p> <p>Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motivation, its type & techniques <input type="checkbox"/> Exercise Adherence; Reasons to Exercise, Benefits of Exercise <input type="checkbox"/> Strategies for Enhancing Adherence to Exercise |

| Month/ No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|--|---|---|--|---|---|---|
| | | | | | Using ppts, modules, YouTube videos to explain the topics. | <input type="checkbox"/> Meaning, Concept & Types of Aggressions in Sports |
| Month: October No. of Periods: 10 | Topic/Chapter: Unit X Training in Sports | Power Point Presentations, Extra marks, YouTube Videos. | Mind maps on the topics given Practical's related to topic performed | Oral Questions, Chapter end test, MCQs, Exercise Questions | Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Brainstorming Lecture Discussion. Using ppts, modules, YouTube videos, experimental demonstration to explain the topics. | The students will be able to: methods of improving Strength – Isometric, Isotonic & Isokinetic <input type="checkbox"/> Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run <input type="checkbox"/> Flexibility – Definition, types & methods to improve flexibility <input type="checkbox"/> Coordinative Abilities – Definition & types <ul style="list-style-type: none"> ▪ <input type="checkbox"/> Circuit Training - Introduction & its importance. |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting (049)
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| March 09 | <p>UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</p> <p>A. The Rajasthani School of miniature painting <u>discussion on</u></p> <ul style="list-style-type: none"> • Introduction, origin and development • Characteristics • What is miniature Painting. • Rajasthani miniature painting. • Study of the following paintings • Maru Ragini A and B • Raja Aniruddha Singh Hera • Chaugan Players • Krishna on swing • Radha, Bani Thani • Bharat meets Rama at Chitra Kuta | <ul style="list-style-type: none"> • Textbook. • Images of various paintings • Wikipedia • You tube videos | <ul style="list-style-type: none"> • Integrated with history • Miniature painting Project given on Covid-19, | <ul style="list-style-type: none"> • Quizzes • Oral test • Homework • Assignments | <ul style="list-style-type: none"> • The class will start with a video on miniature painting. https://youtu.be/JzTbYkp_FRg https://nroer.gov.in/home/e-library/ • A detail discussion will be taking place on how miniature paintings were done in medieval India. • Video will be shown on the techniques of miniature paintings http://youtu.be/RCFrjEayIY • The learners will make to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> • The learners will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture. • The learners Identify the styles of Rajasthan miniature painting. • The learners learn about the characteristics of Rajasthani miniature painting. • The learners would be able to understand the core values of an art piece. • The history would be reconstructed in students mind through paintings. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
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| March 25 | <p>Practical's: Unit 1: Nature and Object study</p> <ul style="list-style-type: none"> • Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc., are to be used. • Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used. | <ul style="list-style-type: none"> • Images of paintings • Book • Wikipedia | <ul style="list-style-type: none"> • Practical: object study. • Practical: Nature study • Skill assessments with the techniques of pencil shading and watercolor. | <ul style="list-style-type: none"> • Assessments of practical work. • Portfolio assessment. | <ul style="list-style-type: none"> • Paintings of Jaun van der Harmen will be shown as an ice braking session. https://www.saatchiart.com • Objects will be arranged with drapery • Still life done with Pencil and watercolor will be shown. • https://www.pinterest.com/ • Paintings of great Indian artists will be shown. https://www.thebetterindia.com • https://www.mojarto.com • Daily practice and discussion. | <ul style="list-style-type: none"> • The learners discover their potential for creativity, self-expression and visual awareness through painting. • The learners feel confident with the chosen medium as a means of communicating and generating ideas. • The learners develop observation, recording, manipulation and application skills. • The learner's experiment with a range of media and techniques |
| April 09 | <p>UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.)</p> <p>B. Pahari school of miniature paintings. <u>discussion on</u></p> <ul style="list-style-type: none"> • Introduction, origin and development • Characteristics • Study of the following paintings • Krishna with Gopi's | <ul style="list-style-type: none"> • Textbook. • Images of various paintings • Wikipedia • Pinterest app | <ul style="list-style-type: none"> • Integrated with history • Miniature painting Project given on Covid-19(hope vs. hopelessness) | <ul style="list-style-type: none"> • Quizzes • Homework • Assignments • Oral test | <ul style="list-style-type: none"> • The class will be introduced with a story of a great artist of Jasrota, Artist Nainsukh who was one of the most famous artist Pahari miniature school. https://www.pinterest.com • Few paintings will be shown and discussed about the subject matters and common features. | <ul style="list-style-type: none"> • The learners observe and select subject matters and ideas for his /her work. • The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture. • The learners Would be able to |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|--|---|--|--|
| | <ul style="list-style-type: none"> Bharat Worshipping the charan padukas of Rama Cosmic Dance of Lord Shiva Nand, Yashoda and Krishna with kinsmen going to Vrindavan Krishna and Radha looking into mirror. | | | | https://artsndculture.google.com <ul style="list-style-type: none"> Discussion on paintings which is given in the CBSE syllabus. The learners Made to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> understand the core values of an art piece. The history would be reconstructed in students mind through paintings. |
| April 25 | <p>Practical's: Unit 1: Nature and Object study</p> <p>Topic</p> <ul style="list-style-type: none"> Still life study. <p>Sub- topic: Use Line, tone, Space division, texture and color application.</p> | <ul style="list-style-type: none"> References Demonstration on paper | <ul style="list-style-type: none"> Practical assignments Integrated with history of the techniques of watercolor, pencil shading and oil pastel. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> The learners will visit to web site to experience the Paintings of Jaun van der Harmen will be shown. https://www.saatchiart.com Still life done with Pencil and watercolor will be shown. https://www.pinterest.com Daily practice and analysis. | <ul style="list-style-type: none"> The learners Apply elements of art in painting to effectively communicate his/her ideas. Doing it practically the learners will improve skills on use of line, color scheme and tones. The learners would be able to understand the core values of an art piece. The learners Discover their potential for creativity, self-expression and visual awareness through painting. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|---|--|
| May 24 | UNIT -2The Mughal and Deccani school of miniature painting (16th Century AD to 19th Century A.D.) (A) The Mughal School <ul style="list-style-type: none"> • Origin and development • Main features of the Mughal School • Study of the following paintings • Krishna Lifting mount Govardhan • Birth of Salini • Falcon on bird rest • Kabir and Raidas • Marriage Procession of Dara Shikho • The Deccani school of miniature painting • Origin and development • Main features of the • Ragini Pat-hamsika • Hazrat NizamuddinAuli and Amir Khusro • Chand Bibi Playing Polo(Chaugan) | <ul style="list-style-type: none"> • Textbook. • Images of various paintings • Wikipedia • You tube video | <ul style="list-style-type: none"> • Integrated with history • Techniques of miniature style of painting. | <ul style="list-style-type: none"> • Quizzes • Homework • Assignments • Oral test | <ul style="list-style-type: none"> • Class will be introduced with a story of Jahangir and his artists and Thomas Roe, who gave few European paintings to the Mughal court. • Paintings will be shown of Mughal artists. https://en.m.wikipedia.org https://www.britannica.com • Discussion on the permanent values of art expressed in the Mughal paintings. • The learners Made to read the textbook thoroughly and discuss the doubts. | <ul style="list-style-type: none"> • The learners Will come to know about many aspects of Mughal dynasty and legacies of the emperors, their daily life as depicted in the painting. • The learners Will be able to relate with chronological development of Indian art practice. • The learners Will understand or reconstruct the history Mughal era in their mind. |

