



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: I

Session 2022-23

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
Februar y Total Days 5	<u>Cursive Writing- Capital and Small</u>	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 and speaking a line <u>CAT:</u> <u>Video on alphabets</u> <u>Alphabet song-</u> https://youtu.be/yB8-Dn9s4Ko	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 handwriti ng 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	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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					their way through the alphabet.	
March Total 23 Periods	<u>A/E/I/O/U words</u>	Video on sounds/Phonic drill https://youtu.be/yB8-Dn9s4Ko Flash Cards Word list will be made With each sound Cat/mat/pat/ Sit /bit/kit Sun/bun/run https://youtu.be/ugBiW7hINXA- Sight words	<u>Art Integration:</u> Draw pictures with a,e,i,o,u with hand imprint  Making Flash Cards <u>Listening Skills</u> <u>Reading Skills:</u> <u>CAT:</u> Videos	Orals Reading Worksheets Quizzes	Ice breaking session: Video on Phonic sounds The aim of the teacher is to teach students the basic ideas about reading with phonics. To teach students how to read sight words. Sight word is a word that does not follow the normal phonic rules. 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',	They learn to associate words with pictures Names of familiar objects seen in the pictures  Recognizes letters and their sounds from A—Z Develop oral communication skills Develop writing techniques by using their creativity.

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					'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc.) develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts	
	<u>Making words</u>	Flash Cards https://youtu.be/VxBEmaaSh1c 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	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	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>Inter disciplinary:</u> Words from Mathematic/ Computers/ Music/Art and EVS		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	
	<u>Paragraph Writing</u> Myself My School My Family	<u>Paragraph Writing</u> https://youtu.be/vdANRuoLD3c Grammar Book Video on Holi https://youtu.be/mp8p3wYzhTo	<u>CAT:</u> Video <u>Art Integration:</u> Draw picture of self and describe.	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	Children are able to acquire the skills of listening, speaking, reading, writing and thinking in an integrated Manner and develop interpersonal communication skills.

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		Grammar Book	<u>Speaking Skills:</u> <u>Group discussion</u> <u>Inter disciplinary</u> <u>EVS:</u> Holi Celebrations- Knowing festivals		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 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	Nouns https://youtu.be/WNZ0syQSB4 <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 teacher will put them into the four categories.	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 about people/places/animals and things and explains in English.

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			Social Awareness: https://youtu.be/CwzoUnj0Cxc Video Komal <u>Activity: Role Play Nukkad Natak</u> on Child Safety		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 The teacher will sensitize the children on possible incidents and talk about safety	Develops confidence in sentence construction Builds awareness about self safety Children identify the difference between good touch and bad touch

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April Total Days 25	Concept of Singular Plural This/That/These/ Those	Showing objects from within the class. Video on singular and plural to be shown to the children- https://youtu.be/nM91WToFCSE Flash Cards/ Charts and pictures to be shown Grammar Book	<u>Activity:</u> They play a fun game, of pointing out things in the class They learn that demonstrative pronouns differ in singular and plural <u>CAT</u> <u>Art Integration</u> They draw one /many objects that they see in the class. 	Oral Discussions Written Test Work sheets Quizzes	Activity: The children will be told to point out things around the class and speaking out about the things they see as single or many.eg: one table Many books 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',	Able to Frame sentences using these words in describing singular and plural forms.  Develops confidence in sentence construction. Develops Listening/speaking/ writing and reading skills.

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			<u>Speaking Skills:</u> Intra Class Story Telling Competition <u>Inter disciplinary:</u> EVS Good Friday - https://youtu.be/yZq_wjiG7i4k Baisakhi Celebrations https://youtu.be/O4YffKCq1og		'sh', 'ch', 'x', or 'z' need an 'es' at the end to become plural.	They are able to understand different religions, festivals and celebrations. Developing Listening/Speaking /Reading and Writing competency
	CBSE MARIGOLD UNIT-1 /UNIT 2 Happy Child poem Three Little Pigs	Video Happy Child poem https://youtu.be/H76ZkH7ZirY Reader Three Little Pigs https://youtu.be/Tmo4XgTHkxQ	<u>Reading Skills</u> <u>Speaking Skills:</u> Group Discussion: Circle time <u>Art Integration</u> <u>Project:</u> Making a card board house	Discussion of new words and their meanings Written Test Loud Reading of the lesson Quizzes	Video-Ice Breaker- Storytelling time Video Circle time with the children to listen to them talk about houses/hygiene, value of caring, giving, saving our environment Video	-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,

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	After a bath poem The Bubble, The Straw and The Shoe	After a bath poem https://youtu.be/g2b5B8MTQcU The Bubble, The Straw and The Shoe https://youtu.be/M6apYxQ_fYQ	 Role Play: Three Little Pigs Inter disciplinary EVS -Hygiene Washing Hands https://youtu.be/dDHJW4r3eIE Types of Houses Video https://youtu.be/udwdlnzAe88 Individual Handwriting Competition		The teacher to read the story aloud and explain the summarized the story Students will interact with teacher in small groups. Repeat lines. Increase duration of group story time as listening skills develop. 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 ask simple questions like	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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			Celebrating Earth Day: Play on: Saving our planet		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.) draw or scribble pictures and images from the story as preliminary to writing respond in home language or English or sign language or non- verbal expressions what he/she has understood in the story or poem listen to instructions and draws a picture	

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					Use greetings like “Good morning”, “Thank 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.	
	<u>Paragraph Writing</u> My School My Best Friend My Mother	My School https://youtu.be/PiAYD5kEaiw- Tips to paragraph writing https://youtu.be/vdANRuoLD3c	<u>CAT: Video</u> <u>Observation Skills</u> Round of the school	Discussion Written Test	Round of the school Flip Teaching Circle time discussing school and importance of friends	Children gain confidence to speak about things around them talks about self /situations/ pictures in English. They gain confidence to express themselves

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		Grammar Book	<u>Art Integration:</u> Flow chart –Map of the school or house  <u>Writing Skills: My House</u> <u>Inter disciplinary</u> EVS :My School <u>Music and Dance:</u> Show your Talent activity <u>Speaking Skills</u> Intra Class Extempore Competition		Framing sentences to be able to express in writing about one's school and friend.	and build interpersonal skills. Develop speaking skills Develop writing skills

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May Total 21	<u>A / an / the</u>	Teaching using objects from within the class Song a, an https://youtu.be/B8MbH5Wwf5I Charts on Vowels Videos on a/ an /the https://youtu.be/mSRpXo7hNY8 <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 is 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	Genders https://youtu.be/Um4suK9PtJ4 Grammar Book	<u>CAT:</u> Video <u>Art Integration Project:</u> To draw a Bus with feminine genders and Bus with all masculine genders	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 are there any differences between a boy and a girl?	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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	CBSE MARIGOLD UNIT-3, UNIT -4 One Little Kitten poem Lalu and Peelu poem Once I saw a Little Bird	One Little Kitten https://youtu.be/kbGiyJUYL5c Lalu and Peelu https://youtu.be/d8DVzdS0CS4 Once I saw a Little Bird https://youtu.be/fKW Rk0IXotI	 <u>Street Play:</u> Equality Celebrating Mothers' Day: Writing a letter Project: Finger puppet of a kitten 	Work sheets Quizzes Written Tests	The teacher explains the genders 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. Children gain confidence to speak about things around them talks about self /situations/ pictures in English. They gain confidence to express themselves and build interpersonal skills.

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	Mittu and the yellow Mango	Mittu and the yellow Mango https://youtu.be/fJQaC8GaGhs	Fun activity: Making Fruit salad with mangoes	Work sheets Quizzes Written Tests	Ice breaker: Mango ice cream treat	Develop speaking skills Develop writing skills
	Action words	Video on verbs Action word song. https://youtu.be/zbf1ttfKc9U -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</u> <u>Integration</u> Singing and dancing using placards of action words https://youtu.be/dUXk8Nc5qQ8	Written tests Quizzes Work sheets	Circle time: Song on actions: When you are happy and you know it clap your hands. 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.

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	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	Ice breaker; Interaction while the teacher uses these words while demonstrating objects within the class with is am are/This/That/Those /These The teacher explains using pictures /charts/ videos the use of Verbs/supporting verbs of is/am/are with proper action words.	Children learn the importance of Dental Hygiene by using the supporting verbs. Develop speaking skills to express or explain things around them. Children learn the use of is/am/are in framing sentences using 'ing' with action words
July Total Days 22	CBSE MARIGOLD UNIT- 5,UNIT 6 Merry Go Round poem Circle If I were an apple	Video on Merry Go Round https://youtu.be/TR3AWtInvzA Video Circle https://youtu.be/K8fqjADnUhw	<u>Art Integration</u> The children will learn to draw the circle and then an apple <u>Role Play</u> Interdisciplinary: Activity: <u>Social</u>	Oral Recitation Written Tests Quizzes Discussion Reading	Teaching the 'circle' with circle time: The teacher to read the story/poem aloud and explained also summarized the story Students will interact with teacher	Understanding the circle of life; Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally

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					hearing impairment to lip read.) draw or scribble pictures and images from the story as preliminary to writing respond in home language or English or sign language or non- verbal expressions what he/she has understood in the story or poem	
	Opposites	Opposites https://youtu.be/_EEWFzITCPk https://youtu.be/h1jKUbhkTtE Opposites	Art Integrated: To draw and write ten opposite words from within the classroom Mask making: Happy /sad Laugh/cry	Quizzes Worksheets Tests Reading	The teacher will play a game of opposites: <u>Exercise</u> <u>to Opposites</u> Have them lift their leg HIGH and then make them drop it	Learn and comprehend basic concepts word pairs of opposites.  Allows children to

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		Grammar Book	<u>Activity:</u> Game Speaking Skills <u>Inter disciplinary:</u> Maths Learning spatial concepts CAT:		LOW. Have them take a BIG step and then a SMALL step. Have them pretend it is HOT and then pretend it is COLD. Have them move FAST and then move SLOW.	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. 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.
	Paragraph Writing My Summer Vacation	https://youtu.be/PdmC7whJciA Summer vacation	<u>Experiential Learning Project/Art Integrated:</u>	Oral Discussion Paragraph writing	The teacher explains the importance of a break from	Children gained confidence to speak about their summer vacation.

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		https://youtu.be/DrtOs1Gnp08 Things we can do in summer vacation	Sandwich /Lemonade making Speaking Skills Writing Skills CAT: <u>Art Integration</u> To draw a picture of a Summer Day/ <u>Season</u> <u>Music and Dance</u> https://youtu.be/7iPnnA4Wlw4 - Song on a Rainy Day- <u>Art Integration:</u> Making Paper boats		everything and to do different things. 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	Become confident in expressing their thoughts and views. 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. They learnt to do things on their own at home and express the time spent in speaking and writing about it. Develop confidence to interact with everyone.
August Total 22	CBSE MARIGOLD UNIT-8	How different animals have different walks https://youtu.be/CT86Dl442jA Animal song	<u>Art Integration/EVS</u> To draw the picture of an elephant and write five lines on	Discussions Reading Reciting	Flip Teaching Video on Walks of different animals	Understanding about animals in a fun way

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	A Little Turtle	A Little Turtle https://youtu.be/pa6JuQnDWUU The teacher to recite the poem aloud and enact the poem Fun Video Elephant Walks like that https://youtu.be/WQ5xjwJzcgY	it. <u>Reciting Skills</u> <u>CAT:</u> Garbology Week- <u>Role Play:</u> 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 and be brave	Test New words from the text will be learnt Q/A, New words, Framing sentences Paragraph on “What I Want to Be” Speaking Activity on What I Want to Be Quizzes	Loud recitation by the teacher The teacher recites and narrates For the children to be able to recite aloud and understand the poem/ story line Discussion of new words and their meanings.	They understood: The meaning of bravery and courage 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 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
	The Tiger and the Mosquito	<u>The Tiger and the Mosquito</u> https://youtu.be/JWIJmof5aPE				

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						including sign language) to comprehension questions related to stories/poems
	<u>Collective noun</u>	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 https://youtu.be/xNls28m2zQE- Story of Raksha Bandhan https://youtu.be/psl9QeFgGXY	<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> Rakhi - Independence Day Celebrations <u>Integrating Music and Dance</u> Patriotic Songs	Oral Worksheets Tests Quizzes Speaking Writing Quizzes	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, school, staff, team, and troop.	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 religions. They understand the word respect and value traditions They understand the difference between

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						national festivals and religious festivals
Septemb er Total Days 24	CBSE MARIGOLD UNIT 7 UNIT 9 A Kite	A Kite https://youtu.be/szYsHeOmxqg	Reading Skills Writing Skills CAT: Art: Making a Kite Group discussion/Circle time on the rainbow Rainbow rangoli	Loud reading activity Written Test New words to be written and learnt Q/A to be attempted Tests Quizzes	Ice breaker: How to make a kite with newspaper and run with the kite with a string Flip Teaching: Talking about the rainbow Video	Understanding the rainbow nd types of clouds To be able to read loudly and confidently with pauses intonation and voice modulation And attempt to take dictation to build vocabulary and frame sentences to express themselves
	Sundari	Sundari https://youtu.be/R1xdD3FbaBc				
	Clouds	Clouds https://youtu.be/9_bdjy8scOw			The teacher to read the story aloud and explain also summarized the story again as revision	
	Anandi's Rainbow	https://youtu.be/oxNs3f6OPDY Anandi's Rainbow			To be able to read aloud and understand the story line About bravery	

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					and how to lead a healthy life	
	Comprehensions/Pic ture Compositions	Library Books on short stories Grammar Book Video on Picture Compositions https://youtu.be/-xIugiF1DQ8	<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 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	Learning Library rules. The children are able to explain pictures It developed their ability to comprehend and develop listening skills Each child to get a turn to answer a question about the picture and frame sentences.

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					read different stories and poems comprehend the content and answer the questions based on it	
	Framing Sentences	Teacher will assist in giving ideas to frame sentences https://youtu.be/ppbjDRtLxB8	<u>Teachers' Day Celebrations- Music and Dance</u> <u>Speaking skills</u>	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.
October Total 21 Periods	Jumbled Sentences	Teacher will give examples of re-arranging words to make meaningful sentences https://youtu.be/ppbjDRtLxB8 Teacher will show the dictionary to explain how to look for words	CAT: Gandhi Jayanti- https://youtu.be/6QJnKqRJfO4 Speaking Skills	Discussions Written Test Quizzes	The teacher will explain how to arrange words to express what is to be explained in simple sentences	Structures Acquired varied range of vocabulary; understand increased complexity of sentence both in reading and writing.

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		https://youtu.be/UfeC6RCbfjM Arranging in order				
	Arrange In Alphabetical Order		Developing critical thinking To look up simple words in the dictionary Reading Skills	Discussions Written Tests Quizzes	The teacher will explain the importance of sequence of alphabets	Child learns to arrange words in sequence. Develop a sense of sequencing: Listening/Reading/ Writing and Speaking Skills
	Prepositions	https://youtu.be/_VK-kXkXTBc – <u>Preposition</u> <u>Grammar Book</u> <u>Picture Charts</u> <u>Flash cards</u>	Drawing pictures showing (in on under) Art Integration 	Discussions Written Tests Quizzes	Icebreaker: Hiding game. Simon Says ‘Where Is The Noun?’ The teacher will hide things and the children will look for the place The teacher will explain how to understand the position of the noun by showing examples	The children understand that the place of the noun is called prepositions Were able to acquire varied range of vocabulary; understand increased complexity of sentence Structures both in reading and writing. Students will be able to state the definition of a preposition and

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						object of a preposition. Students will be able to recognize prepositions and their objects.
Novemb er Total Days 11	Concept Adjectives	Nature Walk Video - https://youtu.be/m_QkDFf-Hu8 Grammar Book Picture Charts	<u>Integrating EVS</u> <u>Outdoor activity to observe their surroundings-</u> <u>Art Integration</u> <u>The children will draw their favourite food and write five adjectives describing it</u> <u>CAT:</u>	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. Gather students together and show them a picture of an interesting object or scene. Encourage students to describe the picture with different words. Tell students that today they will learn about words we can use to describe things.	To be able to use words correctly to describe anything around them. Be able to correctly identify adjectives. Be able to correctly identify adjectives. Be able to distinguish shades of meaning among closely related adjectives. Be able to use adjectives correctly in their writing. Be able to create or select vivid adjectives to enhance their writing as they write and revise.