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|-----------------------------------|--|--|---|---|--|--|
| May 13 | <p>Practical's: Unit 2: Painting Composition</p> <ul style="list-style-type: none"> Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. Composition on daily life Sub- topic: Drawings of human and animal figures, perspective learning and color application. | <ul style="list-style-type: none"> Image references. Wikipedia | <ul style="list-style-type: none"> Practical assignments Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> The class will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists are shown. https://www.thebetterindia.com https://www.mojarto.com Children will be involved in a demonstration class on how to make abstract painting. The learners will practice on daily basis. | <ul style="list-style-type: none"> The learners Will be able to appreciate the beauty in nature and man-made objects using the different elements of art. Doing it practically they will improve skills on use of line, color scheme and tones. The learners Would be able to understand the core values of an art piece. Understand the basic principles of colour. The learners Discover their potential for creativity, self-expression and visual awareness through painting. |
| June | Revision, Exams and assessment | – | – | – | – | – |
| July 09 | <p>UNIT – 3 The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</p> <ul style="list-style-type: none"> Indian National Flag | <ul style="list-style-type: none"> Images of different designs of the national flag. Books | <ul style="list-style-type: none"> Integrated with history by explaining freedom movement and contributions of artists in freedom | <ul style="list-style-type: none"> Quizzes Homework Assignments Oral test | <ul style="list-style-type: none"> Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp Discussion on how national flag was designed and how | <ul style="list-style-type: none"> The learners Will come to know about many aspects of Indian art movement. The learners Will be able to |

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|-----------------------------------|---|--|--|--|---|---|
| | <p>The evolution of Indian national Flag.</p> <ul style="list-style-type: none"> • Bengal school of painting <p><u>Discussion on</u></p> <ul style="list-style-type: none"> • Introduction, origin and development of Bengal school of painting. • Characteristics • Subject matter <p>Study of the following paintings</p> <ul style="list-style-type: none"> • Tiller of the soil • Journey's end • Shiva and Sati • Rasa- Lila • Radhika • Meghdoot <p>Arjuna detach from war</p> | <ul style="list-style-type: none"> • Wikipedia • Black board • You tube video | <p>movement.</p> <ul style="list-style-type: none"> • Portfolio making on Bengal school of art and influences on modern art as form of Project. | | <p>Indians were united.</p> <ul style="list-style-type: none"> • Paintings will be shown of Bengal school and discussed how they were connected with Indian traditional techniques and cultural believes. • A handout will be made on Shilpa Guru Abanindra Nath Tagore. • Quizzes conducted by the students. • The learners Made to read the textbook thoroughly and discuss the doubts. | <p>relate with chronological development of Indian art practice.</p> <ul style="list-style-type: none"> • The learners Will understand or reconstruct the history of premodern era in their mind. • The learners will also understand the contribution of artists in Indian freedom movement and for bringing awareness about the Indian culture among the Indian people. |