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			<u>Childrens' Day Celebrations</u> <u>Video on</u> <u>https://youtu.be/s46G4oUZ2Y4</u> <u>Song</u> <u>Singing and Music</u>		The teacher will explain how to understand describing words and to use them correctly in sentences. In this lesson, students practice using common adjectives to describe objects and then make comparisons using comparative adjectives. They play comparison games and complete a comparisons worksheet. Objectives: Comparing objects using comparative adjectives.	Children understand the difference between national and religious festivals. They learn words like respect, values of being compassionate and empathetic

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Decemb er Total Days 13	Revision all concepts of Grammar		<u>CAT:</u> <u>Christmas</u> <u>Video-</u> https://youtu.be/g-OF7KGyDis <u>We wish you a</u> <u>Merry Christmas</u> https://youtu.be/f-8lhOCIT4k Story of <u>Jesus Christ</u> <u>Inter disciplinary-</u> <u>Knowing festivals</u>	Worksheets Quizzes tests	The teacher explains the importance of different types of festivals by discussion and showing videos	To understand the importance of celebrating festivals Respect each other Sharing and caring Tolerating differences
	Annual Exam All Grammar LITERATURE: UNIT-2/4/6/7/9					

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मांगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
फरवरी (5)	वर्णमाला का अभ्यास (अ से ज तक)	हिंदी वाटिका व्याकरण - चाक, डस्टर - रंगीन चित्र दृश्य - श्रव्य साधन https://youtu.be/5w_iQbHgP8	आनुभविक ज्ञानार्जन गतिविधि: - वर्णों को सही क्रम में लगाना - खेल-खेल में वर्णों का ज्ञान करवाना कला समेकित ज्ञानार्जन: - अ से ज तक के चित्रों में रंग भरवाना कौशल मूल्यांकन: - वाचन कौशल वर्णों का सामूहिक वाचन - लेखन कौशल वर्णों को क्रम से 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: - विद्यार्थियों से वर्णों के बारे में बातचीत करना - वर्णमाला का अनुकरणात्मक वाचन विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - वर्णों की पहचान - वर्णों को सही रूप में पढ़ना तथा लिखना कला संबंधी - रचनात्मकता का विकास
मार्च (23)	पाठ – झूला	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य	आनुभविक ज्ञानार्जन गतिविधि: - चित्र देख कर वाक्य बोलना - सोच कर कविता	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को आधी छुट्टी का दृश्य दिखा कर पूछा जायेगा कियह	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता/सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		साधन https://youtu.be/52CDiEI5Ep0	बनाना कला समेकित ज्ञानार्जन: - बिंदुओं को क्रम से मिला कर झूले का चित्र बनाकर रंग भरना कौशल मूल्यांकन: - वाचन कौशल कविता का सस्वर वाचन - लेखन कौशल किन्हीं पाँच खेलों के नाम बताओ जो घर से बाहर खेले जाते हैं। - समालोचनात्मक कौशल छात्रों के व्यवहार के बारे में चर्चा की जाएगी अंत: विषय संबंध: सामान्य ज्ञान से इसे जोड़ते हुए अपने आस पास पाए जाने वाले उद्यानों के नाम लिखने के लिए कहा जायेगा।	- मौखिक परीक्षा - लिखित परीक्षा	स्कूल के किस समय का चित्र है बच्चे क्या – क्या खेल रहे हैं ? झूला कौन – कौन झूल रहा है ? इन सब पर चर्चा करते हुए विषय की घोषणा की जाएगी । विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	- वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना कला संबंधी - - रचनात्मकता का विकास नैतिक मूल्य - - खेलों का महत्व जानना

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			जैसे- नेहरू पार्क ,इन्दिरावाटिका इत्यादि ।			
	पाठ – आम की कहानी	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/zhdEGgp-nuc	आनुभविक ज्ञानार्जन गतिविधि: आम के पेड़ों को देखने के लिए उद्यान का भ्रमण करवाना । - चित्र देख कर कहानी बनाना कला समेकित ज्ञानार्जन: - आम के चित्र में रंग भरना कौशल मूल्यांकन: - वाचन कौशल कहानी का सस्वर वाचन - लेखन कौशल आम पर पाँच वाक्य 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 से उनके मनपसंद फलों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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 कला संबंधी - - रचनात्मकता का विकास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	पाठ – आम की टोकरी	- पाठ्यपुस्तिका (रिमझिम) - चाक - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/AVVbyPPPj-Y	आनुभविक ज्ञानार्जन गतिविधि: - सब्जी मंडी का भ्रमण करवाकर सब्जियों तथा फलों के बारे में जानकारी एकत्रित करना। कला समेकित ज्ञानार्जन: - फलों की टोकरी बनाकर उसमें रंग भरना कौशल मूल्यांकन: - वाचन कौशल आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना - लेखन कौशल कविता लेखन	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: - विद्यार्थियों से पूछा जायेगा कि क्या तुम किसी ऐसे बच्चे को जानते हो जो बाजार में सामान बेचता है वे स्कूल क्यों नहीं जाते इस विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - समान शब्दों को लय के साथ पढ़ना मिलते - जुलते शब्दों का ज्ञान - कविता याद करना कला संबंधी - - रचनात्मकता का विकास
	व्याकरण - फलों के नाम - सब्जियों के नाम - लिंग बदलो	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य	आनुभविक ज्ञानार्जन गतिविधि: बच्चों को पाँच - पाँच फल व सब्जियां एकत्रित करने के	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को फ्लैश कार्ड दिखा कर फलों व सब्जियों के नाम	विषय संबंधी - फलों व सब्जियों की पहचान करना - फलों व सब्जियों

पाइनग्रोवस्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूलकोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : 1

सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		साधन • https://youtu.be/Q-1EqNEjjLI • https://youtu.be/u2re5awLhRQ • https://youtu.be/BOSJR-GHGrG	लिए कहना • उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना कला समेकित ज्ञानार्जन: • फलों तथा सब्जियों के चित्रों में रंग भरवाना कौशल मूल्यांकन: • वाचन कौशल फलों तथा सब्जियों का सामूहिक वाचन • लेखन कौशल किन्हीं दस फल व सब्जियों के नाम लिखना अंतः विषय संबंध: पर्यावरण अध्ययन - अंगों के नाम व उनके कार्यों की जानकारी देना।	• कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा	पुल्लिंग - स्त्रीलिंग की पहचान करवाई जाएगी विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	के नाम याद करना सीखा • पुल्लिंग - स्त्रीलिंग की पहचान करना कला संबंधी - • रचनात्मकता का विकास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मांगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	पाठ - पत्ते ही पत्ते	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/S0EdWql0SiU	आनुभविक ज्ञानार्जन गतिविधि: - अपने आस- पास के पेड़ों की पत्तियाँ एकत्रित करके उन्हें सुखाना व एलबम में चिपकाना। कला समेकित ज्ञानार्जन - लम्बे पतले, छोटे तथा बड़े पत्तों के चित्र बनाना। कौशल मूल्यांकन: वाचन कौशल - विभिन्न रंगों की पत्तियों को देखते हुए रंगों के नाम बताना। लेखन कौशल - एक से दस तक शब्दों में गिनती लिखना। अंतः विषय सम्बन्ध गणित विषय के	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: - शब्द सीढ़ी की सहायता से पेड़ों के नाम बताते हुए विषय का खेल - खेल में परिचय दिया जायेगा। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पाठ का वाचन सही उच्चारण के साथ पढ़ने का अभ्यास - शब्द भरना सीखना - वाक्य पूरे करना सीखना - द्वित्व शब्द बनाना - उलटे अर्थ वाले शब्द बनाना कला संबंधी - - रचनात्मकता का विकास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मॉडलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			साथ जोड़ते हुए गिनती का लिखित व मौखिक अभ्यास करवाना			
अप्रैल (25)	पाठ – पकौड़ी	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/1j0L4uuAQzI	आनुभविक ज्ञानार्जन गतिविधि: - रसोईघर में पकौड़ी बनाने के लिए आवश्यक सामग्री को एकत्रित करना। कला समेकित ज्ञानार्जन - मिर्च और ब्रेड का चित्र बनाना कौशल मूल्यांकन: - वाचन कौशल कविता का लय पूर्वक वाचन करना - लेखन कौशल कोई पाँच चीजों के नाम लिखना जो स्वास्थ्य के लिए हानिकारक हैं।	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: विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - छोटे - छोटे वाक्य पढ़ना सीखना - चित्र पहचान कर शब्द ढूंढना सीखना - छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास कला संबंधी - - रचनात्मकता का विकास
	पाठ -छुक – छुक गाड़ी	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर	आनुभविक ज्ञानार्जन गतिविधि: रेलवे स्टेशन का भ्रमण	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पूछा जायेगा	विषय संबंधी - चित्रों की

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		- रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/reWkENg1SO8	करवाकर प्लेटफार्म दृश्य की जानकारी देना। कला समेकित ज्ञानार्जन: - इंजन के चित्र में रंग भरना। कौशल मूल्यांकन: वाचन कौशल रेल पर पाँच वाक्य बोलना। लेखन कौशल रेलवे स्टेशन पर पाई जाने वाली किन्हीं पाँच चीजों पहचान कर उनको लिखना।	- खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	कि क्या उन्होंने कभी रेलगाड़ी से यात्रा की है इस विषय पर विद्यार्थियों से चर्चा करते हुए विषय का परिचय दिया जायेगा। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	सहायता से वाक्य पूरे करना - छोटे - छोटे वाक्य पढ़ना सीखना - चित्र पहचान कर शब्द ढूँढना सीखना - छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास कला संबंधी - - रचनात्मकता का विकास
	व्याकरण (मेरा परिचय)	- पाठ्यपुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/5Jr_mtpgNq0	आनुभविक ज्ञानार्जन गतिविधि: 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	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 जाँच आइस ब्रेकिंग गतिविधि: - 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	विषय संबंधी - विद्यार्थियों ने बिना किसी हिचकिचाहट के स्वयं के बारे में बोलना व लिखना सीखा - छात्रों द्वारा ऊँचे व शुद्ध स्वर में पढ़ने का अभ्यास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			चित्र अभ्यासपुस्तिका में चित्रकाना कौशल मूल्यांकन: - 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 अंतः विषय संबंध: समान्य ज्ञान से जोड़ते हुए मेरा परिचय बताना		खुद के बारे में विश्वसनीयता पूर्वक बोल सकें। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	कला संबंधी - रचनात्मकता का विकास
	पाठ – रसोई घर	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://you	आनुभविक ज्ञानार्जन गतिविधि: बच्चों को बिना आग जलाकर खाने की चीजे बनवाना तथा रसोई के सामान को दिखाकर उनके बारे में जानकारी	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: विद्यार्थियों से पूछना कि उनके घर में खाना कौन बनाता है ? कहाँ पर बनाया जाता है ? इस प्रकार	विषय संबंधी - रसोई में पाई जाने वाली चीजों के बारे में जानकारी प्राप्त करना। - चित्र वर्णन पढ़ कर वाक्य पूरे करना

पाइनग्रोवस्कूल,धर्मपुर						
संबद्धीकरण संख्या630044; स्कूलकोड: 43035						
वार्षिक शिक्षाशास्त्र योजना : हिन्दी						
कक्षा : 1						
सत्र: 2022-23						
महीना /कार्ड दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मांगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तरअनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		tu.be/Iic4EDLjmb0	देना। कला समेकित ज्ञानार्जन: बिन्दुओं को जोड़कर रसोई का चित्र बनवाकर रंग भरवाना। कौशल मूल्यांकन: - लेखन कौशल अपनी मनपसंद चीजों के बारे में लिखना। - वाचन कौशल नए - नए शब्दों का सही रूप से उच्चारण		बातचीत करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	- 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 कला संबंधी - रचनात्मकता का विकास
	पाठ – चूहों ! म्याऊँ सो रही है।	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/VuEzXmk9xhI	आनुभविक ज्ञानार्जन गतिविधि - शब्द लड़ी पूरी करना - वर्ग पहेली से शब्द ढूँढ़ना - पहेलियाँ सुलझाना कला समेकित ज्ञानार्जन: - अंक तीन लिखकर	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्वज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से अपने आसपास पाए जाने वाले जानवरों पर चर्चा करते हुए पाठ के बारे में घोषणा की जाएगी। विषय की घोषणा	विषय संबंधी - कविता का लयपूर्ण गान व तुक मिलाना सीखा - बच्चे कविता के माध्यम से तुक मिलाकर शब्द बोलने का अभ्यास करना सीखेंगे।

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			चूहे का चित्र बनाने और उसमें रंग भरने के लिए कहा जायेगा। कौशल मूल्यांकन: - लेखन कौशल - कविता लेखन - वाचन कौशल आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना		विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	- पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास कला संबंधी - - रचनात्मकता का विकास
मई (21)	पाठ – बंदर और गिलहरी	- पाठ्यपुस्तिका (रिमजिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/UT9mI3PdXHk	आनुभविक ज्ञानार्जन गतिविधि: - पाठ में आये शब्दों का चित्रों से मिलान करना सिखाया जायेगा। कला समेकित ज्ञानार्जन: - बंदर के चित्र में रंग भरना। कौशल मूल्यांकन: - लेखन कौशल - अधूरे वाक्य पूरे करते हुए कहानी	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 जाँच-आइस ब्रेकिंग गतिविधि: - बच्चों को गिलहरी और बंदर का वीडियो दिखाया जायेगा और उनके स्वभाव पर चर्चा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा	विषय संबंधी - सही और गलत विचारों में अंतर स्पष्ट करना। - समान तुल्य वाले शब्दों का सही उच्चारण करवाना कला संबंधी - - रचनात्मकता का विकास

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			लेखन • वाचन कौशल समान तुल्य वाले शब्दों का सही उच्चारण करवाना।		- संबंधित प्रश्न पूछना - पुनरावृत्ति	
	पाठ – पगड़ी	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/MOfDNzX1WE	आनुभविक ज्ञानार्जन गतिविधि: - धोबी घाट पर धोबी के द्वारा किये जाने वाले कार्यों पर चर्चा करना। कला समेकित ज्ञानार्जन: - पगड़ियों के चित्रों में रंग भरना कौशल मूल्यांकन: - लेखन कौशल बर्तन तथा कागज साफ करने के लिए इस्तेमाल की जाने वाली वस्तुओं के नाम लिखो। - वाचन कौशल कविता का सस्वर वाचन	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: पर चर्चा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - समान अर्थ वाले शब्दों का ज्ञान नैतिक मूल्य - किसी भी काम को छोटा न समझना कला संबंधी - - रचनात्मकता का विकास

पाइनग्रोवस्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूलकोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : 1

सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	वचन बदलो	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/4TKablvH6Bg	आनुभविक ज्ञानार्जन गतिविधि: चित्रों के माध्यम से एक अनेक शब्दों की पहचान करना	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 अपने बैग में से किताबें तथा पेन्सिल गिनने को कहा जायेगा। - एक से ज्यादा चीजों के द्वारा बहुवचन शब्दों के बारे में समझना - अलग अलग चित्रों की सहायता से वाक्य बनाना सिखाया जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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
	मेरा तोता	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र	आनुभविक ज्ञानार्जन गतिविधि: बच्चों को किन्हीं पाँच पक्षियों के	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पक्षियों के बारे में चर्चा करते हुए उनके	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का

पाइनग्रोवस्कूल, धर्मपुर

संबद्धीकरण संख्या 630044; स्कूलकोड: 43035

वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : 1

सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		- दृश्य - श्रव्य साधन https://youtu.be/q_doFK2Cji4	नाम बोलने के लिए कहा जायेगा उनपर दो दो-वाक्य बोलने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: - अपने प्रिय पक्षी का चित्र बनाना व उसमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल तोते पर पाँच वाक्य बोलना - वाचन कौशल तोते पर पाँच वाक्य बोलना अंतः विषय संबंध: सामान्य ज्ञान से जोड़ते हुए तोते के खानपान व - बोलने के विषय पर चर्चा की जाएगी	- बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	प्रिय पक्षी के बारे में पूछना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना कला संबंधी - - रचनात्मकता का विकास
जुलाई (22)	संज्ञा	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर	आनुभविक ज्ञानार्जन गतिविधि: आस पास की	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को यह सीखना	विषय संबंधी संज्ञा शब्दों की पहचान करना

पाइनग्रोवस्कूल, धर्मपुर संबद्धीकरण संख्या 630044; स्कूलकोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा : 1 सत्र: 2022-23						
महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		- रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/zRmIKYvWRPU	चीजों से संज्ञा शब्दों का ज्ञान करवाना बच्चों को स्कूल कैपस में ले जाकर विभिन्न वस्तुएँ, जगह जानवरो तथा व्यक्तियों के बारे में बताया जायेगा कला समेकित ज्ञानार्जन: - बच्चों को किन्ही पाँच संज्ञा शब्दों के चित्र बनाने के लिए कहना कौशल मूल्यांकन: लेखन कौशल बच्चों को व्यक्तियों, वस्तुओं जानवरों के नाम लिखने के लिए कहना वाचन कौशल बच्चों को व्यक्तियों, वस्तुओं जानवरों के नाम बोलने के लिए कहना	- खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	किहमारे आस पास जो चीजे है उनका एक नाम है ये सारे नाम शब्द संज्ञा है विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	तथा उन्हें वाक्यों में प्रयोग करना सीखेंगे

पाइनग्रोवस्कूल, धर्मपुर संबद्धीकरण संख्या 630044; स्कूलकोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा : 1 सत्र: 2022-23						
महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता/सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	अंगों के नाम	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य – श्रव्य साधन https://youtu.be/RkSOESosZ1I	आनुभविक ज्ञानार्जन गतिविधि: कला समेकित ज्ञानार्जन: बच्चों को शरीर के किसी एक अंग का चित्र बनाने के लिए कहा जायेगा कौशल मूल्यांकन: - लेखन कौशल किन्हीं पाँच अंगों की उपयोगिता के बारे में लिखना - वाचन कौशल अंगों के कार्य के बारे में बोलना अंत: विषय संबंध: सामान्य विज्ञान से जोड़ते हुए अंगों के नाम बताते हुए उनके कार्यों के बारे में चर्चा की जाएगी	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 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 - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - विद्यार्थी अंगों के नाम के बारे में पढ़ना, बोलना और लिखना सीखेंगे कला संबंधी - - रचनात्मकता का विकास
	पाठ – पतंग	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य	आनुभविक ज्ञानार्जन गतिविधि: छात्रों के दो समूह बना कर पतंग उड़ाने की	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पूछना कि क्या उन्होंने कभी पतंग उड़ाया है ? इस पर	विषय संबंधी खेलों के बारे में जानकारी प्राप्त करना ।

पाइनग्रीवस्कूल, धर्मपुर						
संबद्धीकरण संख्या630044; स्कूलकोड: 43035						
वार्षिक शिक्षाशास्त्र योजना : हिन्दी						
कक्षा : 1						
सत्र: 2022-23						
महीना /कार्ड दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तरअनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		साधन https://youtu.be/2RhVH9q9J54	प्रतियोगिता करवाना। कला समेकित ज्ञानार्जन: - पतंग का चित्र बनाना। कौशल मूल्यांकन: - लेखन कौशल प्रश्नों के उत्तर लिखना - वाचन कौशल कविता का सस्वर वाचन	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	सभी बच्चों से विचार जानते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृति	नैतिक मिलजुल कर खेलने की भावना का विकास करना।
	पाठ - फलों और सब्जियों के नाम	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/UyEGPO8HiCA	आनुभविक ज्ञानार्जन गतिविधि: - 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: - फलों तथा सब्जियों के चित्रों में रंग भरवाना	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 फ्लैश कार्ड दिखा कर फलों व सब्जियों की पहचान करवाई जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृति	विषय संबंधी - फलों व सब्जियों की पहचान करना - फलों व सब्जियों के नाम याद करना

पाइनग्रोवस्कूल, धर्मपुर संबद्धीकरण संख्या 630044; स्कूलकोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा : 1 सत्र: 2022-23						
महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता/सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			कौशल मूल्यांकन: - वाचन कौशल फलों तथा सब्जियों का सामूहिक वाचन - लेखन कौशल किन्हीं दस फल व सब्जियों के नाम लिखना अंतः विषय संबंध: पर्यावरण अध्ययन			
	पाठ - यह भी जानो (विलोम शब्द, समान अर्थ वाले शब्द)	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/b2JLZMA49zE https://youtu.be/A9SDkPbDKbw	आनुभविक ज्ञानार्जन गतिविधि: - 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - छात्रों को चित्रों के माध्यम से विपरीत व समान अर्थ वाले शब्दों को समझना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
अगस्त (22)	अनुच्छेद - मेरा मित्र	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/I47y-7Z0pwU	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों को साक्षात्कार के मौका दिया जाये उनसे अपने मित्र की पसंद और नापसंद के बारे में पूछा जायेगा कला समेकित ज्ञानार्जन: - कागज पर अपने प्रिय मित्र की फोटो चिपका कर रंग भरने के लिए कहा जायेगा कौशल मूल्यांकन: - लेखन कौशल प्रिय मित्र के बारे में 10 दस वाक्य लिखना - वाचन कौशल एक मिनट प्रिय मित्र के बारे में बोलना - समालोचनात्मक	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 - प्रत्येक विद्यार्थी से उसके प्रिय मित्र के बारे में 10 बातें पूछना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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 - - रचनात्मकता का विकास नैतिक मूल्य - सच्चे मित्र का जीवन में महत्व समझना

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मांगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			कौशल प्रिय मित्र की विशेषताओं पर चर्चा			
	पाठ – गेंद बल्ला	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/f16kBcolGno	आनुभविक ज्ञानार्जन गतिविधि - क्रिकेट मैच का आयोजन करवाना। कला समेकित ज्ञानार्जन: - गेंद तथा बल्ले के चित्रों में रंग भरना कौशल मूल्यांकन: - लेखन कौशल खेल के मैदान में खेले जाने वाले खेलों के बारे में लिखना। - वाचन कौशल घर के अंदर तथा घर के बाहर खेले जाने वाले खेलों के नाम बोलना।	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 से उनके मनपसन्द खेलों के बारे में जानना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - दवित्व शब्दों को पढ़ने, लिखने व उनका सही उच्चारण के साथ बोलने का अभ्यास - खेलों का महत्व जानना

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	पाठ – बंदर गया खेत में भाग	- पाठ्यपुस्तिका (रिमझिम हिंदी पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/f16kBcolGno	आनुभविक ज्ञानार्जन गतिविधि - खेत में विभिन्न फसलों को दिखा कर उनके बारे में चर्चा करना। कौशल मूल्यांकन: लेखन कौशल – बंदर के स्वभाव पर अपने विचार लिखो। वाचन कौशल – कौनसे काम करने के बाद भागना पड़ता है , उनके नाम बताओ।	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 से पूछा जायेगा कि क्या वे कभी खेत गए हैं इस विषय पर चर्चा करते हुए पाठ पढ़ा जायेगा। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - समान तुक वाले शब्दों का ज्ञान
	पाठ – एक बुढ़िया	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/2YN-dh7YcU0	आनुभविक ज्ञानार्जन गतिविधि: - बुढ़िया का अभिनय करना कला समेकित ज्ञानार्जन: - बिन्दुओं को जोड़कर बुढ़िया का चित्र बनाना।	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: विद्यार्थियों से यह जानना कि उनके घर में कौन से काम खुद किये जाते हैं और कौनसे काम दूसरों की सहायता	विषय संबंधी - ड, ढ वाले शब्द पढ़ना, पहचानना व लिखना नैतिक मूल्य - बड़ों के प्रति आदर भाव रखना।

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			कौशल मूल्यांकन: - लेखन कौशल तुम्हारे घर में सबसे ज्यादा काम कौन करता है उसके बारे में बताओ। - वाचन कौशल घर में किये जाने वाले किन्हीं पाँच कामों के बारे में बताओ।	परीक्षा	से किये जाते हैं उनपर बातचीत करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
सितंबर (24)	पाठ – लालू और पीलू	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/ykhE7yZCfFc	आनुभविक ज्ञानार्जन गतिविधि - शब्द जाल से पशु - पक्षियों के नाम ढूँढना कला समेकित ज्ञानार्जन: - अपने प्रिय पशु का मुखौटा बनाएं कौशल मूल्यांकन: - लेखन कौशल पक्षी पर अनुच्छेद लेखन - वाचन कौशल कहानी का शुद्ध उच्चारण के साथ वाचन	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 जाँच आइस ब्रेकिंग गतिविधि: - कक्षा में विद्यार्थियों को समूह में बाँट कर कहानी पर चर्चा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - बच्चों की मानसिक व बौद्धिक अभिव्यक्ति का विकास करना - भिन्न - भिन्न पशु - पक्षियों के बारे में जानना व उनके साथ को महसूस करना

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मांगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			अंतः विषय संबंध: सामान्य ज्ञान से जोड़ते हुए पक्षियों के रहन - सहन पर चर्चा करना			
	छोटी का कमाल	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/vINXA9iBrt8	आनुभविक ज्ञानार्जन गतिविधि: - पार्क में विभिन्न झूलों का आनन्द लेना तथा उनके नाम की जानकारी एकत्रित करना कला समेकित ज्ञानार्जन: - सी – साँ का चित्र बनवाना व उनमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल कविता लेखन - वाचन कौशल आवाज के उचित उतर चढ़ाव के साथ कविता पाठ करना	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 पार्क में लगे हुए विभिन्न झूलों के बारे में पूछना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना पुनरावृत्ति	विषय संबंधी - कविता का लयपूर्ण गान व तुक मिलाना सीखा नैतिक मूल्य - खेलों की उपयोगिता व महत्व को समझना - आनंद ग्रहण करने की क्षमता का विकास करना

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
	पाठ - चार चने	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/0EfNetuDHJs	आनुभविक ज्ञानार्जन गतिविधि अंकुरित चने की चाट बनाकर दिखाना तथा उससे मिलने वाले फायदों पर चर्चा करना। कला समेकित ज्ञानार्जन: - चनों को कपड़े में बांधकर बंधेज डिजाइन तैयार करवाना। कौशल मूल्यांकन: - लेखन कौशल प्रश्नों के उत्तर लिखना - वाचन कौशल कविता का सस्वर वाचन	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: - कक्षा में विद्यार्थियों से पूछना कि कौनसा जानवर चने खाता है और चने देकर उनसे क्या-क्या करवाया जा सकता है इस विषय पर चर्चा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - द्वित्व शब्दों का ज्ञान - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिक मूल्य - मिलजुल कर खाने की भावना का विकास करना
अक्टूबर (21)	व्याकरण : अनेक शब्दों के लिए एक शब्द, दिशाओं के नाम	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र	आनुभविक ज्ञानार्जन गतिविधि: चित्रों की सहायता से	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: आस पास की चीजों से अनेक शब्दों के	विषय संबंधी - दिशाओं का ज्ञान - अनेक शब्दों के लिए एक शब्द का

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		- दृश्य - श्रव्य साधन https://youtu.be/L94AOZHtIA	अनेक शब्दों के लिए एक शब्द व दिशाओं के बारे में बताया जायेगा कला समेकित ज्ञानार्जन: चार्ट बनाकर दिशाओं को चिह्नित किया जायेगा अंतः विषय संबंध: सामान्य अध्ययन के साथ जोड़ते हुए दिशाओं का दैनिक जीवन में उपयोग बताया जायेगा	- बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	लिए एक शब्द पर चर्चा की जाएगी - चुंबक की सहायता से दिशाओं का ज्ञान कराया जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	ज्ञान कक्षा में प्राप्त ज्ञान को दैनिक जीवन में अपनाना
	अनुच्छेद - मेरा परिवार	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/XGRKyH2gphU	आनुभविक ज्ञानार्जन गतिविधि: - प्रत्येक विद्यार्थी को अपने परिवार के बारे में बोलने का एक मिनट का वीडियो बनाने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: - छात्रों से पेड़ का	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: - प्रत्येक विद्यार्थी से उसके परिवार के सदस्यों के बारे में 10 बातें पूछना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिक मूल्य - परिवार का महत्व समझना - मिलजुल कर रहने

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			चित्र बनवाना व उसकी शाखाओं पर परिवार के सदस्यों के चित्र चिपकाना कौशल मूल्यांकन: - लेखन कौशल परिवार के बारे में दस वाक्य लिखना - वाचन कौशल एक मिनट अपने परिवार के बारे में बोलना अंतः विषय संबंध: सामान्य ज्ञान से जोड़ते हुए परिवार का महत्व समझना।		पुनरावृत्ति	की भावना का विकास
	पाठ –भगदड़	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि - भीड़ वाला दृश्य दिखा कर भगदड़ के दुष्परिणाम की जानकारी एकत्रित करना। कौशल मूल्यांकन: - लेखन कौशल प्रश्नों के उत्तर 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: - कक्षा में विद्यार्थियों को समूह में बाँट कर भगदड़ की जानकारी देना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा	विषय संबंधी - मिलते- जुलते शब्दों का ज्ञान - संयुक्त व्यंजनों का ज्ञान - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			- वाचन कौशल - कविता का सस्वर वाचन		- संबंधित प्रश्न पृष्ठता - पुनरावृत्ति	वृद्धि करना कला संबंधी - रचनात्मकता का विकास
	पाठ – हलीम चला चाँद पर	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/0EfNetuDHJs	आनुभविक ज्ञानार्जन गतिविधि: - चंद्रग्रहण दिखाकर उसके बारे में चर्चा करना। कला समेकित ज्ञानार्जन: - सूरज व चाँद का चित्र बनाना। अंतः विषय संबंध: - पर्यावरण विषय के साथ जोड़ते हुए सूर्य और चाँद के बारे में जानकारी एकत्रित करना।	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 से पूछा जायेगा कि तुम कहाँ जाना चाहते हो चाँद पर या रॉकेट पर और तुम्हें कब डर लगता है इस विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पृष्ठता - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना
नवंबर (11)	पाठ - हाथी चल्लम चल्लम	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र	आनुभविक ज्ञानार्जन गतिविधि शब्द सीढ़ी से पशुओं के नाम	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: कक्षा में विद्यार्थियों को हाथी और दरजी	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का

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महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में माता-पिता/सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर-अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
		- दृश्य - श्रव्य साधन https://youtu.be/0EfNetuDHJs	ढूँढना। कला समेकित ज्ञानार्जन: - हाथी के चित्र में भिन्डी के टुकड़े से रंग भरना। कौशल मूल्यांकन: - लेखन कौशल हाथी मेरे साथी कविता को लिखो - वाचन कौशल कविता का लयपूर्वक गान	- बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	की कहानी सुनकर हाथी के स्वभाव पर चर्चा करना। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पृष्ठना - पुनरावृत्ति	विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना - कहानी का सारांश सुनाना कला संबंधी - रचनात्मकता का विकास
	पाठ – सात पूँछ का चूहा	- पाठ्यपुस्तिका (रिमझिम) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन https://youtu.be/0EfNetuDHJs	आनुभविक ज्ञानार्जन गतिविधि: एक पैर पर चलकर पकड़न – पकड़ाई का खेल खिलाकर हमारे लिए प्रत्येक अंग का महत्व समझाना। कला समेकित ज्ञानार्जन: रंगीन कागज के छोटे – छोटे टुकड़ों को जोड़कर चूहे का चित्र बनाना। लेखन कौशल	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: कक्षा में विद्यार्थियों को यह पूछना कि क्या उन्होंने अपने घरों के आस – पास चूहों को देखा है, चूहे की कितनी पूँछ होती है इस विषय पर बात-चीत करते हुए विषय की घोषणा की जायेगी।	विषय संबंधी - चन्द्रबिन्दु वाले शब्दों का लिखित अभ्यास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना - कहानी का सारांश

पाइनग्रीवस्कूल, धर्मपुर

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वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : 1

सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उपविषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन का परिणाम
			चूहा बिना पूँछ के क्या नहीं कर पायेगा ? सोच कर लिखो । - वाचन कौशल दूसरों की बातों में आकर काम करने से क्या होता है ? अंतः विषय संबंधः - पर्यावरण विषय के साथ जोड़ते हुए मानव शरीर के प्रत्येक अंग का उनके लिए महत्व समझाना ।		विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	सुनाना कला संबंधी - - रचनात्मकता का विकास नैतिक मूल्य - दूसरों की बातों में न आकर अपने बुद्धि बल का प्रयोग करना ।

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Feb 5 days March 23 days	Topic Chapter 1 – Shapes and Space Sub - topics - Comparisons / Positions - Lines and Shapes - Rolling/Sliding - Story – Wise Grandmother	- Chalk- Blackboard explanation - Duster - Textbook /e book - Mental Math book - Charts - Computer aided modules with animations and presentations Comparisons https://youtu.be/kUy6wc2I5Wk Rolling/Sliding https://youtu.be/vDucebcW49ss 2D Shapes and their attributes https://youtu.be/NmaKIT2Zrfk	Art Integration : - 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: - 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. Activity: - Look at the pictures and fill in the blanks with	- 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 session Ma'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 - the different positions concept of on and under, above and below, top and bottom, distance in terms of near and far,	The students will be able to – - 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 in the surroundings and relate them to different solid shapes

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			the correct positions. Project /Inter disciplinary linkage: Eng, EVS and Hindi (Collaborated) - 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		identify objects that roll and slide - different types of lines and shapes and to identify and recognize and draw shapes acc. to their attributes and properties how they are different from each other - solids and their corresponding shapes in their homes and neighbourhood	draw, and colour different types of shapes and write their definitions

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			/assessed			
	Topic Chapter 2 –Numbers 1 to 9 Sub - topics - Counting - Count and write - More and less - Count and Match - Make Groups - Write the missing number - Number names from 0 to 10 - Concept of zero - Forward and backward counting - Before, after and between	- Chalk- Black Board explanation - Duster - Textbook/ e book - Mental Math Book - Charts - Placards - Group Discussion - Computer aided modules with animations and presentations Learning Numbers from 1 to 10 https://youtu.be/FZV_OfPOIUo Count and write https://youtu.be/OqX2LKKM1Nw More or Less https://youtu.be/xXyfon-SOR8 Before, after and between https://youtu.be/bNUcbH6k3dk	Project: - Start from the lowest, join the numbers/ dots in order and complete the picture, then colour it Experiential Learning /Art Integration: - Count, colour the pictures and write the correct Number - Video will be shown on numbers Inter disciplinary Linkage:English /EVS - While counting different objects students improve their vocabulary learn about different types of	- 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	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.. 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	The students will be able to - - 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 and write forward and backward counting - 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.

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			colours, fruits vegetables and things - Learn to count with the help of fingers and relates to other body parts for e.g., 1 nose, 2 eyes etc.. Reading, Critical Thinking & Problem Solving Skills: - recognize & read the numbers written on the blackboard / intra class quiz Writing Skills: Write in words from 0 to 10 in cursive Speaking Skills: Rhyme One, two, three, four, five, Once I caught a fish alive, six, seven, eight, nine, ten, Then I let it go		- gives better understanding of the world around us, developing a sense of numbers, counting and operation of numbers - 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	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 forward and backward counting

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			again. Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on the right.		to compare and find out more or less in given numbers	
	Topic Chapter 3 – Addition 1 to 10 Sub -topics - Sign of Addition ‘+’ - Adding 0 and 1 - Addition on a Number line - Addition using an Abacus - Horizontal , Vertical Addition and adding	- Chalk - Blackboard explanation - Duster - Textbook /e book - Mental Math Book - Computer aided modules with animations and presentations Abacus https://youtu.be/HJ4sEccgMBM Number line	Project: - Show addition on the number line Experiential Learning : - Learning addition through abacus Inter disciplinary linkage: EVS While counting and adding students come across different types of fruits , vegetables, colours and objects	- Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a Written & Oral test	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	The students will be able to – - 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

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	three numbers	addition https://youtu.be/Wm5k70IKVeA	for e.g. Adding 2 apples and 4 bananas Total number of fruits in the basket are 6 Art Integration: - Draw beads with different colours in the abacus to show addition Writing ,Logical and Critical thinking Skills: - Solving sums of addition		make the students understand that '+' 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 numbers. Any rod of the abacus can hold only 9 beads - order of adding 3 numbers does not change the sum	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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April 25 days	Topic Chapter 4 – Subtraction 1 to 10 Sub - topics - Sign of Subtraction ‘-’ - Subtracting 0 and 1 - Subtraction on a Number line - Subtraction using an Abacus - Vertical Subtraction	- 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: - Show subtraction on the number line Experiential Learning / Art Integration: - 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?	- 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 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 – - 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	The students will be able to - - 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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	Unit I		Writing ,Logical and Critical thinking Skills enhanced and assessed Solving sums of subtraction		number line - 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.	
May 21 days	Topic Chapter 5- Numbers from 10 to 20 Sub - topics - 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	- Chalk- Blackboard explanation - Textbook - Mental math book - Computer aided modules with animations and presentations - Charts Abacus - Addition https://youtu.be/MjtjWsUZ2wA Subtraction https://youtu.be/OwCuymMpesc	Oral Activity: - Number names recitation Experiential Learning / Videos will be shown on how to add and subtract with the help of abacus - To encourage the learners to solve problems on the board - Intra class quiz competition Inter disciplinary	- 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 ice breaking session: About Me - 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	

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	(tens & ones)		Linkage: Eng The children will learn comparison /opposites For e.g. small- big, before , after and between Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed		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 / subtract using an abacus & left spike is for tens and right spike is for ones	

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	Topic Chapter 6- Time Sub - topics - Day and Night - Time - Telling the time by the clock - Ordinal Numbers - Days of the week - Months in a year - Number names	- Chalk- Blackboard explanation - Duster - Textbook - Mental Math Book - Computer aided modules with animations and presentations Clock Chart https://youtu.be/Kj_tZ5sRf3M Ordinal no. 1 - 10 https://youtu.be/BaO1E21SpkI	Art Integrated Project: - Draw hands to show the time of the day when you do the following activities and decorate the clock Experiential Learning - 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	- 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 be started with the ice breaking activity – the riddles will be asked - 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... 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	The students will be able to – - 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

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June	Unit II Half Yearly Exam		children learn about activities done during day and night, weeks name and months name • Reading and writing skills, speaking, creative, problem solving, logical thinking, critical thinking - life skills will be enhanced /assessed		• about different parts of the day and the activities done during these hours of the day • Use a clock and its parts, read time from a clock in hours and draw hands on a clock to indicate time • 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	

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July 22days	Topic Chapter 7– Measurement Sub - topics - Measuring Lengths - Measuring with scale - Measuring Weight - Measuring Capacity	- Chalk- Blackboard explanation - Duster - Textbook - Mental Math Book - Charts - Computer aided modules with animations and presentations Measurement https://youtu.be/PEjOTYRddU4 https://youtu.be/me--8hwA7bA https://youtu.be/ybEU-6U7s8k https://youtu.be/HK7w1qUBuBY https://youtu.be/zjGfRmHY0A	Project:Experiential Learning Videos will be shown to measure length, weight, capacity - Choose any 4 items from your surroundings and measure their lengths using handspan, footstep, forearm and pace - Measure your height with a centimeter scale Art integrated: - Videos will be shown and activities will be done to explain Measuring weight and capacity Inter disciplinary Linkage: English The children will get to know opposites words like: tall- short, heavy – light, full – empty etc...	- 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	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- to measure length and height using body parts (non-standard units) – hand span, footstep, cubit and pace , using	The students will be able to- - 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