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|-----------------------------------|--|---|---|---|---|--|
| July 12 | <p>Practical's: Unit 2: Painting Composition</p> <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. | <ul style="list-style-type: none"> Books Wikipedia Black board You tube video | <ul style="list-style-type: none"> Practical assignments Integrated with techniques of watercolor, pencil shading and oil pastel. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> Class will be introduced with a video of great artist Rembrandt https://youtu.be/AWTX-gf1Xg Demonstration will be given on how to draw a portrait. Children were taken outside for nature study. Daily practice. Demonstration on how to make landscape paintings. Daily practice. <p>You tube Video will be shown https://youtu.be/Hf14dJUEQ GK</p> | <ul style="list-style-type: none"> The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learners relate their work to other artists work and understand the historical context of this work. Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality. The learners would be able to understand the modulation of tones and colors while doing the practical work. |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|---|---|---|--|---|
| August 09 | UNIT -4 The modern trends in Indian art A. PAINTING Introduction, subject matters, characteristics and discussions on Major artists and contributions. <ul style="list-style-type: none"> Study of the following paintings Rama vanquishing the pride of the Ocean Magician Mother and Child Three Girls Mother Teresa Gossip Untitled Words and symbols The vulture. | <ul style="list-style-type: none"> Books Wikipedia You tube video | <ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation. Portfolio making on modern Indian art movement as form of Project. | <ul style="list-style-type: none"> Quizzes Homework Assignments Oral test | Visit to e- museum http://www.nationalmuseumindia.gov.in/collection.asp <ul style="list-style-type: none"> A painter of our time Hussain https://youtu.be/L)GhddiOe sl The learners will be given a task to make a project on paintings modern art. The learners will involve in a demonstration class on how to make abstract painting. The learners Made to read the textbook thoroughly and discuss the doubts. Group discussion will be conducted on what you consider as modern art and why? | <ul style="list-style-type: none"> The learners Discover their potential for creativity, self-expression and visual awareness through painting. The learners Will understand or reconstruct the history of premodern era in their mind. The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian people. The learners Will be able to talk, discuss or appreciate the paintings; will also understand the origin of Indian art and culture. |
| August 09 | UNIT -4 The modern trends in Indian art B. PRINTS <u>Study of the following Prints</u> <ul style="list-style-type: none"> Introduction, print culture in India | <ul style="list-style-type: none"> Textbook. Images of various paintings Wikipedia You tube video | <ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building | <ul style="list-style-type: none"> Assignments Oral test Quizzes Homework | <ul style="list-style-type: none"> The class will start with taking some prints of anything found locally and then discussion has taken place on how print culture started by humans based on student's prior | <ul style="list-style-type: none"> The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|---|--|---|
| | <ul style="list-style-type: none"> Whirlpool Of Walls Children Devi Man, woman and Tree | | <ul style="list-style-type: none"> a new nation. Portfolio making on modern Indian print makers as form of Project. | | <ul style="list-style-type: none"> knowledge. Video will be shown on print culture and modern world https://youtu.be/sD4C6NAR3J0 The learners made to read the textbook thoroughly and discuss the doubts. The learners told to make Portfolio on modern Indian print makers as form of Project. | <ul style="list-style-type: none"> people. The learners Will be able to talk, discuss or appreciate the print making culture and will also understand the modern Indian print making practice and connection to the traditional print making practice in the world. |
| September 09 | <p>UNIT -4 The modern trends in Indian art</p> <p><u>C. SCULPTURES</u></p> <ul style="list-style-type: none"> <u>Introduction of the sculpture practiced in India</u> <u>Study of the following Sculpture</u> Triumph of labour Santhal Family Cries Unheard Ganesha Chaturmukhi Vanshri | <ul style="list-style-type: none"> Books Wikipedia You tube video | <ul style="list-style-type: none"> Integrated with history by explaining how modern art movement started in India and contributions of artists in building a new nation. Portfolio making on the favorite modern Indian sculptors as form of Project. | <ul style="list-style-type: none"> Quizzes Homework Assignments Oral test | <ul style="list-style-type: none"> The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Bajj and his life. Images of great modern sculptures will be shown and how we see a modern art that perspective is discussed. The learners will visit the Chandigarh art college for a firsthand knowledge of how art is being practiced in modern India. The learners made to read the textbook thoroughly and discuss the doubts. Visit to e- museum http://www.nationalmuseumindia.gov.in/collection.asp | <ul style="list-style-type: none"> The learners Will be able to talk, discuss or appreciate the sculpture practice and will also understand the modern Indian sculpture practice and connection to the traditional temple architecture or sculpture practice in India and in the world. The learners Will understand or reconstruct the history modern India in their mind. |

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|-----------------------------------|---|--|---|---|---|--|
| September | Revision, Exams and assessment | – | – | – | – | – |
| October 10 | Practical's: Unit 2: Painting Composition <ul style="list-style-type: none"> Portrait Study and landscape study. Sketches from life and nature. Painting Composition Imaginative painting based on subjects from Life and Nature. | <ul style="list-style-type: none"> Image references. Books | <ul style="list-style-type: none"> Practical assignments Integrated with techniques of watercolor, pencil shading and oil pastel. | <ul style="list-style-type: none"> Assessments of practical work. Portfolio assessment. | <ul style="list-style-type: none"> They will start with a discussion on what we do on daily basis and what can be good composition in a painting practice. Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com | <ul style="list-style-type: none"> The learners feel confident with the chosen medium as a means of communicating and generating ideas. The learners develop observation, recording, manipulation and application skills. The learners relate their work to other artists work and understand the historical context of this work. Doing it practically they will improve skills on use of line, color scheme, tones and Tactile quality. The learners would be able to understand the modulation of tones and colors while doing the practical work. |
| October 15 | Practical's: Unit 3: Portfolio assessment <ul style="list-style-type: none"> Record of the entire year's performance from | <ul style="list-style-type: none"> Portfolio | <ul style="list-style-type: none"> Portfolio design as a project. | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. | <ul style="list-style-type: none"> The learners will be able to design a folio with their work or sample of |