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			Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skills will be enhanced /assessed Project: - Coin Tracing - Trace any 5 different coins and write their values		smaller objects and using a centimeter scale - identify the lighter and heavier objects in a group of objects - measuring capacity using non- standard units (containers)	
	Topic Chapter 8 – Numbers from 21 to 50 Sub - topics Counting 51 – 100 and backward counting 100 - 01	- Chalk- Blackboard explanation - Textbook - Mental Math Book - Duster - Computer aided modules with animations and	Oral Activity: - Number names quiz - Number names recitation Experiential Learning - Videos will be shown to solve	- Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a Written & Oral test	The teacher will start with the ice breaking activity:The children will be asked that have they played the board game - Snakes and ladders...? and how many numbers	The students will be able to – - read and write counting from 51- 100 and backward counting from 100 to 1 - read and write numbers and their

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	- Numbers in words 21 – 50 - Tens & Ones - Comparing Numbers - Biggest & Smallest - Arrange in ascending & descending order 2 digit addition and subtraction	presentations Charts Addition: https://youtu.be/OOocclZ8ucrU Subtraction: https://youtu.be/Blnz3EjRP5U	two digit addition and subtraction - To encourage the children to come and solve problems on the board - Intra class quiz competition Inter disciplinary Linkage: Eng – learn Comparison/opposites for e.g. largest, greatest, biggest – smallest , ascending – descending, forward – backward, front - back Reading, writing, speaking skills , problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed Self confidence will be improved		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 will be done To make students – - 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 and ones - compare and identify the biggest and the smallest number - Arrange numbers	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

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					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	
Aug 22 days	Topic Chapter -9 Data Handling Sub topics - Count the shapes - Count the number of letters in the same word	- Chalk- Blackboard explanation - Duster - Textbook /e book - Mental Math Book - Computer aided modules with animations and presentations Data Handling https://youtu.be/PLkMGNMaBQo	Experiential Learning A video will be shown and real life data collection will be done to give better understanding Pictograph	- Worksheets based on the concept taught - The L.O. will be assessed with the help of written test and worksheets based on the concept taught	The teacher will start with the ice breaking activity by asking them to collect data of different types of shapes they can find in the class. PK testing will be done Then explain data handling with the help of videos ,worksheets and real life examples	The students will be able to – understand, read and collect the data and answer the questions

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	Topic Chapter 10 – Patterns Sub - topics • Colour the given pattern • Complete the patterns	• Chalk- Blackboard explanation • Duster • Textbook /ebook • Mental Math Book • Computer aided modules with animations and presentations • Patterns https://youtu.be/2Z5u2mbi9GY	Experiential Learning A video will be shown to give the better understanding of sequence/ patterns Project: Art Integration • Draw, colour and complete the given patterns • Stamping activity – create simple block patterns by stamping thumb prints, leaf prints, vegetable prints, etc... Inter disciplinary linkage: Eng /EVS/Art • The children will learn about different colours, fruits and vegetables, body parts, leaves/ trees while doing	• Worksheets based on the concept taught • The L.O. will be assessed with the help of written test and worksheets based on the concept taught	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 students – • learn the concept of patterns using shapes/ objects • help to develop their thinking and reasoning power and artistic skills • learn and practice	The students are able to – • Understand the concept of patterns • recognize and create different patterns using shapes/ objects and numbers

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			stamping activity Reading and writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skills will be enhanced /assessed		what comes before, after and between	
Sep 24 days	Topic Chapter 11 – Numbers Working till 100 Sub - topics - Numbers in words 51 – 100 - Write the missing number - Face Value and place value - Expanded form and short form - Arrange in increasing and	- Chalk Board explanation - textbook / e book - workbook - Computer aided modules with animations and presentations - Charts Addition: https://youtu.be/IEDfnGK2fik Subtraction:	Oral Quiz Activity: - Find the face value and place value Experiential Learning: Chart & Videos will be shown on addition with carry over and subtraction by borrowing and word problems Inter disciplinary Linkage: English - The children will learn to read and	- 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 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 She will explain the subtraction theory The teacher will	The students will be able to – - 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

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	decreasing order - Put Signs <, >, = - What comes before, after and between 2 digit Addition with carry over 2 digit Subtraction by borrowing - Word Problems - Snakes and ladders game.	https://youtu.be/oAOpN9_0Nfo https://youtu.be/sBJpToqlhw Word Problems: https://youtu.be/zdG4lJHqIF8 Key words and clues	comprehend the word problems and find their solutions/ answers Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed - The children will gain self confidence		introduce the chapter and topics , check their previous knowledge and make the students understand – - 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	increasing and decreasing order - solve 2digit addition sums with carry over and subtraction by borrowing - Solve simple word problems and apply them in their daily life situations

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	Unit III				tens to tens column and add all. - Subtraction by borrowing using regrouping - Solve simple word problems	
Oct 21 days	Topic Chapter 12– Money Sub - topics - Coins and notes currently in use in India - Adding Money - Make the given amount - Write the value of the given coins and notes - Guess the price	- Chalk- Blackboard explanation - Duster - Textbook - Computer aided modules with animations and presentation Chart of Indian Currencies https://youtu.be/GtIL_5Ct5rU	Experiential Learning / Art Integration - Charts and Videos of Indian currency will be shown Activity: Draw the notes and coins that form the given amount (colour them) Inter disciplinary linkage: Hindi - Learn the names of different currencies in Hindi for e.g.: ek rupiya, do rupiya etc.. Reading and	- Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a Written & Oral test	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 things...What do you need for that? They come up with different answers. The teacher will introduce the topic and check their previous knowledge. The teacher will show the chart of Indian coins and currencies and explain with	The students will be able to – - recognize Indian Currencies - understand that coins are used for small amounts of money and currency notes are used for bigger amounts and the signs used for them - add the values of currency notes and coins, make combinations of money for an amount - relate the concept of money to solve problems and use it

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			writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced		computer aided modules – • 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 day to day life	in real-life situations

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Nov 11 days	Topic Chapter 13 How Many Sub topics - Tens and ones - Count and write - Give number name - Picture story	- Chalk- Blackboard explanation - Duster - Textbook /ebook - Computer aided modules with animations and presentation - Chart - How many https://youtu.be/Uie288V09I4	Experiential Learning A video will be shown to give the better understanding and worksheets will be solved Reading and writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced	- Worksheets based on the concept taught - The L.O. will be assessed with the help of written test and worksheets based on the concept taught	The teacher will start the class with the Ice breaking activity by showing the Pictorial chart of How Many and check their previous knowledge Then help them to solve the sums and write few lines about the given picture and create their own story	The students will be able to – - Understand and solve the sums based on the concept - count and write the numbers and number names - Frame good sentences - Create their own story
Dec 13 days	Unit IV Final Exam					

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February 6 days	Basic knowledge of U KG	Previous knowledge will be tested by giving them basic practice work and then will take the topic further.	<u>PROJECT:</u> <u>Art integration:</u> Worksheets will be given to the children to color the pictures. <u>Inter disciplinary linkage (English)</u> Poem recitation	Oral test to assess the understanding. Discussion Worksheet: Draw a colorful drawing of your favorite fruits.	<u>Ice breaking session:</u> Reciting poems To develop interest and love towards the subject. Students will be taught domestic, wild and pet animals, names of fruits, vegetables, seasons, land, air transport, months of the year, days of the week, flowers and colors.	Students will be able to read and write the spellings. Differentiate between pet, wild and domestic animals.
March 26 days	<u>Topic:</u> All about me <u>Sub-topic:</u> We all are special Growing up Myself	Chalkboard Duster Board Mind map Flash cards Moral values: Talk/stories <u>Computer Aided teaching:</u> Audio-visual Extra marks PPT on All about me	<u>Art integration:</u> Children will draw their favorite things in their slam book <u>Skill assessment:</u> Bubble game activity will be done with the children	Oral discussion on the topic Written assignment MCQs Quizzes Weekly conceptual test Dictation of difficult words	<u>Ice breaking session:</u> The learners talk about themselves Explain how our hobbies, interests and even physical features make us different from each other To make the students understand how every person is	Students will enhance their Speaking skills Critical thinking Moral values Students will be able to learn about the

			71		different from	

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					others Identify how things about us change with time. Lesson will be introduced with an ice breaking activity List the different ways of keeping the body clean. State the different ways of maintaining oral hygiene. State the importance of each part of the body and explain them to be thankful to the Almighty.	role played by each member of the family. To understand the importance of family as a social unit.
	<u>Topic:</u> My Body <u>Sub-topic:</u> Parts of the body How our body parts help us Sense organs	Chalkboard Duster Chalk Flash cards Lecture method Discussion method Kinesthetic activity (touch and guess the sense organs)	<u>Art integration:</u> Pasting pictures of sense organs Worksheets on labeling body parts. Draw my safe circle <u>Skill assessment:</u> (Play a game 'Simon Says for 5-10 minutes) Simon says stand Simon says clap Simon says jump Simon says sit. To develop their motor skills	Writing of difficult words Writing of question answers MCQ quiz Weekly conceptual test Oral test	<u>Ice breaking session:</u> The learners will be speaking about themselves <u>The learners may be provided opportunities in pairs/groups/ individually and encouraged to-</u> Where the children will be asked what they understand by the heading of the chapter	Students will be able to Identify the different parts of the body Writing skills Life skills The students will know others around them well Reading, Writing and speaking skills will be

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					List the different ways of keeping the body clean. State the different ways of maintaining oral hygiene	enhanced
	<u>Topic:</u> Looking after my body <u>Sub-topic:</u> How do we keep our body clean? Keeping our teeth clean Good habits	Chalkboard Duster Chalk Lecture method Discussion method <u>Computer aided teaching:</u> Extra marks Power point presentation Links: Cleanliness- Keeping our body clean https://youtu.be/xcYs6ubgrug Healthy habits https://youtu.be/l7sHQU Sp7Gc	<u>Inter disciplinary linkage (English)</u> Poem: "This is the way we wash our face, wash our face, early in the morning" <u>Speaking skill:</u> JAM(Just a minute) in the above topic <u>Practical's:</u> Students will be given demonstration on how to brush their teeth and wash their hands. <u>Experiential:</u> Video- KOMAL (good touch and bad touch)	Oral test Quiz on different parts of the body Written assignment Weekly conceptual test Loud reading of the lesson	<u>Ice breaking session:</u> Interaction with the children on the topic <u>The learners may be provided opportunities in pairs/groups/ individually and encouraged to-</u> Explain the different types of families State the importance of a family Represent the family members in the form of a family tree Identify the similarities and appreciate differences in the family	Students will be able to: Identify ways of keeping their body clean and also about maintaining their oral hygiene. The following skills of the students shall be enhanced Reading, Speaking and Critical thinking
April 22 days	<u>Topic:</u> My house <u>Sub-topic:</u>	Chalkboard Duster Chalk	<u>Experiential learning:</u> Mud, wood, brick, cement, dry-grass pieces of marbles will	Oral discussion on question answers MCQs Written	<u>Ice breaking session:</u> Discussion on type of house you live in	Students will be able to Identify different

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	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	Flash cards Lecture method Discussion method Computer aided teaching: PPT on My house Links: My house (How to draw) https://youtu.be/pzuEBzGoEXk My house https://youtu.be/mTSUSkSgvE4 My home https://youtu.be/mTSUSkSgvE4 Types of houses https://youtu.be/mTSUSkSgvE4	be shown to the students. Art integration: Students will draw a colorful picture of a house. Inter disciplinary linkage (English and Moral values) Poem: "Bits of paper, bits of paper lying on the floor." Skill assessment: Critical thinking Why it is necessary to recycle waste?	assignment Weekly conceptual test Loud reading of the lesson	The learners may be provided opportunities in pairs/groups/ individually and encouraged to 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 Observe and explore the immediate surroundings that is home, school etc.	materials used to build a house. Benefits of keeping a house clean. They will even know which types of houses are built in different places. Speaking and critical thinking shall be enhanced Take care of public property Express his/her opinion
May 18days	Topic: Food and water Sub-topic: Different types of food Meals that we eat everyday From where we get our food Good habits at the dining table	Chalkboard Duster Chalk Flash cards Lecture method Discussion method Moral values: Talk/stories Computer aided teaching: You tube Extra marks	Art integration: Coloring and pasting pictures of different fruits, vegetables and other food items. Practical's: (activity) Taste and guess activity will be done Experiential learning: Children will be visiting school mess	Oral discussion on question answers Written assignment Weekly conceptual test Quiz based on the topic Loud reading of the lesson •	Ice breaking session: The students will be asked to taste the food and name it The learners will be provided opportunities in pairs/groups/ individually and encouraged to- Explain the types of food we get	Students will be able to Distinguish between the three meals that we have in a day. They will know the importance of water for all living

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	Water	Links: Uses of water https://youtu.be/Rzurl5oOBiQ Water https://youtu.be/aZ21fa7aJMk Food and nutrition https://youtu.be/lfkWVzB_YI Importance of food https://youtu.be/O7Tvq9hhuIQ Our food- good eating habits https://youtu.be/M-ZdqFwayrU	to differentiate between pulses, spices, fruits and vegetables they eat. Students will be having a potato chaat party during their visit to the mess		from plants and animals and even about the vessels in which the food is cooked. Explaining about the uses and sources of water Observe and explore the immediate surroundings Perform simple activities and experiments Children will be able to explain different sources of water	beings. Records his/her observations/ experiences/ information for objects and activities Writes dictation words The students will be able to describe need of food for people, animals and birds Use of water at home and surroundings.
JULY 23 days	<u>Topic:</u> My School <u>Sub-topic:</u> Rooms in a school Things in a classroom People who help us in the school	Chalk Board Duster Mind map Flash cards Lecture method Discussion method •	<u>Experiential learning</u> Students will be taken for a school round: Classroom, Principals room, library, art room, green house, music room and dance room. <u>Inter disciplinary linkage (English)</u> Poem: “The wheels of the bus go round and round”	Written assignment Quiz competition MCQ test orally Weekly conceptual test Dictation of difficult words	<u>Ice breaking session:</u> Students will be asked to come in front of the class and say few lines on their school <u>The learners may be provided opportunities in pairs/groups/ individually and encouraged to-</u> To understand the significance of attending school in a child’s life To know how	The following skills of the students shall be enhanced Reading, writing, speaking, creative writing and critical thinking They will be able to: Explain the features of different rooms

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					school enables a child to read, write and count To state how school serves as a platform for overall physical and cognitive development of a child	in the school and even the functions of people who help in the school.
	<u>Topic:</u> My neighborhood <u>Sub-topic:</u> Places in my neighborhood People who help us everyday	Chalk Board Duster Flash cards Lecture method Discussion method PPT on My neighborhood Moral values talk/stories <u>Computer aided teaching:</u> Extra marks Links: Our neighborhood https://youtu.be/vjRb6dBTGfg Song https://youtu.be/TiZoHudqFq8 Cocomelon rhyme https://youtu.be/KwHF6mdYVzw People who help us https://youtu.be/s8c53wIHFuA Important places in my	<u>Experiential Learning:</u> Students will be taken to visit AAGAS, school hospital and garden <u>Problem solving skill:</u> Memory match Missing blocks <u>Inter disciplinary linkage (English)</u> Poem: "Hello children! How do you do? I will introduce myself to you, I am a teacher teaching children like you.	Discussion Writing of Question answers Quiz based on the topic Weekly conceptual test Dictation of difficult words Loud reading of the lesson	<u>Ice breaking activity:</u> Discussion about my neighborhood <u>The learners may be provided opportunities in pairs/groups/ individually and encouraged to-</u> Interactive group activity Explain the important places in a neighborhood Identify the people who help us in our neighborhood	The following skills of the students are enhanced: Reading skills Speaking skills Writing skills Moral values Students will be able to Identify important places and people like sweeper, peon, doctor, nurses gardener and aayas. Expresses

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		neighborhood https://youtu.be/VNzp_oZrL_yg				orally his/her opinion Write 5-6 sentences in English about their neighborhood Critical thinking Creative and innovation
August 20 days	Topic: Animals in my world Sub-topic: Domestic animals Animal homes Animals and their young ones.	Chalkboard Duster Chalkboard Lecture method Discussion method Flash cards Moral values talk/stories Computer aided teaching: Extra marks PPT on Animals in my world Animal world https://youtu.be/ADmS2A_cgRgE My animal world, my pets rhyme https://youtu.be/0rtO51FQ_Wro Vocabulary- wild animals https://youtu.be/CA6Mofzh7jo Animals around us	Inter disciplinary linkage: (English and Math's) Poem: "Rabbit, rabbit one, two, three will you come and play with me" Experiential learning: Movie: Jungle Book will be shown to the children	Oral test Written test Dictation of difficult words Discussion of questions and answers Loud reading of the lesson MCQ quiz •	Ice breaking session: Puppet show (soft toys) The learners may be provided opportunities in pairs/groups/individually and encouraged to- Identify different places where animals live. Classify animals as domestic and wild. State the importance of house for animals. Explore/read books, audio stories	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 animals as well. To know about the animals and

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		https://youtu.be/QYHs3Xaa2yw				their young ones. Responsibility Write 4-5 sentences on my favorite animal
	Chalkboard Duster Chalk Flash cards Lecture method Discussion method Moral values: Talk/stories <u>Computer aided teaching:</u> Extra marks PPT on Plants Links: Types of plants https://youtu.be/byN1qjfAyXI Parts of plant https://youtu.be/2uGljmYFw3k Uses of plants https://youtu.be/Czoyzw2G3xo	<u>Experiential learning:</u> Germination of seeds Nature walk Collect different types of leaves A rally will be taken out to spread the awareness: DO NOT CUT TREES. <u>Art integration:</u> Draw and color the plant	Oral test Worksheet will be given to label different parts of a plant. Written test MCQ quiz Draw diagrams	<u>Ice breaking session:</u> Learners will be discussing about the plants they see around . <u>The learners may be provided opportunities in pairs/groups/individually and encouraged to-</u> Classify plants as herbs, shrubs and trees. Label different parts of a plant. Explore immediate surroundings, i.e., home, school neighborhood for different flowers /Plants •	Students will be able to Differentiate between plants, trees and shrubs. They will even know how plants and trees are important to us. To learn about varieties of plants. Expresses orally his/her understanding on the topic Life skills Reading, writing and speaking skills will be enhanced	
	<u>Topic:</u>	Chalkboard	<u>Inter disciplinary</u>	Oral test	<u>Ice breaking session:</u>	Students 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
September 27 days	Travel and safety <u>Sub-topic:</u> Means of transport Means of land, air and water transport Safety rules	Duster Chalk Flash cards Lecture method Discussion method Moral values: Talk/stories <u>Computer aided teaching:</u> Extra marks Links: Safety- Staying safe at home https://youtu.be/3Il6g-U8zFM Traffic rules and signs https://youtu.be/_NeEF1fwT4k Safety rules https://youtu.be/PILeeMvIFmg	<u>linkage (English)</u> Poem: “We can fly in a plane. We can ride on a train” <u>Experiential learning:</u> 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.	Dictation of difficult words Written test Loud reading of the lesson Discussion of questions and answers MCQ quiz •	Talk about your friends/relatives staying in other state/country <u>The learners may be provided opportunities in pairs/groups/individually and encouraged to-</u> Elaborate on various means of travelling. State the safety rules and their importance. Ask questions and discuss with family and interact with relatives, friends etc. who stay far off places. Show the learners railway, bus and airway tickets .	able to Describe the various means of transport and will be able to explain the importance of safety rules. Communication Technology Use if information on sign boards Expresses orally his/her opinion Write 4-5 sentences about their travelling experiences
	<u>Topic:</u> The earth and the sky <u>Sub-topic:</u> Earth Types of landforms Water on earth The sky	Chalkboard Duster Chalk Lecture method Discussion method Globe will be used to explain the topic Flash cards <u>Computer aided teaching:</u> Links: Wonders of the sky	<u>Art integration:</u> Students will be asked to draw and colour different water bodies like river, pond, lake and sea.	Oral discussion on the topic Written assignment Weekly conceptual test MCQ quiz Dictation of difficult words •	<u>Ice breaking session:</u> Interaction with the children and discuss about different things they see in the sky during the day and night <u>The learners may be provided opportunities in pairs/groups/individually and encouraged to-</u>	The following skills of the students will be enhanced Reading Writing Speaking Creative thinking Students will be able to Identify

Month/ No. of working days	Topic/Sub-topic	Teaching 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/UNa0u64piUY https://youtu.be/A25NIR6BV64 •			<u>idually and encouraged to-</u> 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.	different landforms like hills, plains, mountains and desert. Expresses orally his/her opinion Write 4-5 sentences in English on the topic
October 21 days	<u>Topic:</u> Weather and Seasons <u>Sub-topic:</u> Different weather Different seasons	Chalkboard Duster Chalk Lecture method Discussion method Flash cards PPT on Weather and Seasons <u>Computer aided teaching:</u> Extra marks Links: Seasons animation https://youtu.be/yqdfCQ5og3E Seasons https://youtu.be/iMsdd2RDmkM Summer fruits https://youtu.be/whWEbyWLYSo •	<u>Art Integration:</u> Worksheets on seasonal clothes and food will be given to the children to color and paste them in their notebooks. Paper boat activity will be done.	Oral test Dictation of difficult words Loud reading of the lesson Discussion of questions and answers Written conceptual test. MCQ quiz	<u>Ice breaking activity:</u> Talk about their favorite season <u>The learners may be provided opportunities in pairs/groups/ individually and encouraged to-</u> Differentiate between weather and seasons. Different types of clothes during different seasons. Observe and share experience of the situation in daily life	Students will be able to Explain that the weather can be hot, cold, cloudy or windy and Seasons: There are three main seasons summer, winter and rainy season. Their reading, speaking and writing skills will be enhanced Expresses

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						orally his/her opinion Write 4-5 sentences on their favorite season
	Topic: My world of colors	Links: The rainbow fairies https://youtu.be/f7kvdPLqmHQ	<u>Art integration.</u> Students will be asked to draw and color the rainbow and paste it in their notebooks. <u>Practical's</u> Real objects will be shown to the children, and they will identify the color of that object.	Oral test Written test	Explain the importance of each color and How colors are important in our life.	Students will be able to Understand how different colors symbolizes various cultures, seasons and festivals.
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: Health and Physical Education
Class: I
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 DAYS)	ANTHROPOMETRIC MEASUREMENTS	- Stadiometer - Weighing machine	Inter disciplinary linkage: (With EVS, English and Hindi)	- Reflection - Student's feedback - Teacher's feedback	Height Weight	Data collection of height, Weight BMI, Speed, Strength, Agility, and coordination
MARCH (26 DAYS)	BODY MOVEMENTS	- Open space - Cones& markers - Ropes - Hanging rod 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	- 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	- 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 (23 DAYS)	BODY MOVEMENTS	- Card-boxes/ boxes/cues - Bands - 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. Practical's: All physical exercises	- Assessment, - Testing - Weekly Targets	Balancing, swinging, stretching, pushing, pulling, twisting, bending, sitting postures, lifting, carrying, falling Standing on one leg LEADUP GAMES: - Bucket Cricket - Circle Kho	- 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					MINOR GAMES:	including indigenous games.
MAY (26 DAYS)	BODY MOVEMENTS	• Whistle • Music • Clapper • Rope • Ball • Ribbons • Benches	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.	• Assessment, • Testing • Weekly Targets	Demonstration Clapping + Clapping on count Bounce the ball on the music Children act as ball and bounce on music LEADUP GAMES: - Tunnel Ball - Teniquet -Target kicking MINOR GAMES:	• 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 (23 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground.	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.	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. walk and run • sit and stand • stop and walk • hop and walk • bend and roll	• 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.

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (24 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground	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	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. • walk and run/leap • walk and jog • Walk, jog and run forward and backward running	• 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 (16 DAYS)	STRENGTH AND JUDGMENT	• Open space • Balls of various sizes. • Lime powder for marking the ground.	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	• Assessment, • Testing • Weekly Targets	Throwing and catching in pairs and in groups (simple and manipulative) Throwing to various distances and catching from various distances Throwing the ball farthest and Highest	• Developing strength Judgment and • Decision making • Throwing/Catching the ball
OCTOBER (27 DAYS)	COORDINATIVE ABILITIES	• Open space • Lime powder For marking of the ground. • Classroom and Playground.	Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration	• Assessment, • Testing • Weekly Targets	Running in pair while holding hands Playing chain Three-legged race Tossing the coin/ ball/ shuttlecock/tennis ball/ring/frisbee	• Eye-hand, eye-leg and neuromuscular coordination and motor fitness • Tossing and decision-making • Develop positive

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			linkage: (With dance) rhythmic body movements. Practical's: All physical exercises		Taking decision about choosing head or tail and deciding about the turn on any game Fundamentals of tossing of various sports object	attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
NOVEMBER (19 DAYS)	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: I
Session 2022-23

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: Introduction of elements of art Sub Topic: - Lines (Sleeping line, Standing line) - Tone	- Books - Black board - Chart	Daily practice as a hand on experience.	Practical assignment through rubric.	- 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.	- 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.
May 8days	Theme: Environment Topic: Introduction to color Sub Topic: - Primary color - Secondary color - Tertiary color	- Visual arts books - Black board. - Color wheel chart	- Live Demonstration on making colors. - Daily practice as a hand on experience.	Assessment of practical work.	- 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.	- 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	- Newspaper - Magazine	Live Demonstration on	Assessment of practical work.	The learners will be involved in	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: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things		making collage. • Daily practice as a hand on experience.		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.	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.
June	Revisions, Exams and assessment.	—	—	—	—	—
July 8days	Theme: Objective Topic: Drawing Sub Topic: • Forms • Color • Line • Light and Shade	• Books • Blackboard	• Live Demonstration on making colors. • Daily practice as a hand on experience.	• Practical assessment.	• 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.	• 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: • Inquiry • Observations skills • Mathematical skills	• Books • YouTube	• Experiment with different kinds of paper. • Skill assessment	• Assessment of practical work.	• 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	• 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: • Forms • Motor skills • Observations skills	• Books • YouTube	• Experiment with different kinds of form and shape. • Skill assessment	• Assessment of practical work.	• 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	• 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

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. • Students will be involved in daily practice.	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.

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Music
Classes: I
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	- 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	- 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 aaspaashaikhuda) Sub topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation	Practice of the Song	- Learners will be explained the proper rhythm - Learners will be involved in Practice	Children will be able to sing & appreciate music
April 2 Days	Topic: Song Sub- topic: National anthem	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem	- Learners will be involved in daily practice - Introduction of the Author of National Anthem - Performed in morning assembly	- Practically they will learn to use music instruments - Feeling of patriotism
May 8 Days	Topic: Song (Tu Hi Ram) Sub- topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Assessment of the lyrics & Rhythm - Singing along with metronum Tabla	- 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	- Musical Instruments - Assembly book	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Evaluating music & musical performance	- Making them understand the relationship between music, the other arts and discipline outside of the art - Performed in morning assembly	- Students will learn new technique of using instruments - Students will improve singing skills
July 8 Days	Topic: Introduction of teen Taal	Musical Instruments	- Group discussion - Introduction of teen Taal (16 beats)	- 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	Musical Instruments	- Practice of song - Detailed explanation of Rhythm & Notes	Evaluation of musical performance	Learners will be explained the use of different notes & Rhythm	- A feeling of patriotism - Use of musical instruments according to different notes
Sep 8 Days	Topic: 10 That's	- Smart board (audio/visual) - Music instruments	- Group Discussion - Introduction of different that's in music	Practice of that's	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Oct 8 Days	Topic: Song Sub-Topic- <i>Aye maalikterebande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song	Performed in Music Class	Promote participation and Performance in singing
Nov 8 days	Topic: Alankaar	Musical Instruments	- Group Discussion - Introduction of new	Practical assignment with musical	The learners will be involved in	Children will learn 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
			taal's	instrument	daily practice Different type of Alankaar introduced	alankaars



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH
Class II
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 (6 days)	Topic: Paragraph Writing ' Myself '	Classroom discussion Chalk Board Duster <u>Computer Aided Teaching:</u> Power Point You tube Smart Class - Extra Marks.	<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	Written Test (Paragraph writing) Oral Test Quiz on the different children in the class (Guess who am I?) Extempore on Myself	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	<u>The following skills of the students are enhanced:</u> 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
		<u>LINKS:</u> <u>Self Introduction:</u> https://www.youtube.com/watch?v=0qW1ung08S0	<u>Inter disciplinary Link:</u> With EVS My Family ‘		To be able to express in writing and speak confidently about oneself	

Month No of working days	Topic/Sub-topic	Teaching 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>Reading, Speaking and writing Skills</u> will be assessed through loud reading			them Speak and write English, talk to their peers in English

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			,speaking about oneself and paragraph writing			

March 26 days	Grammar: Concept Arrange in Alphabetical Order	Classroom discussion Chalk Board Duster <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks. Flash cards with different jumbled words are used to teach the children Alphabetical Order are shown to the children for better visual understanding To learn that everything around us has a name. All naming words are Nouns <u>LINKS:</u> <u>Alphabetical Order:</u> https://www.youtube.com/watch?v=1SXdw0L715k https://www.youtube.com/watch?v=2Bn7mQq6zVA	<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	Written Test Worksheets Oral Test Quiz	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 phone number from a phone book or finding a particular word from the dictionary. Words beginning with different letters will be given to the students. They will have to be arranged in order of sequence	<u>The following skills of the students are enhanced:</u> To be able to look for words as per the sequence. Alphabetizing is 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.
Month No of working days	Topic/Sub-topic	Teaching 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>LINKS:</u> <u>Common Noun:</u> https://www.youtube.com/watch?v=-g7Os65-9ro <u>Proper Nouns:</u> https://www.youtube.com/watch?v=DJy4PV6kETM <u>All about Nouns:</u> https://www.youtube.com/watch?v=tquecIG-Pws <u>People Who Help Us:</u> https://www.youtube.com/watch?v=iTTJm0Fe_g https://www.youtube.com/watch?v=ZLzER9xY_Cjc	and things <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		Proper Nouns begin with a Capital letter.	
Month No of working days	Topic/Sub-topic	Teaching 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=ZLzER9xY_Cjc				

	Grammar: Concept Noun- Genders Masculine/Feminine	Classroom discussion Chalk Board Duster <u>Computer Aided Teaching</u> : Video on Child Safety shown to the children PPT /Extra marks/YouTube videos links are shown to the children for better visual understanding <u>LINKS:</u> <u>Gender Introduction:</u> https://www.youtube.com/watch?v=cXKeH35hj1Y <u>Rules:</u> https://www.youtube.com/watch?v=K64eO3ce0_A <u>Masculine/Feminine Examples:</u> https://www.youtube.com/watch?v=xL2EJgiE2sY	<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	Written test Worksheets Oral quiz done in the class Practice in workbook	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	Children easily understand the boy/ girl groups Talks about self /situations/ pictures in English

Month No of working days	Topic/Sub-topic	Teaching 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>Neuter Gender:</u> https://www.youtube.com/watch?v=lH1WswZUO6c <u>Good touch, bad touch:</u> https://www.youtube.com/watch?v=zNTUMNKSJwk				

	Grammar: Concept Nouns Opposites	Classroom discussion Chalk Board Duster <u>Computer Aided Teaching:</u> 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 <u>LINKS:</u> <u>Opposite words:</u> https://www.youtube.co	<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	Written test Worksheets Oral quiz done in the class Practice in workbook	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	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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		m/watch?v=RnEWWLPqWwo <u>Opposite with Hindi words:</u> https://www.youtube.com/watch?v=D9n8Wsf6MU8 <u>Opposite Songs:</u> https://www.youtube.com/watch?v=HGeuA4iJ8vI				

	Literature L-1 An Act of Kindness	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks	<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.	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	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	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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		PPT /Extra marks links are shown to the children for better visual understanding Videos /Stories of Kindness will be shown to the children(Value of Empathy will be enhanced) <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=1yLglnPua0k	<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		real life experiences 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	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)	Classroom discussion Chalk Board Duster <u>Computer</u> <u>Aided</u> <u>Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks PPT /Extra marks links are shown to the children for better visual understandi ng Emojis will be shown to the children <u>LINKS:</u> <u>Poem Recitation:</u> https://www.youtube.com/watch?v=TK5zeksBy	<u>Reading</u> <u>/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</u> <u>Learning:</u>	Oral :Recitation Competition (Intra Class) Written test Oral quiz done in the class	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	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

Month No of working days	Topic/Sub-topic	Teaching 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>xU</u> <u>Poem Song:</u> https://www.youtube.com/watch?v=TVCd_OA-_Q <u>Fun activities ,riddles, games on Smile:</u> https://www.youtube.com/watch?v=cacwPwdm6lo	Children will ask riddles and crack jokes in the class to make their friends smile <u>Reading</u> <u>Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing(Q/A, Word/meanings and framing sentences)		pronunciation and intonation as well as the rhyming scheme.	

	Reading Comprehensions	Classroom discussion Chalk Board Duster <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks	<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	Written test Worksheets Oral quiz done in the class Listening Skills will also be assessed	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	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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		<u>LINKS:</u> <u>Reading</u> <u>Comprehension</u> <u>Activity:</u> https://www.youtube.com/watch?v=zPA5hWu7jIo	,speaking and writing		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.	Uses punctuation such as question mark, full stop and capital letters appropriately
	Paragraph Writing ‘My School’	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerP oint presenta tion You	<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 Speaking	Written work Quiz on ‘My School’ where the children will be asked on their simple school. Worksheets	PK testing The lesson will begin with an ice breaking session To be able to express in writing about ones school Develop	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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		tube Smart Class - Extra Marks PPT / <u>My School paragraph writing ideas:</u> https://www.youtube.com/watch?v=ZKsRPsaCjYc <u>How to write on 4 lined notebook:</u> https://www.youtube.com/watch?v=avZXpk6bkJY	activity <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 communicatio n skills	manner

	<u>Grammar:</u> <u>A / an / the concept</u> <u>Vowels and Articles</u>	Classroom discussion Chalk	<u>Experiential /</u> <u>Learning:</u> The vowels a,	Written test	PK testing The lesson	Students will be able to state the

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		Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks PPT /Extra marks links are shown to the children for better visual <u>LINKS:</u> <u>Vowels and Consonants:</u> https://www.youtube.com/watch?v=cAlsAjFxHgU <u>Articles Rules:</u> https://www.youtube.com/watch	e, i, o, u to be written on their fingers <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 Disciplinary</u>	Worksheets Practice on worksheets Oral quiz done in the class	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. 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	definition of an article. 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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		?v=83ujFcGrxHI <u>A,AN,THE :</u> https://www.youtube.com/watch?v=drTyYqbz6Xk	<u>y Link:</u> With EVS – FOOD(Nutritional value of fruits)		of a, an, the Recognizes letters and their sounds A—Z	

May 18 days	Paragraph Writing My Best Friend	Classroom discussion Chalk Board Duster - The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks PPT /Extra marks links are shown to the children for better visual	<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	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	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	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

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		<u>LINKS:</u> <u>Introduction to a paragraph:</u> https://www.youtube.com/watch?v=k4d9qJJ8GwU <u>My Best Friend:</u> https://www.youtube.com/watch?v=M5ufm4Tx6I8	assessed through loud reading ,speaking and writing		class and on the stage	
	Literature Lesson-3 The Frog ,Elephant vs. Tiger	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks <u>LINKS:</u> <u>Aesop's Fables:</u> https://www.youtube.com/watch?v=wq2sp9X3zdU	<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	Written test Worksheets Oral quiz done in the class Story Telling	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,	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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			Book page no-10/11 Activity-2(Speaking activity with Parents in their mother tongue (Vernacular/ followed by English) <u>Art Integrati on:</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)		questioning, visualizing, summarizing, skimming, scanning and synthesizing the basic idea of the story. 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	opportunity to listen to stories daily Value Education is inculcated through the Panchatantra Stories
	REVISION FOR EXAMINATION					

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					characters in the story, in English Enrich vocabulary in English mainly through telling and re-telling stories/folk tales	

July 23 days	Grammar: One/Many (Singular Plural)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks Flash Cards will be used	<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	Written test Oral test Worksheets Grammar workbook exercises	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	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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		LINKS: <i>Singular/plural examples:</i> https://www.youtube.com/watch?v=BI1Syz9I2n0 <i>Rules of Singular/Plural:</i> https://www.youtube.com/watch?v=a9Tv8U8dMzk <i>Singular/Plural exercises:</i> https://www.youtube.com/watch?v=Z1vDCx70Z14	through loud reading ,speaking and writing		the class 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	
	Grammar: Adjectives (Describing Words)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story	<i>Experiential Learning:</i> The teacher will do an outdoor activity where the children will see their surroundings and describe in their own words	Written test Oral Activity (To speak on their Project for a minute Worksheets Grammar workbook exercises	PK testing The lesson will begin with an ice breaking session by taking about themselves or talking about their classroom in which they	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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		<u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks Use of Flash cards <u>LINKS:</u> <u>Describing Words:</u> https://www.youtube.com/watch?v=5ZkMbLkGims https://www.youtube.com/watch?v=ju2q6SnZsJo <u>Different Describing Words:</u> https://www.youtube.com/watch?v=mjA-sPSkaDI <u>Describing Words Quiz:</u> https://www.youtube.com/watch?v=mjA-sPSkaDI	<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)		are sitting 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.”	‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc and apply them in their Project work as well

		tube.com/watch ?v=dfChRcCheg				

	Literature L-4 A Book (POEM)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks <u>LINKS:</u> <u>A Book poem explanation:</u> https://www.youtube.com/watch?v=V8MDdcF48xw	<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)	Oral :Recitation Competition (Intra Class) Written test Oral Activity (To speak on their Project for a minute Worksheets	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	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

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		<u>Importance of Books in one's life:</u> https://www.youtube.com/watch?v=09bli_Mf1KE https://www.youtube.com/watch?v=pRTWFqhEDeo			well as the rhyming scheme. The teacher will recite and teach the rhyming pattern. Write 2-3 simple sentences about stories or poems	Draws, scribbles in response to poems and stories Responds orally (in any language including sign language) to comprehension questions related to stories/poems
	Literature L-5 Video Games Please....Please (Prose)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> Power Point presentation YouTube Smart	<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	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	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,	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

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		Class - Extra Marks <u>LINKS:</u> <u>Benefits of Video</u> <u>Games:</u> https://www.youtube.com/watch?v=3dWyIJEvs4 <u>Disadvantages of Video</u> <u>Games:</u> https://www.youtube.com/watch?v=MvbStMSETWc		and disadvantage s of Video Games in one's life?	skimming, scanning and synthesizin g the basic idea of the story. Reads aloud with appropriate pronunciati on and pause Reads small texts in English with comprehens ion i.e., identifies main idea, details and sequence and draws conclusions in English Expresses orally her/his opinion/ understandi ng about the story and characters in the story	manner Develop reference skills both printed and electronic mode.