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|-----------------------------------|---|---|--|--|---|---|
| | sketch to finished product. | | | | <ul style="list-style-type: none"> The learners will be involved in making a portfolio in a form of a project. | <p>works which would be self-explanatory of their creative skills.</p> <ul style="list-style-type: none"> Making a portfolio will give them a hand on experience for their future. |
| November 14 | <p>Practical's: Unit 3: Portfolio assessment b) Five selected nature and object study exercises in any media done during the session, including minimum of two still life exercises. (c) Two selected works of paintings done by the candidate during the year</p> <ul style="list-style-type: none"> Board practical examination | <ul style="list-style-type: none"> Portfolio | <ul style="list-style-type: none"> Portfolio design as a project. | <ul style="list-style-type: none"> Portfolio assessment | <ul style="list-style-type: none"> The learners will see few examples of previously made portfolio. The learners will be involved in making a portfolio in a form of a project. | <ul style="list-style-type: none"> The learners will be able to design a folio with their work or sample of works which would be self-explanatory of their creative skills. |
| December | Pre-Board Exams | - | - | - | - | - |

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: HINDUSTANI VOCAL MUSIC
Class: XII
Session 2020-21

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|---|--|---|--|---|--|
| March (12) | <u>Unit-1 (1.1)</u> Theory <ul style="list-style-type: none"> • Definitions and brief study of Musical Terms. • Alankar, Varna, Kan, Meend, Murki, Khatka, Gamak. | <ul style="list-style-type: none"> • Class Board • Textbook • Tanpura • Harmonium | <ul style="list-style-type: none"> • Project will be given to research different alankars, kan, meend, murki etc. • A group discussion will take place during the class. • Practical explanation of Alankar, Varna, Kan, Meend, Murki, Khatka, Gamak | <ul style="list-style-type: none"> • Oral Test • Homework • MCQ | <ul style="list-style-type: none"> • Class will begin with a composition and students will be asked to identify the different actions or movements in singing. • General discussion about these movements and explanation of musical terms. http://www.tanarang.com/english/glossary_eng.htm | <ul style="list-style-type: none"> • Study about the Musical Terms will help the student to understand the meaning, importance and application of the terms in Indian classical music. • These terms will help in improvisation of ragas. |
| | <u>Unit-1 (1.2)</u> <ul style="list-style-type: none"> • Description and brief study of Musical Terms. • Sadra, Dadra, Grama, Alaap Murchhana, Tana | <ul style="list-style-type: none"> • Class Board • Textbook • Tanpura • Harmonium • Tabla | <ul style="list-style-type: none"> • Practical explanation of Sadra, Dadra, Grama, Alaap, Murchhna, Tana. • Project will be given to research on topic and a group discussion will take place during the class. | <ul style="list-style-type: none"> • MCQ • Oral Test • Written test | <ul style="list-style-type: none"> • Two different composition of Sadra and Dadra will be sung during the class along with detailed explanation of musical terms. | <ul style="list-style-type: none"> • This study will help to understand the two different genres (Dadra and Sadra) of Indian music. • Study about the Musical Terms will help the student to understand the meaning, importance and application of the term. |

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|-----------------------------------|--|---|--|---|--|--|
| March (16) | Practical Tanpura: <ul style="list-style-type: none"> • Structure • Tuning • Holding • Playing | <ul style="list-style-type: none"> • Book • Video • Audio • Images • Tanpura | Experiential learning: <ul style="list-style-type: none"> • Student will learn Tanpura structure with the help of a manual tanpura. • Tuning of tanpura will be taught practically to each student individually. | <ul style="list-style-type: none"> • MCQ • Oral • Making (drawing) structure of tanpura. | <ul style="list-style-type: none"> • One manual tanpura will be provided to students • One by one they will be taught how to hold and play the Tanpura'. • Explanation of various parts and tuning on manual Tanpura. https://www.bing.com/videos/search?q=tanpura+video&docid | <ul style="list-style-type: none"> • This study will help to understand the history, structure and Tuning of Tanpura. • Students will learn holding, tuning and playing techniques of Tanpura. |