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August 20 days	Paragraph Writing 1.My Favourite Teacher 2.A Rainy Day	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks <u>LINKS:</u> <u>On a Rainy Day:</u> https://www.youtube.com/watch?v=sgLRbEc4iSQ <u>Rainy Day song:</u> https://www.youtube.com/watch?v=6TxDIWPZRJA	<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	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	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	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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					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	

	Grammar: Action Words(VERBS)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer</u> <u>Aided</u> <u>Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks <u>LINKS:</u> Action Words:	<u>Life Skills:</u> Poem on action word(When we're happy and we know it, clap your hands) <u>Experiential</u> <u>Learning</u> <u>Games:</u> Mime Activity Simon Says (Game will be played) Dumb charade will be played among the students	Worksheet test Quiz will be played in the class Grammar workbook exercises	PK testing The lesson will begin with an ice breaking session 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	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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		https://www.youtube.com/watch?v=3MpFj4KAc8 https://www.youtube.com/watch?v=nxtaLqImKH4 <u>Exercises on Action</u> <u>Words:</u> https://www.youtube.com/watch?v=oFfhuli_N8M	where in the students have to identify the action been enacted <u>Reading</u> <u>Speaking and writing Skills</u> will be assessed through loud reading ,speaking and writing			
	Literature Lesson-6 How Beautiful The World Is ?(Poem)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks	<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	Oral Recitation Written work Quiz will be played in the class	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	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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		<u>LINKS:</u> <u>Poem:</u> https://www.youtube.com/watch?v=9equgTORA_s <u>Underwater World:</u> https://www.youtube.com/watch?v=567vaK3BKbo	<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.	To develop the students' power of imagination Sing or recite collectively songs or poems or rhymes with action

Sep 27 days	Grammar: Pronouns	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube	<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	Worksheet test Quiz will be played in the class Grammar workbook exercises	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	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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		Smart Class - Extra Marks <u>LINKS:</u> <u>Pronouns:</u> https://www.youtube.com/watch?v=ZY3U25QMxS8 <u>Rules:</u> https://www.youtube.com/watch?v=MJwps0D4MyI <u>Pronoun exercises:</u> https://www.youtube.com/watch?v=OMzfakpnSBw	another student and so forth and so forth. <u>Reading</u> <u>Speaking and</u> <u>writing Skills</u> will be assessed through loud reading, speaking and writing		of boys and girls and tell them to add different Pronouns for them	
	Literature Lesson-7 The Weaver Spider(Short Story)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation	<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	Written test Worksheets Oral quiz done in the class	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	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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		You tube Smart Class - Extra Marks <u>LINKS:</u> <u>Incy Wincy Spider poem:</u> https://www.youtube.com/watch?v=QjGPmnuAaLY <u>How a spider spin its web?</u> https://www.youtube.com/watch?v=pfmchU_HtXQ <u>Interesting facts about Spiders:</u> https://www.youtube.com/watch?v=CTCJwemsQEA	<u>Reading</u> <u>Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing		aloud and understand the story line where the child shall be making connections , predicting, questioning, visualizing, summarizin g, skimming, scanning and synthesizin g the basic idea of the story. Reads aloud with appropriate pronunciati on and pause Reads small texts in English with comprehens ion i.e., identifies main idea, details and sequence and draws conclusions	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/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					in English Expresses orally her/his opinion/ understanding about the story and characters in the story	

	Paragraph Writing My Hobby	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class - Extra Marks LINKS:	<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	Written work Oral quiz done in the class	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	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/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes

		<u>What are Hobbies and interests:</u> https://www.youtube.com/watch?v=1FLRGat2Z6I <u>Leisure Time:</u> https://www.youtube.com/watch?v=YkeIkmezYSz4 <u>My Hobby in English:</u> https://www.youtube.com/watch?v=I9XiR9NIUuk			class and on the stage	
October 21 days	Literature Lesson-8 Stop! Stop! Pretty Water	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation You tube Smart Class	<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>	Oral :Recitation Competition Written work Oral quiz done in the class	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.	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/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		- Extra Marks links are shown to the children for better visual understanding <u>LINKS:</u> <u>Poem in both English and Hindi explained:</u> https://www.youtube.com/watch?v=j6xRe9gVaQ <u>Sound of streams and brook:</u> https://www.youtube.com/watch?v=8a6sK2yhcsG	<u>writing Skills</u> will be assessed through loud reading, speaking and writing		The teacher will recite and teach the rhyming pattern.	To train the emotions of the students To develop the students' power of imagination

	Grammar: Prepositions	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> PowerPoint presentation	<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	Written test Worksheets Oral quiz done in the class	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	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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		You tube Smart Class - Extra Marks <u>LINKS:</u> <u>Preposition:</u> https://www.youtube.com/watch?v=4DLxGFDwFAY <u>Preposition with examples:</u> https://www.youtube.com/watch?v=_VK-kXkXTBc <u>Preposition Rules with examples:</u> https://www.youtube.com/watch?v=GKGVEQ-14t0 <u>Preposition Exercises:</u> https://www.youtube.com/watch?v=fVmJm8WwG1w	children will show the different positions with the help of the cardboard. (e.g.; in .on beside, between, inside, outside etc)		try to locate its position 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.	ability to express one's thoughts orally and in Writing Uses Prepositions like 'before', 'between' etc.
Nov 11 days	Literature Lesson- The Golden Snail (Picture Story)	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the	<u>Art Integration:</u> Hand Puppet making of the characters of the story Weaver's Page: 49-50 Activity A and B	Written test Worksheets Oral quiz done in the class	PK testing The lesson will begin with an ice breaking session To be able	To be able to read loudly and confidently with pauses intonation and voice modulation to be able to comprehend

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		story <u>Computer Aided Teaching:</u> Power Point You tube Smart Class - Extra Marks <u>LINKS:</u> <u>Story of the Golden Snail:</u> https://www.youtube.com/watch?v=KvOtHCJXIFU	<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		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. 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	and answer the questions effectively Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner Develop reference skills both printed and electronic mode.

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					orally her/his opinion/ understandi ng about the story and characters in the story	

	Picture Composition	Classroom discussion Chalk Board Duster The teacher to read the story aloud and explain and also summarize the story <u>Computer Aided Teaching:</u> Power Point Smart Class - Extra Marks <u>LINK:</u> <u>How to Write a Picture composition?</u> https://www.youtube.co	<u>Art Integration:</u> The children will be told to draw and colour a picture from their imagination on the topic-‘My Fantasy World <u>Reading Speaking and writing Skills</u> will be assessed through loud reading, speaking and writing	Written test Worksheets	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	Skim for main idea(s) Scan for details write effectively Build academic vocabulary use Grammatical structures accurately

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		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					

पाइनग्रोवस्कूल, धर्मपुर

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वार्षिक शिक्षाशास्त्र योजना : हिन्दी

कक्षा : षो

सत्र: 2022-23

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
फरवरी (5)	कविता – ऊँट चला	- पाठ्यपुस्तिका – रिमझिम - चाक, डस्टर - रंगीन चित्र - दृश्य – श्रव्य साधन - एक्स्ट्रा-मार्क्स - वीडियो https://youtu.be/iiiKCG22IRQ	आनुभविक ज्ञानार्जन गतिविधि: - ऊँट के आलावा बोझा उठाने वाले अन्य जानवरों के बारे में जानकारी एकत्रित करना कला समेकित ज्ञानार्जन: - ऊँट के चित्रको रंग-बिरंगे मोटे धागों से सजाना I कौशल मूल्यांकन: - लेखन कौशल चित्र देखकर वाक्य बनाना सीखेंगे I - वाचन कौशल कविता को लय के साथ पढ़ने तथा सही उच्चारण का अभ्यास करना	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 से बोझा उठाने वाले जानवरों के बारे में चर्चा करते हुए रेगिस्तान के जहाज ऊँट के बारे में जानकारी देना I विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:	- चित्र देख कर कविता लेखन करना - कविता याद करनाI - शब्द सम्पदा, प्रश्नोत्तर ,सही विकल्प पहचानना - शुद्ध वर्तनी का ज्ञान - एक से अनेक बनाना अनुस्वार व अनुनासिक वाले शब्द पहचानना

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गगारसामग्री	योजना / प्रायोगिकज्ञान/अन्तरअनुशासनात्मकसंपर्क/कलाएकीकरण/प्रयोग/प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
मार्च (23)	कहानी – भालू ने खेले फुटबॉल	रिमझिम - चाक, डस्टर - रंगीन चित्र - दृश्य – श्रव्य साधन - एक्स्ट्रा-मार्क्स - वीडियो https://youtu.be/xRpkC3ZX4FQ	आनुभविक ज्ञानार्जन गतिविधि: - दैनिक जीवन में किये जाने वाले कार्यों को कक्षा में कर के बताना। कला समेकित ज्ञानार्जन - अधूरे चित्रों को पूरा करना व उनमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल शब्द सम्पदा-, प्रश्नोत्तर - वाचन कौशल पाठ का वाचन सही उच्चारण के साथ करना। पाठ पढ़ने का अभ्यास करना।	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	बच्चों से ऐसे खेलों के नाम की जानकारी एकत्रित करना जिनमें गेंद का इस्तेमाल किया जाता है। फिर फुटबॉल के बारे में जानकारी देते हुए विषय की घोषणा की जायगी। विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना
		पाठ्यपुस्तिका -			पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि:	

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	कविता – म्याऊँ - म्याऊँ	रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-माक्स - वीडियो https://youtu.be/mMwQ8UpXn0	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में बच्चों को अलग अलग जानवरों की आवाज पहचानने की गतिविधि करवाना कला समेकित ज्ञानार्जन: - बिल्ली का मुखौटा बनाना व उसमें रंग भरना कौशल मूल्यांकन: लेखन कौशल प्रश्नोत्तर लिखना व चित्र के आधार पर कुछ पंक्तियाँ लिखना वाचन कौशल कविता को लय के साथ पढ़ने तथा सही उच्चारण का अभ्यास करना	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुलेअंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	कक्षा में बच्चों से पूछना कि उन्हें किस से डर लगता है और क्यों ? इस बारे में चर्चा करते हुए विषय की घोषणा की जाएगी । विषय की घोषणा विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	प्रोजेना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	कहानी – अधिक बलवान कौन	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/xU1rN8_gcc8	आनुभविक ज्ञानार्जन गतिविधि: - पार्क में सूर्य नमस्कार करके उसकी उपयोगिता के बारे में चर्चा करना । कलासमेकितज्ञानार्जन: - सूरज का चित्र बनाकर उसमें रंग भरना । कौशल मूल्यांकन: - लेखन कौशल शब्दों का खेल करवाना । - वाचन कौशल कहानी का सस्वर वाचन अंतःविषय सम्बंध पर्यावरण विषय से जोड़ते हुए सूरज से प्राप्त ऊर्जा(सौर ऊर्जा) के प्रयोग के बारे में जानकारी देना ।	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुलेअंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - बच्चों से हवा तथा सूरज के बारे में जानकारी इकट्ठी की जाएगी - हाथी और शेर में से कौन ताकतवर होता है, सूरज और हवा में से कौन ताकतवर होता है। इन सब पर चर्चा करते हुए पाठ की शुरुआत की जाएगी विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - कहानी को प्रभावशाली तरीके से शुद्ध उच्चारण के साथ पढ़ना नैतिकमूल्य - ताकत पर अभिमान न करना ।
अप्रैल (25)	वचन बदलो	- वाटिकाहिंदीव्याकरणपुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.b	आनुभविक ज्ञानार्जन गतिविधि: चित्रों के माध्यम से एक अनेक शब्दों की पहचान करना	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुलेअंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को अपने बैग में से किताबें तथा पेन्सिल गिनने को कहा गया ।	विषय संबंधी विद्यार्थी बहुवचन शब्दों को समझकर उनका वाक्यों में प्रयोग करना सीखेंगे

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/अन्तरअनुशासनात्मकसंपर्क/कलाएकीकरण/प्रयोग/प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		e/4TKablyH6Bg		- मौखिक परीक्षा - लिखित परीक्षा	- एक से ज्यादा चीजों के द्वारा बहुवचन शब्दों के बारे में समझना - अलग-अलग चित्रों की सहायता से वाक्य बनाना सिखाया जायेगा विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	दैनिक जीवन की भाषा में एक अनेक शब्दों को प्रयोग करने में सक्षम होना।
	संज्ञा	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/zRmIKYvWRPU	आनुभविक ज्ञानार्जन गतिविधि: - आसपासकीचीजोंसे संज्ञाशब्दोंकाज्ञानकरवानाबच्चोंकोस्कूल कैपसमेंलेजाकरविभिन्नवस्तुएँ, जगह जानवरो तथा व्यक्तियों के बारे में बताया जायेगा कला समेकित ज्ञानार्जन: - बच्चोंकोकिन्हीपाँचसंज्ञाशब्दोंकेचित्रबनानेकेलिएकहना कौशल मूल्यांकन: - लेखन कौशल बच्चों को व्यक्तियों	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुलेअंतवालेप्रश्न - बहुवैकल्पिकप्रश्न - कक्षामेंचर्चा - मौखिकपरीक्षा - लिखितपरीक्षा	पूर्व ज्ञानकीजांच आइसब्रेकिंग गतिविधि: - बच्चोंकोयहबताना किहमारेआसपास जो चीजे हैं उनका एक नाम हैये सारे नाम शब्दसंज्ञा हैं विषय की घोषणा विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी संज्ञाशब्दोंकी पहचान करना तथा उन्हें वाक्यों में प्रयोग करनासीखेंगे

महीना /कार्यक्रम /सौकीन /स्थान	विषय / उपविषय	शिक्षणमेंमार्गदर्शक	प्रोजेक्ट / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			,वस्तुओ जानवरोंके नाम लिखने के लिए कहना • वाचन कौशल बच्चों को व्यक्तियों ,वस्तुओ जानवरों के नाम बोलने के लिए कहना			
	पाठ - जानो भी यह (विलोमशब्द, समानार्थवालेशब्द)	- वाटिकाहिंदीव्याकरणपुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/b2JLZMA49zE https://youtu.be/A9SDkPbDKbw	आनुभविक ज्ञानार्जन गतिविधि: छात्रोंकोचित्रोंकेमाध्यमसेविपरीतवसमानार्थवालेशब्दोंकोसमझना कलासमेकितज्ञानार्जन: विपरीतऔरसमानार्थवालेशब्दोंकेचित्रोंमेंरंगभरना	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्वज्ञानकीजांच आइसब्रेकिंगगतिविधि: - छात्रोंकोचित्रोंकेमाध्यमसेविपरीतवसमानार्थवालेशब्दोंकोसमझना विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना पुनरावृत्ति	विषय संबंधी - विपरीतऔरसमानार्थवालेशब्दोंका ज्ञान - दैनिकजीवनकेबोलचालमेंनएशब्दोंका प्रयोगकरनेमेंसक्षम होना - शब्दभंडारमेंवृद्धि - वाचनवलेखनकौशलकाविकास
	मेरी माँ	- वाटिकाहिंदीव्याकरणपुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/bDGwDzHKl-k	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों से उनकी माँ के बारे में चर्चा की जाएगी कलासमेकितज्ञानार्जन: - अभ्यासपुस्तिकामें माँकाचित्रचिपकाना व उसमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल अपनी माँ पर दस वाक्य	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 से पूछा जायेगा कि आपके घर में कौन है जो सबका ध्यान रखती है - आपको घर में सबसे प्यारा कौन लगता है ? - घर में सबसे जल्दी कौन	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास कला संबंधी - - रचनात्मकता का विकास

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			लिखना वाचन कौशल स्टेज पर अपनी माँ पर कोई एक कविता सुनाओ		उठता है ? - बात पर इन हुए करते की विषय की घोषणा जाएगी विषय की घोषणा विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	
मई (21)	कहानी – दोस्त की मदद	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-माक्स https://youtu.be/Gliod_5uATE	आनुभविक ज्ञानार्जन गतिविधि: - वर्ग पहेली में से पशुओं के नाम छांटना। कलासमेकितज्ञानार्जन: - रंगीन कार्डबोर्ड की सहायता से जानवर का मुखौटा बनाना। कौशल मूल्यांकन: - लेखन कौशल पानी में डालने से मुलायम होने वाली वस्तुओं के नाम लिखना। - वाचन कौशल मित्र की मदद विषय पर कोई एक कहानी सुनाना।	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिकपरीक्षा - लिखितपरीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि - कृष्ण व सुदामा की सच्ची मित्रता के बारे में बच्चों को बताते हुए विषय की घोषणा करना। विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - कहानी को प्रभावशाली तरीके से शुद्ध उच्चारण के साथ पढ़ना नैतिकमूल्य - जीवन में सच्चे मित्र का महत्व जानना

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	कविता – बहुत हुआ	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/d9qq26iDKPU	आनुभविक ज्ञानार्जन गतिविधि: - बरसात में भीगने का आनन्द लेते हुए बच्चों से बारिश में खेले जाने वाले खेलों के नाम पूछना एवं पानी में कागज की नाव चलाने की प्रतियोगिता का आयोजन करवाना। कला समेकित ज्ञानार्जन: - आइसक्रीम स्टिक की सहायता से नाव बनाना। कौशल मूल्यांकन: - लेखन कौशल वर्षा ऋतु पर पाँच वाक्य लिखना। - वाचन कौशल कविता का वाचनशुद्ध उच्चारण के साथ करना	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 - कक्षा में विभिन्न ऋतुओं के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषयविस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशलका विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना।
	पाठ – मेरी किताब	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/q2ubPyor6Rs	आनुभविक ज्ञानार्जन गतिविधि: बच्चों से उनकी सभी पुस्तकों की लम्बाई एवं मोटाई को नाप कर परिणामों को एक तालिका में लिखने के लिए कहा जायेगा।	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 से उनकी प्रिय पुस्तक के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषयविस्तार	विषय संबंधी - शब्द सम्पदा प्रश्नोत्तरसहीविकल्पचुनना - अनुस्वार व अनुनासिक की पहचान - नए शब्द जानना - विशेषण चुनना

महीना /कार्यक्रम /सौकीसंख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	प्रोजेना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			कला समेकित ज्ञानार्जन: - अपनी मनपसंद किताब में से देख कर कोई दो चित्र बनाना । कौशल मूल्यांकन: - लेखन कौशल बच्चों को उनके बस्ते में किताबों के अलावा पाई जाने वाली अन्य चीजों के बारे में लिखने के लिए कहा जायेगा । - वाचन कौशल नैतिक मूल्य की कोई एक कहानी कहना ।		- पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	- अनेक शब्दों के लिए एक शब्द बनाना । नैतिकमूल्य - जीवन में अच्छी पुस्तकों का महत्त्व समझना ।
	कविता – तितली और कली	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/IwKBYZsZYXI	आनुभविक ज्ञानार्जन गतिविधि: - उद्यान का भ्रमण करवाते हुए विभिन्न फूलों और उन पर मंडराने वाले कीड़ों के बारे में बताना । कला समेकित ज्ञानार्जन: - अंकों की सहायता से तितली का चित्र बनाना । कौशल मूल्यांकन: - लेखन कौशल किन्ही पाँच फूलों के नाम लिखना । - वाचन कौशल अपने प्रिय फूल पर पाँच	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिकपरीक्षा - लिखितपरीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि – विद्यार्थियों से उनके मनपसंद फूलों के बारे में चर्चा करते हुए । विषय की घोषणा की जाएगी विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - समान शब्दों को लय के साथ पढ़ना - कविता याद करना कला संबंधी - - रचनात्मकता का विकास

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			वाक्य बोलना I			
जुलाई (22)	दिनों के नाम व शब्दों में गिनती	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/fccqOZi95TY https://youtu.be/JbUZBJoJhTg	आनुभविक ज्ञानार्जन गतिविधि: - दिनों के नाम व गिनती के रंगीन चार्ट बनवाना कला समेकित ज्ञानार्जन: - शब्दोंमेंगिनतीकेचार्टमेंरंगभरवाना कौशल मूल्यांकन: - 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 अंतःविषय संबंध: गणित विषय के साथ जोड़ते हुए अंको के बारे में बताया जायेगा.	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: - चॉकलेट की सहायता से गिनती सिखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - गिनती व दिनों के नाम सीखना व लिखना नैतिक मूल्य - हर दिन का महत्व समझना व क्रम से याद करना
	अनेक शब्दों के लिए एक शब्द	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/4vP96uPNO_Y	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों को चित्रों के माध्यम से अनेक शब्दों के लिए एक शब्द के बारे में बताना कला समेकित ज्ञानार्जन: - अनेक शब्दों के लिए एक शब्द वाले	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 छात्रों को अपने दैनिक जीवन में प्रयोग होने वाले अनेक शब्दों के लिए एक शब्द के बारे में पूछते हुए विषय की घोषणा करना	विषय संबंधी - विपरीत और समान अर्थ वाले शब्दों का ज्ञान - दैनिक जीवन के बोलचाल में नए शब्दों का प्रयोग करने में सक्षम होना - शब्द भंडार में

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			चित्रोंमेंरंगभरना		विषयकीघोषणा विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	वृद्धि वाचन व लेखन कौशल का विकास
	फलों के नाम सब्जियों के नाम	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/UyEGPO8HiCA	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों को पाँच – पाँच फल व सब्जियाँ एकत्रित करने के लिए कहना - उनके रंगों को पहचानना व उनके स्वाद के बारे में जानना कला समेकित ज्ञानार्जन: - फलों तथा सब्जियों के चित्रों में रंग भरवाना कौशल मूल्यांकन: - लेखन कौशल किन्ही दस फल व सब्जियों के नाम लिखना - वाचनकौशल फलों तथा सब्जियों के नाम का सामूहिक वाचन अंतःविषयसंबंध: पर्यावरण अध्ययन	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 फ्लैश कार्ड दिखाकर फलों व सब्जियों की पहचान करवाई जाएगी विषयकीघोषणा विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - फलों व सब्जियों की पहचान करना - फलों व सब्जियों के नाम याद करना
	अनुच्छेद - मेरा विद्यालय	वाटिका हिंदी व्याकरण पुस्तिका	आनुभविक ज्ञानार्जन गतिविधि:	छात्रों द्वारा किये गए कार्य का निरीक्षण करना	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि	विषय संबंधी पठन कौशल का

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		- चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/CUog1TrC5Ws	- छात्रों को उनके अपने विद्यालय के बारे में बोलने का मौका दिया जायेगा कला समेकित ज्ञानार्जन: - विद्यालय में खेल के मैदान का चित्र बनाने व उसमें रंग भरने के लिए कहा जायेगा के लिए कहा जायेगा कौशल मूल्यांकन: लेखन कौशल अपने स्कूल के बारे में 10 बातें लिखने के लिए कहना वाचन कौशल छात्रों को स्टेज पर स्कूल के बारे में 10 अच्छी बातें बोलने के लिए कहा जायेगा	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	- बच्चों को स्कूल भ्रमण पर ले जाते हुए उनसे स्कूल के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विकास - लेखन कौशल का विकास - वाचन कौशल का विकास कला संबंधी - - रचनात्मकता का विकास
अगस्त (22)	पाठ – बुलबुल	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/7uTkobSItGE	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों के लिए चिड़ियाघर भ्रमण का आयोजन करना कला समेकित ज्ञानार्जन: - तिनकों की सहायता से बुलबुल का घोंसला बनाना कौशल मूल्यांकन: लेखन कौशल	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 छात्रों से उनके प्रिय पक्षी पर चर्चा करते हुए उनके घोंसलों के बारे में जानकारी लेने के पश्चात पाठ की घोषणा करना	विषय संबंधी - समूह में आनंद की अनुभूति होना - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास

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			कलंगी वाले पक्षियों के नाम लिखना। • वाचन कौशल कक्षा में छात्रों द्वारा उनके चिड़ियाघर के अनुभव बताना		विषयविस्तार • पठनअभ्यास • चर्चा • संबंधितप्रश्नपूछना • पुनरावृत्ति	
	कहानी – मीठी सारंगी	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/zcbMyaOpOf4	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों को संगीत कक्ष में ले जाकर संगीत वाद्ययन्त्र सारंगी दिखाना और यह बताना कि यह कैसे बजाया जाता है। कला समेकित ज्ञानार्जन: - छात्रों को उनके पसंद के वाद्ययन्त्र के चित्र बनाने व उनमें रंग भरने के लिए कहना कौशल मूल्यांकन: - लेखन कौशल कहानी का सारांश व प्रश्न – उत्तर लिखना - वाचन कौशल कहानी का सस्वर वाचन अंतःविषयसंबंध:- संगीत विषय से जोड़ते हुए यंत्र का उपयोग करना सिखाना।	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 से पूछा जायेगा कि आपको कौन – कौन सी चीजें मीठी लगती है कक्षा में बारे उनके में बातचीतकरते हुए विषय की घोषणा की जाएगी। विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - चित्रों के माध्यम से कहानी समझना - सोचकर कहानी को जोड़ने का प्रयास करना - वाद्ययन्त्रों की उपयोगिता के बारे में जानना कला संबंधी - - रचनात्मकता का विकास

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	कविता – टेसू राजा बीच बाज़ार	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/Xax4M-eCEg	आनुभविक ज्ञानार्जन गतिविधि: बच्चों को बाजार का भ्रमण करवाना कला समेकित ज्ञानार्जन: - बाँस की सहायता से टेसू बनाना कौशल मूल्यांकन: - लेखन कौशल टेसू कैसे बनाया जाता है ? इस विषय पर पाँच वाक्य लिखो। - वाचन कौशल- कविता का सस्वर वाचन करना।	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 आइसब्रेकिंग गतिविधि - छात्रों से जिन वस्तुओं को गिन सकते हैं और जिन वस्तुओं को नहीं गिन सकते उन पर चर्चा करते हुए पाठ की घोषणा की जाएगी। विषयविस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिकमूल्य -टेसू जैसे उत्सवों को मिलकर मनाते हुए प्रेम और भाईचारे की भावना को बढ़ाना।
	कहानी – बस के नीचे बाघ	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/EdhRa0xuHj0	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों द्वारा कहानी का नाटक मंचन करना। कला समेकित ज्ञानार्जन: - बाघ के चित्र में रंग भरने को कहा जायेगा। कौशल मूल्यांकन: - लेखन कौशल दो पहिये, तीन पहिये	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 से पूछा जायेगा कि किन – किन चीजों को आर – पार देखा जा सकता है और किन – किन चीजों को आर – पार नहीं देखा जा सकता इन सब पर	विषय संबंधी - समानतुकवाले शब्दों का सही उच्चारण करवाना कला संबंधी - - रचनात्मकता का विकास

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			तथा चार पहिये वाली गाड़ियों के नाम लिखो । • वाचन कौशल कहानी को सुनाना ।		बात करते हुए कहानी को पढ़ना शुरू किया जायेगा विषयविस्तार • पठनअभ्यास • चर्चा • संबंधितप्रश्नपूछना • पुनरावृत्ति	
सितंबर (24)	मुहावरे	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/o4og5f-53zY	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों को दैनिक जीवन में मुहावरों के उपयोग के उदाहरण देना कला समेकित ज्ञानार्जन: - कुछ सामान्य मुहावरों को रंगीन चार्ट पर लिखवाना कौशल मूल्यांकन: - लेखन कौशल मुहावरोंकाउनकेअर्थसहितलेखन	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 - छात्रों से दैनिक जीवन में प्रचलित मुहावरों पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - शब्द ज्ञान में वृद्धि - दैनिक जीवन की भाषा का विकास
	जरूरी काम के लिए अवकाश हेतु प्रार्थना पत्र	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/bYAALgGXI9Y	आनुभविक ज्ञानार्जन गतिविधि: छात्रों को कक्षा में सामान्य कार्यों के लिए अनुमति मांगने पर पहले उन्हें पत्र लिखने के लिए प्रोत्साहित	छात्रों द्वारा किया गया 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 छात्रों से यह पूछते हुए की, क्या आपने कभी किसी को पत्र लिखा है	विषय संबंधी - भाषा कौशल का विकास - पत्र लेखन योग्यता का विकास

महीना /कार्यक्रम /सौकी संख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	प्रोजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			किया जाएगा पौशल मूल्यांकन: • लखन पौशल पत्र लेखन • वाचन पौशल पत्र में उपयोग होने वाले मत्वपूर्ण शब्दों का सही रूप से वाचन		उनसे पत्र के दैनिक जीवन में उपयोग पर चर्चा करते हुए विषय की घोषणा की जाएगी विषयविस्तार • पठनअभ्यास • चर्चा • संबंधितप्रश्नपूछना • पुनरावृत्ति	
अक्टूबर (21)	प्रियाओं के नाम	• वाटिकाहिंदीव्याकरणपुस्तिका • चाक, डस्टर • रंगीनचित्र • दृश्य - श्रव्यसाधन • https://youtu.be/L94AOZHUTIA	आनुभविक ज्ञानार्जन गतिविधि: • चित्रों की सहायता से प्रियाओं के बारे में बताया जाएगा पूला समीक्षा ज्ञानार्जन: • चार्ट बनाकर प्रियाओं को चिह्नित किया जाएगा अंतःविषयसंबंध: • सामान्य अध्ययन के साथ जोड़ते हुए प्रियाओं का दैनिक जीवन में उपयोग बताया जाएगा	छात्रों द्वारा किया गया कार्य निरीक्षण करना • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि • चुंबक की सहायता से प्रियाओं का ज्ञान करवाया जाएगा विषय की घोषणा विषय विस्तार • पठनअभ्यास • चर्चा • संबंधितप्रश्नपूछना • पुनरावृत्ति	विषय संबंधी • प्रियाओं का ज्ञान • कक्षा में प्राप्त ज्ञान को दैनिक जीवन में अपनाना
	अनुच्छेद घर मेरा-	• वाटिका हिंदी व्याकरण पुस्तिका	आनुभविक ज्ञानार्जन गतिविधि:	छात्रों द्वारा किया गया कार्य निरीक्षण करना	पूर्वज्ञान की जांच आइस ब्रेकिंग	विषय संबंधी • पठनकौशलकावि

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		- चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/T64gruVNSTA	- प्रत्येक छात्र को उसके घर के बारे में कोई दो बातें कक्षा में बोलने के लिए कहा जाएगा ला समिति त ज्ञानार्जन: - छात्रों को उनके घर का चित्र बनाने व उसमें रंग भरने के लिए कहा जाएगा कौशल मूल्यांकन: लेखन कौशल अपने घर के बारे में दो अच्छी बातें लिखना वाचन कौशल कक्षा में अपने मित्रों को अपने घर के बारे में दो अच्छी बातें ऊँचे स्वर में बताना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिकपरीक्षा - लिखितपरीक्षा	गतिविधि - छात्रोंसे उनके सपनों के घर के बारे में पूछा जाएगा - उनके वास्तविक घर के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	कास - लेखन कौशल का विकास - वाचन कौशल का विकास ला संबंधी - - रचनात्मकता का विकास
	कविता – सूरज जल्दी आना जी	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/Gc4jQihUdIA	आनुभविक ज्ञानार्जन गतिविधि: छात्रों को पार्क में ले जाकर सूर्य की धूप का पौधों के लिए उपयोगिता के बारे में जानकारी दी	छात्रों द्वारा किया गया कार्य 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 पूछा जाएगा सूरज को किन-किन नामों से जाना जाता है तथा	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास ला संबंधी -

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			जाएगी। ला समिति ज्ञानार्जन: - सूरज के नाम से कौन – से फूल का नाम जुड़ा है उस का चित्र बनाकर उसमें रंग भरना। कौशल मूल्यांकन: लेखन कौशल सूरज अगर धूप न देता तो क्या होता ? इस विषय पर पाँच वाक्य लिखो। वाचन कौशल कविता को लक्षपूर्वक बोलना।		उसकी रोशनी के क्या – क्या लाभ होते हैं इस विषय पर कक्षा में चर्चा करते हुए पाठ की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	रचनात्मकता का विकास
	कहानी – नटखट चूहा	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन - एक्स्ट्रा-मार्क्स https://youtu.be/sAPLVt0PMYI	आनुभविक ज्ञानार्जन गतिविधि: - पशु – पक्षियों के नामों की सहायता से शब्दों की अन्त्याक्षरी खेलना। ला समिति ज्ञानार्जन: - अंगूठे की छाप से चिड़िया का चित्र बनाना। कौशल मूल्यांकन: लेखन कौशल एक से अनेक शब्दों का लिखित अभ्यास करना	छात्रों द्वारा प्रिय गीतों का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रिज गतिविधि - छात्रों को नाव की सैर के वीडियो दिखाकर उसके रोमांच के बारे में चर्चा की जाएगी व विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - रेफ तथा पठन वाले शब्दों का प्रयोग करना सीखा। ला संबंधी - - रचनात्मकता का विकास

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			1 • वाचन कौशल कहानी का प्रभावशाली ढंग से वाचन करना। अपनी मनपसन्द पोशाक के बारे में कक्षा में बोलना।		- चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	
	कहानी – एककी – प्रोक्की	- पाठ्यपुस्तिका - रिमझिम - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन - एक्स्ट्रा-मार्क्स https://youtu.be/OOtLrUBXVQM	आनुभविक ज्ञानार्जन गतिविधि: - छात्रों को बगीचे में मेहँदी का पौधा दिखाते हुए उसकी उपयोगिता पर जानकारी एकत्रित कराना। ला समिति ज्ञानार्जन: - अपनी हथेली को कागज पर रखकर इसके चारों ओर पेन्सिल घुमाते हुए हाथ का चित्र बनाकर उसपर मेहँदी का डिजाइन बनाना। कौशल मूल्यांकन: लक्षण कौशल मेहँदी की तरह कोई भी ऐसी चीजों का रंग बताओ जिनका रंग धीरे – धीरे फीका पड़ जाता है।	छात्रों द्वारा दिया गया कार्य निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि - बच्चों से पूछा जाएगा कि क्या कभी किसी ने उनकी माँ की है इस विषय पर चर्चा करते हुए पाठ के बारे में बताया जाएगा। विषयविस्तार - पठनअभ्यास - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषय संबंधी - शब्दों से वाक्य बनाना - नाम वाले शब्दों की पहचान करना - काम वाले शब्द (क्रिया) की पहचान करना। नैतिक मूल्य – दूसरों की भलाई करना। कर भला, तो हो भला

महीना /कार्यक्रम /सौकी संख्या	विषय / उपविषय	शिक्षणमेंमार्गारसामग्री	प्रोजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			वाचन कौशल कहानी का प्रभावशाली ढंग से वाचन करना । अंतःसम्बन्ध – गणित विषय से जोड़ते हुए अंकों तथा शब्दों में गिनती लिखना ।			
नवंबर (11)	अनुच्छेद - मेरापरिवार	- वाटिका हिंदी व्याकरण पुस्तिका - चाक, डस्टर - रंगीनचित्र - दृश्य - श्रव्यसाधन https://youtu.be/XGRKyH2gphU	आनुभविक ज्ञानार्जन गतिविधि: - प्रत्येक विद्यार्थी को अपने परिवार के बारे बोलने का एक मिनट का वीडियो बनाने के लिए कहा जाएगा कला समिति त ज्ञानार्जन: - छात्रों से पेड़ का चित्र बनवाना व उसकी शाखाओं पर परिवार के सदस्यों के चित्र चिपकाना कौशल मूल्यांकन: लेखन कौशल परिवारके बारे में एक वाक्य लिखना वाचन कौशल एक मिनट अपने परिवारकेबारे में बोलना अंतःविषयसंबंध: सामाजिक विषय से	छात्रों द्वारा दिया गया कार्य निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखितपरीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - प्रत्येक विद्यार्थी से उसके परिवार के सदस्यों के बारे में 10 बातें पूछना विषयकीघोषणा विषयविस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नतिमूल्य - परिवार का महत्व समझना - मिल जुल कर रहने की भावना का विकास

महीना /कार्यवि सोंकीसं ख्या	विषय / उपविषय	शिक्षणमेंमार्गसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसं पर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
			जोड़ते हुए एकाकी व संयुक्त परिवार विषय पर चर्चा की जाएगी			