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|-----------------------------------|--|--|--|--|---|--|
| April (12) | <u>Unit-2 (2.1)</u> Theory Classification of Ragas: <ul style="list-style-type: none"> • Ancient Period • Medieval Period • Modern Period | <ul style="list-style-type: none"> • Textbook • Wikipedia • PDF Files | <ul style="list-style-type: none"> • A small activity to categorize different things of same nature. • One exercise to identify the same nature ragas and to put them in one category. | <ul style="list-style-type: none"> • Oral Test • MCQ • Homework • Assignment | <ul style="list-style-type: none"> • Class will start with a small activity to categorize different things of same nature. • Classification of Ragas in different time period will be taught with examples https://raag-hindustani.com | <ul style="list-style-type: none"> • Helps to understand the Classification of ragas as per the ancient, medieval and modern period and how it changed over the period of times. • It will help in learning 10 Thatas of Indian Classical Music. |
| | <u>Unit -2 (2.2)</u> Theory Time theory of ragas. <ul style="list-style-type: none"> • Adhvdarshaq • Vadi-Samvadi • Poorvang and Uttrang • <u>Re-Dha</u> komal raga • Re-Dha shudha raga. • Ga-Ni komal raga | <ul style="list-style-type: none"> • Textbook • Wikipedia • PDF Files | <ul style="list-style-type: none"> • Art Integration: Children will make picture of Samay Chakra to understand the time relationship. | <ul style="list-style-type: none"> • MCQ • Oral Test • Assignments | <ul style="list-style-type: none"> • In the beginning of the class the Prahar system (Unit of Time) will be explained. • After this they will learn relation between swara and samaya (notes and time) with the help of Samay Chakra. https://www.youtube.com/watch?v=xMbbOiNitw8 | <ul style="list-style-type: none"> • Identifies the time of Raga with the help of vadi-samvadi, uttrang-purvang, komal and Tivra swara in the Raga. • Students will be able to understand the concept of Raga and Samay. |

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|-----------------------------------|--|--|---|--|---|--|
| April (25) | <p>Practical</p> <ul style="list-style-type: none"> • Raga Bhairav • Vilambit Khyal • Drut Khyal • Improvisation • Compositions • Notation • Tanas | <ul style="list-style-type: none"> • PDF Files • Textbooks • Tanpura • Harmonium • You Tube | <ul style="list-style-type: none"> • Practical practice of notes used in Raga Bhairav. • One exercise with the help of Metronome to understand the Vilambit Laya. • One activity to identify songs composed in Raga Bhairav. | <ul style="list-style-type: none"> • Oral Test • Home Assignment. • Written test. | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Bhairav. • One composition of Vilambit Laya and one in Drut Laya will be taught with small improvisation and few tanas. • Swar pattern and one composition in Raga Bhairav will be shared with students. https://www.youtube.com/watch?v=y0K8YfVe3a0 | <ul style="list-style-type: none"> • Study of Vilambit Khayal will help to understand the slow tempo composition. • Students will learn Aroha, Avroha and Pakad of Raga • Students will be able to identifies the swar pattern of Raga Bhairav. • This study will help students to identify the music or songs based on these notes. |

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|-----------------------------------|---|---|---|--|---|--|
| May (12) | <u>Unit-3 (3.1)</u> Theory Detailed study of the following: <ul style="list-style-type: none"> Sangeet Ratnakar Sangeet Parijat | <ul style="list-style-type: none"> Textbook Wikipedia | <ul style="list-style-type: none"> Experiential learning: A task will be given to find out different notes on one string and the distance between the notes. Group discussion about various terms of ancient music and important treatises. | <ul style="list-style-type: none"> MCQ Oral Test Homework | <ul style="list-style-type: none"> We will start our class with group discussion about various terms of ancient music and important treatises. Description and explanation of Sangeet Ratnakar and Sangeet Parijat. | <ul style="list-style-type: none"> The text forms a useful bridge between the ancient, medieval and the post-13th century periods of music history in India. Students will be benefited with the knowledge of various terms of music |
| | <u>Unit – 3 (3.2)</u> Theory Life Sketch of Music Scholars <ul style="list-style-type: none"> Abdul Karim Khan Ustaad Faiyaz Khan Bade Gulam Ali Khan Pt. Krishan Rao | <ul style="list-style-type: none"> Textbook Wikipedia Video Youtube | <ul style="list-style-type: none"> Project: Collection of Photographs of these musician. Writing their contribution in Classical Music. To watch documentary on these musicians | <ul style="list-style-type: none"> Assignment Oral Test MCQ | <ul style="list-style-type: none"> Documentary on musician will be shown before their life sketch. https://www.youtube.com/watch?v=sOMRneTbesU https://www.youtube.com/watch?v=az7dCbYi9_w https://www.youtube.com/watch?v=SgYpp0BKu6Y&list=RDSgYpp0BKu6Y&start_radio=1 | <ul style="list-style-type: none"> It will help to understand about the music scholars and their contribution towards the Indian classical music. |

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|-----------------------------------|---|--|--|---|---|---|
| May (26) | <p>Practical Raga Shudha Sarang Raga Bageshree.</p> <ul style="list-style-type: none"> • Introduction • Composition. • Alaap • Taans | <ul style="list-style-type: none"> • PDF Files • Electric Tanpura • Electric Tabla • Virtual Piano | <ul style="list-style-type: none"> • Creation of innovative swar patterns according to the nature of ragas. • Documentation of swar combination in notebook. • Practical practice of notes used in Raga Shudha Sarang and Raga Bageshree. • One activity to identify songs composed in both ragas. | <ul style="list-style-type: none"> • Assignment • Oral Test • Written test | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Shudha Sarang and Raga Bageshree. • One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. • Swar pattern and one composition in both ragas will be shared with students. <p>https://www.youtube.com/watch?v=p0C7Kq5ztE0 https://www.youtube.com/watch?v=PzioL2sf7Ns</p> | <ul style="list-style-type: none"> • Sings aroha, avroha and pakad of the ragas • Identifies the swar patterns of the given ragas. • Sings composition of chhota khayal. • This study will help students to identify the music or songs based on these notes. |
| June | Revision, Exams and assessment | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|--|---|
| July (12) | <u>Unit- 4 (4.1)</u> Theory Tala description <ul style="list-style-type: none"> • Tala Rupak • Tala Jhaptala • Tala tilwada. • Tala Dhamar | <ul style="list-style-type: none"> • Pictures • Electric Tabla • Audio • Video | <ul style="list-style-type: none"> • Practical demonstration will be shown on Tabla for better understanding. • Writing Taals in ekgun, dugun and chaugun. • Listen to audio visual recordings and identify the beat circle. | <ul style="list-style-type: none"> • Assignment • Oral Test | <ul style="list-style-type: none"> • Students will be taught how to write notation of tala Rupak, Jhaptala, Tilwada and Dhamar. • Demonstration will be shown on Tabla.for better understanding. https://www.youtube.com/watch?v=PqnED_mCmfg | <ul style="list-style-type: none"> • Students will be able to write talas in Bhatkhande Notation System. • Recites boles of Taal. • Helps to understands the musical meter. |
| | <u>Unit- 4 (4.2)</u> Theory Tanpura <ul style="list-style-type: none"> • History • Structure • Tuning | <ul style="list-style-type: none"> • Pictures • Electric Tabla • Audio • Video | <ul style="list-style-type: none"> • Experiential learning: Students will learn Tanpura structure with the help of a manual tanpura. • Tuning of tanpura will be taught practically to each student individually | <ul style="list-style-type: none"> • MCQ • Oral Test • Homework | <ul style="list-style-type: none"> • One manual tanpura will be provided to students • One by one they will be taught how to hold and play the Tanpura'. • Explanation of various parts and tuning on manual Tanpura. https://www.youtube.com/watch?v=N43hk7nQHeU | <ul style="list-style-type: none"> • This study will help to understand the history, structure and Tuning of Tanpura. • Students will learn holding, tuning and playing techniques of Tanpura |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|---|--|---|---|--|
| July-Aug (14-24) | <p>Practical Drut khayal</p> <ul style="list-style-type: none"> • Raag Maalkauns. • Introduction • Composition • Alaap • Taans <p>Talas</p> <ul style="list-style-type: none"> • Tala Jhaptala • Tala Rupak • Tala Tilwada • Tala Dhamar | <ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium <ul style="list-style-type: none"> • Tabla • Audio • Video | <ul style="list-style-type: none"> • Creation of innovative swar patterns according to the nature of ragas. • Documentation of swar combination in notebook. • Practical practice of notes used in Raga malkauns. • One activity to identify songs composed in both ragas. <ul style="list-style-type: none"> • Practical practice to recite tala with hand gesture. • Recite tala in ekgun dugun and chaugun keeping hand beat same. https://www.youtube.com/watch?v=PqnED_mCmfg | <ul style="list-style-type: none"> • Assignment • Oral Test <ul style="list-style-type: none"> • MCQ • Oral Test • Homework | <ul style="list-style-type: none"> • Students will be provided with a manual Tanpura and then they will sing aroha-avroha of Raga Malkauns. • One composition of Drut Laya will be taught with small improvisation and few tanas in each raga. https://www.youtube.com/watch?v=363A-tiyXhE • In the beginning of the class a demonstration will be shown on Tabla for better understanding. • They will be taught tala in ekgun dugun and chaugun keeping hand beat same. | <ul style="list-style-type: none"> • Sings aroha, avroha and pakad of the ragas • Identifies the swar patterns of the given ragas. • Sings composition of chhota khayal. • This study will help students to identify the music or songs based on these notes. <ul style="list-style-type: none"> • It will help to understand the musical meter, that is any rhythmic beat or strike that measures musical time of Tala Jhaptala, Rupak, Tilwada, and Tala Dhamar. |

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|-----------------------------------|--|---|---|---|---|--|
| September (12) | Unit-5 (5.1) Theory <ul style="list-style-type: none"> Critical study of Ragas Recognition of Ragas | <ul style="list-style-type: none"> Video Audio Tabla Tanpura | <ul style="list-style-type: none"> Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. Documentation in notebook. | <ul style="list-style-type: none"> MCQ Oral Test Assignment | <ul style="list-style-type: none"> One activity in the beginning of the class to find out similar swar pattern in Film/ Regional/ Folk Music etc. Practice and techniques to identify the phrases in various ragas. https://www.youtube.com/watch?v=M876dYgl2mc | <ul style="list-style-type: none"> Able to understand the swar pattern in different ragas. Helps to identify the ragas from music phrases, tunes or songs etc. Helpful in creating or composing own music. |
| | Unit -5 (5.2) Theory Composition of Ragas <ul style="list-style-type: none"> Bhairav Shudha Sarang Bageshri Malkauns | <ul style="list-style-type: none"> Textbook PDF Files Wikipedia Tanpura | <ul style="list-style-type: none"> Experiential learning: Creation of innovative swar patterns according to the nature of raga. One activity of writing notation of any song. | <ul style="list-style-type: none"> Written Assignments Oral Test MCQ | <ul style="list-style-type: none"> Explanation of Bhatkhande Notation System. Writing aroha, avroha and pakad of raga along with description and composition | <ul style="list-style-type: none"> Compositions called as 'bandish'. A good bandish paint a brief yet effective melodic outline. This study will help students to learn about the Bhatkhande Notation System and different composition in different ragas. |
| September | Revision, Exams and assessment | – | – | – | – | – |

| Month No of working days | Topic/Sub-topic | Teaching Aids | Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments | Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests) | Pedagogical Processes | Learning Outcomes |
|-----------------------------------|--|--|---|--|---|---|
| October (25) | Practical <ul style="list-style-type: none"> • Trana • Dhamar • Dadra and folk song • Recognition of Raga | <ul style="list-style-type: none"> • PDF Files • Tanpura • Tabla • Harmonium • Wikipedia • Audio video clips | <ul style="list-style-type: none"> • Project: one project will be given to listen different genre of music like Tarana, dhamar Sadra, Dadra and Folk music of any region and to write their views according to their understanding | <ul style="list-style-type: none"> • Oral Test • MCQ • Homework • Assignment | <ul style="list-style-type: none"> • Vides of different music genre of Indian music will be shown to the students. • They will be explained about different style of Indian Classical, Semi-Classical, and Folk Music. • https://www.youtube.com/watch?v=fVnQiO3piAo • https://www.youtube.com/watch?v=YRZPOah78O0 • https://www.youtube.com/watch?v=6ZaDSIxTfIQ | <ul style="list-style-type: none"> • Students will learn different genres of Indian Music. • Comprehends the relevance/ importance of Folk Music. • Comprehends the style (<i>shaili</i>) of Dhamar. |
| November/ December | Revisions, Pre-Board Exams and assessment | – | – | – | – | – |