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Mathematics

Class: II

Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (05) March (23)	<u>Chapter 1</u> <u>What is Long, What is Round?</u> <u>Topic:</u> <u>Comparisons</u> <u>Sub Topics:</u> - Long and round - What rolls, What slides? - The tallest and the shortest - Comparing and Ordering Numbers - Shapes 2D - Identifying familiar shapes - Solid figure (3D shapes)	- Chalk- Blackboard explanation - Duster - Textbook / e book - Mental Math book - Charts - Computer aided modules with animations and presentations - Placards - Paper cut outs of different shapes like triangles, squares, rectangles and circles - Roll and Slide https://youtu.be/Xvz-H7S_-U 2D and 3D Shapes https://youtu.be/61lZpLRnXUM	<u>Experiential Learning:</u> The children will do coin play activity <u>Inter disciplinary linkage: (With Science)</u> Children will be asked to identify the shape of celestial bodies (sun, moon, stars, planets) fruits, vegetables and things that have different shapes and appearance <u>Art Integrated project:</u> The children will identify, count & write the number of shapes and colour the shapes in different colours. <u>Skill assessment</u> - Reading - Writing (written work). - Thinking (discussion), (tests) To develops aesthetic	- MCQ's based on the topics taught - Mental Math Activity - Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	<u>Ice breaking activity</u> - Look around and see different things around us. Do they all look same? If not. then Why? <u>PK testing will be done</u> The teacher will teach the children to - - identify plane figures - identify and describe representation of points, curved line, straight line, line segments and rays - identify and describe and draw 2D and 3D solid figures: Cube, cuboid, cone, cylinder & sphere	<u>The learner will be able to</u> - locate the different positions, understand that an object that has a curved surface rolls down and an object that has a flat surface slide down - round things have no corners - Identify different lines - Recognize flat and solid shapes - To identify and describe and draw solid figures: Cube, cuboid, cone, cylinder & sphere

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			sense by discovering symmetries in shapes like triangles, circles etc.			
	Chapter -2 Counting in groups Topics - Count and write - More or less - Number names - Repeated addition - Ordinal numbers - Fill in the missing numbers - Draw beads on the abacus - Count forward and backward - The smallest and the largest number - Ascending and descending order	- Textbook/ E book - PPT - Duster - Group discussion - Chalk board explanation - Animations and presentations Ascending and descending order https://youtu.be/DskWhDROqdw Ordinal numbers 1- 20 https://youtu.be/JFFre2wVnq0	<u>Experiential Learning:</u> The children will see the sitting arrangement in the class and check their positions. Art Integration Draw the beads with pencil colours on the abacus to represent the given numbers Writing, Listening, Logical and Critical thinking Skills enhanced and assessed	- MCQ's based on the topics taught - Mental Math Activity - Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	<u>Ice breaking activity</u> The teacher will tell them – The Big Carrot story and ask them about the number of people involved and their positions while doing the carrot pulling task. PK testing will be done The teacher will explain, demonstrate interact and give practice of basics to students - gives better understanding of the world around us, developing a sense of numbers, counting and operation of numbers - 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	The students will be able to - - 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 - do forward and backward counting - sequence numbers and write numbers before, after a certain number and between two numbers - draw beads on the abacus to represent 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 - identify the smallest and the largest number and can arrange them in

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					- to give practice to learn & write number names - count backward and forward - to compare and find out more or less in given numbers - arrange numbers in increasing and decreasing order	ascending and descending order. - do repeated addition - understand ordinal numbers and can tell positions of numbers and things
	Chapter 3 How Much Can You Carry? Topic- Comparisons Subtopics - Heavier Or Lighter - Smaller Or Bigger - Odd or Even - The Smallest and the greatest number - Before Or After Unit - I	- Chalk- Blackboard explanation - Textbook - Mental math book - Computer aided modules with animations and presentations - Charts - How much you can carry- https://youtu.be/YYJhqkIQEbl	Experiential Learning / - Video will be shown on comparisons - Outdoor activity will be done in the park for e.g., in a see- saw Inter disciplinary Linkage: Eng The children will learn comparison /opposites For e.g., small- big, before, after and between Reading, writing, listening, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed	- MCQ's based on the topics taught - Mental Math Activity - Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	The class will start with the ice breaking activity- by showing few things and asking about the difference they notice. PK testing will be done The teacher will explain the topic with the help of video and outdoor activity. - Concept of even and odd number - The Smallest and the greatest number - Before Or After	The students will be able to - - Compare and understand that heavier things always go down and lighter things go up - Compare smaller and bigger things according to their weight, size, height etc. - Identify odd and even numbers and the smallest and the greatest number.

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April (25)	Chapter 4 Counting in tens Topic - Counting in tens Subtopics - Bundles of tens - Hundreds, Tens and Ones - Face value, Place value and place - Repeated addition and multiplication facts - Tables 0 to 10	- Chalk- Blackboard explanation - Textbook - Mental math book - Computer aided modules with animations and presentations - Charts - Counting in tens https://youtu.be/qZhVVPGwaHo Tables https://youtu.be/yT5ugzk_4Pw Concept of multiplication https://youtu.be/fZFwHpIAVE0	Oral Activity: Tables Recitation Experiential Learning: Charts & videos were shown on multiplication tables, how to do skip counting and how to solve multiplication sums - Mental Math activity Project : Art Integration - 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 many legs do 3 cows have? Logical, critical and problem-solving skill will be enhanced Experiential Learning	- 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 Written & Oral test	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- - Multiplication is a simply a faster way of doing repeated addition - the concept of multiplication by making equal groups - practice tables from 0 – 10 - apply multiplication facts - the concept of multiplying vertically	The students will be able to – - understand place values of hundreds, tens and ones - understand the concept of repeated addition - the concept of multiplication in terms of making sets - recite and write tables from 0 – 10 - solve the problems based on multiplication by applying multiplication facts - perform multiplication vertically - understand the concept of multiplication using skip counting

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	Chapter 5 Patterns Subtopics • Colour the given pattern • Complete the number patterns • Leafy Patterns	• Chalk- Blackboard explanation • Duster • Textbook • Mental Math Book • Computer aided modules with animations and presentation • Patterns in numbers and shapes https://www.youtube.com/watch?v=0HzXapUeL5Y	A video will be shown to give the better understanding of sequence/ patterns Project: Art Integration • Draw, colour and complete the given patterns • Stamping activity – create simple block patterns by stamping thumb prints, leaf prints, vegetable prints, etc... Inter disciplinary linkage: Eng /EVS/Art • 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	• MCQ's based on the topics taught • Mental Math Activity • Questions to practice the concept taught • Worksheets based on the concept taught • The L.O. will be assessed with a pen & paper & oral test	The teacher will start the class with the Ice breaking activity The teacher will ask the children to take out some pencils and erasers 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 students – • learn the concept of patterns using shapes/ objects • help to develop their thinking and reasoning power and artistic skills	The students are able to – • Understand the concept of patterns • recognize and create different patterns using shapes/ objects

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May (21)	Chapter 6 Topic -Footprints Subtopics - Recognize footprints - More fun with tracing	- Chalk- Blackboard explanation - Duster - Textbook - Placards - Mental Math Book - Computer aided modules with animations and presentations - Footprints https://youtu.be/PtsQWvPqYzs	Experiential Learning / Art Integration Leaf and coin tracing Reading and writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced	- MCQ's based on the topics taught - Mental Math Activity - Questions to practice the concept taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	The teacher will start the class with the Ice breaking activity by showing them placards showing foot prints. PK testing will be done - The teacher helps them to recognize the footprints with help of activity - And teach how to trace different types of leaves, coin etc.	The students are able to – - Recognize footprints - trace different types of leaves, coin etc.
June	Chapter 7 Jugs and Mugs Topic Measurement Subtopics - Measuring – Capacity - Water is Useful Half Yearly	- Chalk- Blackboard explanation - Duster - Textbook - Placards - Mental Math Book - Computer aided modules with animations and presentations - Jugs and Mugs https://youtu.be/BScOtNRZ-Vg - Thirsty Crow Story https://youtu.be/uwzViw-T0-A	Experiential Learning: Video of Thirsty Crow will be shown, and storytelling activity will be done. Inter disciplinary linkage: EVS Uses of water Reading and writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skill will be enhanced	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	Ice breaking activity The teacher will show two bottles ask about their capacity 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- measuring capacity using non- standard units (containers)	The students will be able to- - compare and measure the capacity of two containers - understand the uses and importance of water - Know the various ways to save water

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	Unit - II				uses of water	
July (22)	Chapter 8 Tens and Ones Topic – Money Subtopic - Add the values of the coins and match with the rupee note - Add and subtract the given paise - Add and subtract the given rupees - How much money do the notes and coins make?	- Chalk- Blackboard explanation - Duster - Textbook - Computer aided modules with animations and presentation Chart of Indian Currencies https://youtu.be/GtIL_5Ct5rU (Introduction to Indian currency) https://www.youtube.com/watch?v=p1nHqTMCVBchhttps://www.youtube.com/watch?v=DNuxarHCnB8 (Relationship between rupees & paise) https://www.youtube.com/watch?v=_ACXqF8wUec (Addition& subtraction of money)	Experiential Learning / Art Integration - Charts and Videos of Indian currency will be shown - Game monopoly will be played to give them exposure for handling money Activity: Paste currency notes and coins of various Denominations of at least 5 countries. Inter disciplinary linkage: English / Hindi - Learn to read and comprehend the word problems and find their solutions/ answers - Learn the names of different currencies in Hindi for e.g.: ekrupiya, do rupiyaetc.. Reading and writing skills, communication, problem solving,	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	<u>Ice breaking session</u> - Session started with conduct of role play of shopkeepers/ buyers in which students will buy tuck and calculate the money spend. PK testing will be done The teacher will teach - 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	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 amounts <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.

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	Chapter 9 My Funday Topics: Days of the week Subtopic - Yesterday, today, and tomorrow Months in a year Subtopic - Seasons Time Subtopic - Half Past past the hour - Quarter past the hour - Quarter to the hour - AM or PM	- Chalk- Blackboard explanation - Duster - Textbook - Computer aided modules with animations and presentation https://youtu.be/OepLfFiHB-4 Funday https://www.youtube.com/watch?v=IBBQXBhSNUs (Digital clock & Analog clock) https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song) https://www.youtube.com/watch?v=NRmARl7Gm4k (Telling time) https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to) https://www.youtube.com/watch?v=CH-A9E_zwu8 (Convert hour to minutes)	logical thinking, critical thinking, creative - life skill will be enhanced <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 <u>Experiential Learning:</u> The children will be guided to prepare timetable showing their daily routine. <u>Inter disciplinary linkage (With Social Studies):</u> Children will be 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. <u>Skill</u> Reading	- 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	<u>P K Testing</u> <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 - To study and observe the different hands of a clock	The learner will be able to - 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 <u>Skill and value learnt for life</u> 1) Reading and telling time using a digital or an analog clock. 2) Identifies the days of the week and months of the year

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			(Loud reading) • Writing (written work). • Thinking (discussion), learning tests			3) Understanding the importance of valuing time which inculcates punctuality. 4) Appreciate the beauty of our rich cultural heritage.
Aug (22)	Chapter10 Add Our Points Topic - Addition Subtopics • Two and three step additions • Addition with carry over	• Chalk- Blackboard explanation • Duster • Textbook • Computer aided modules with animations and presentation https://www.youtube.com/watch?v=cE-yrJv4TEs (Addition by regrouping) https://www.youtube.com/watch?v=Jwo89Aj5QOU (Properties of addition)	Experiential Learning: Chart & Videos will be shown on addition with carry over and subtraction by borrowing and word problems Inter disciplinary Linkage: English • The children will learn to read and comprehend the word problems and find their solutions/ answers • Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed • The children will	• MCQ's based on the topics taught • Worksheets based on the concept taught • The L.O. will be assessed with a pen & paper & oral test	The Ice breaking session will be started with riddle / poem: More on the top No need to stop More on the floor Go next door and get 10 more Numbers the same Zero is the game PK testing will be done She will explain the subtraction theory The teacher will introduce the chapter and topics, check their previous knowledge and make the students understand – • Add the digits in ones first and (from the 2-digit sum) write the	The learner will be able to- • solve two and three step addition sums • do addition with carry over

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			gain self confidence		digit in ones in one's column and take the digit in ten-to-tens column and add all.	
	Chapter 11 Lines and lines Topic – Lines Subtopics - Standing Line - Slanting Line - Sleeping Line - Line segment	- Chalk- Blackboard explanation - Duster - Textbook - Computer aided modules with animations and presentation - Lines https://youtu.be/5X9nHu5FeD0 - Measuring with Scale https://youtu.be/bV4qYFhtjx0 - Line, line segment https://www.youtube.com/watch?v=1VSun4wX7UQ	Experiential Learning / Art Integration - Design with dots - Draw pictures using different lines - Draw a line in given cm. Reading, writing, speaking skills, problem solving, logical thinking, critical thinking and creative - life skill will be enhanced /assessed	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	Ice breaking activity - Look around and see the objects like desk, book etc. and how are they formed... PK testing will be done The teacher will - explain that lines are everywhere around us in our daily life and there are different types of lines and how and where they are used - Teach to draw a line in cm. and the way to measure the line and things with the help of scale.	The learner will be able to - Identify and describe representation of points, Standing, sleeping and slanting lines - Draw and measure line segments with the help of a scale
	Unit - III					
	Chapter 12 Give and Take Topic - Addition - Subtraction - Word Problems	- Chalk- Blackboard explanation - Duster - Textbook /e book - Computer aided modules with animations and	Experiential Learning: Chart & Videos will be shown on addition with carry over and subtraction by borrowing and word problems Inter disciplinary	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen	Ice breaking session A real-life scenario will be discussed where a problem needs to be solved by a way of mathematical	The learner will be able to – The children will learn to read and comprehend the word problems and find their solutions/ answers

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		presentation Word Problems: https://youtu.be/zdG4IJHqIF8 (key words and clues) https://www.youtube.com/watch?v=wwex3Qpu cJ8(Solving word problems)	Linkage: English - The children will learn to read and comprehend the word problems and find their solutions/ answers Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed - The children will gain self confidence	& paper & oral test	calculations. The teacher will do PK testing then explain how to find the key words to understand the problem	Solve simple word problems and apply them in their daily life situations
Oct (21)	Chapter 13 The Largest Step Topic – Measurement Subtopic - Length - Height - Fingers - Handspans - Matchsticks - The longest or the shortest - The highest or the lowest	- Chalk- Blackboard explanation - Duster - Textbook /e book - Computer aided modules with animations and presentation Measurement https://youtu.be/PEjOTYRddU4 https://youtu.be/me--8hwA7bA	Project: Experiential Learning Videos will be shown to measure length, weight, capacity - Choose any 4 items from your surroundings and measure their lengths using handspan, footstep, forearm and pace - Measure your height with a centimeter scale Reading, writing,	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	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... PK testing will be done The teacher will	The students will be able to- - Measure length using standard and non- standard units - Measure length using a centimeter scale

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		https://youtu.be/ybEU-6U7s8k https://youtu.be/HK7w1qUBuBY https://youtu.be/zjGfRmHY0A	speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed		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- to measure length and height using body parts (non- standard units) – hand span, footstep, cubit and pace, using smaller objects and using a centimeter scale	
	Chapter 14 Birds Come Birds Go Topic - Word Problems Subtopics - Catch the right bus - Diary making - Number of trees	- Chalk- Blackboard explanation - Duster - Textbook /e book - Computer aided modules with animations and presentation - Birds come birds go https://youtu.be/Q5KfHv4iHiw	Experiential Learning / Art Integration Maintain a diary and decorate it Reading, writing, speaking skills, problem solving, logical thinking, critical thinking - life skill will be enhanced /assessed	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	<u>Ice breaking session</u> - A real-life scenario will be discussed where a problem needs to be solved by a way of mathematical calculations. PK testing will be done - The teacher will then explain how to find the key words to understand the problem	The learner will be able to – - read and comprehend the word problems and find their solutions/ answers - Solve simple word problems and apply them in their daily life situations

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Nov (11)	Chapter 15 How many Ponytails? Topic – Data Handling Subtopics - Pictograph - Count and write - Find out - The colour you like	- Chalk- Blackboard explanation - Duster - Textbook /e book - Pictorial Chart - Computer aided modules with animations and presentation - Data Handling https://youtu.be/hKHgqqk4NbE	Experiential Learning / Art Integration Chart & Videos will be shown The children will collect the data of shoe numbers of the students and solve the questions - Activity – The colour you like Inter disciplinary linkage: Eng /EVS/Art - The children will learn about different colours, fruits and vegetables, leaves/ trees while doing activities Reading and writing skills, listening, communication, problem solving, logical thinking, critical thinking, creative - life skills will be enhanced /assessed	- MCQ's based on the topics taught - Worksheets based on the concept taught - The L.O. will be assessed with a pen & paper & oral test	Ice breaking session The children will be asked to tell about the fruits they like... The teacher will write the collected data on the board and ask the question...how many children like mangoes, apples...etc PK testing will be done Then the teacher will explain data handling with the help of video and activities	The learner will be able to – - Understand the concept of Data Handling - Make sense of information, to identify patterns and trends and to predict the plan for future - Collect, record, interpret and use data
Dec (13)	Final exam Unit - IV					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Environmental Studies
Class: II
Session 2022-23

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February (05)	<u>Topic:</u> - Chapter 1 About Me <u>Subtopics:</u> - Growing up - Learning new things - We are special	- Course book - Blackboard - Chalk - Duster - Extra marks (audio and visual) - Lecture method with daily life experience and examples. https://www.youtube.com/watch?v=zr0OGUsajco (Myself) https://www.youtube.com/watch?v=tK6QWQwctrM (Growing up) https://www.youtube.com/watch?v=LrPm7BasRBo (We are special) knnaf	<u>Project:</u> Children will make a slam book where they will write about their likes, dislikes, and other information. <u>Experiential learning:</u> Extempore 'Myself' <u>Inter disciplinary linkage (With Math)</u> Children will get their height and weight done in the medical room. <u>Art Integrated project</u> Draw candles on a cake to show how old you are? <u>Skill assessment Critical and analytical thinking</u> How each one of us is special?	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ's	<u>Ice breaking session</u> Session will be started by introducing myself to the children. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Read the lesson - Interpret changes in the bodies as they grow up. - Introduce themselves	<u>The learner will be to</u> - 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 (23)	<u>Topic:</u> Chapter 2	- Course book - Blackboard - Chalk	<u>Art integrated project:</u> Draw and colour the	<u>The L.O. will be assessed with:</u>	<u>Ice breaking session</u> Session started with	<u>The learner will able to:</u>

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	My Body <u>Subtopics:</u> - Different organs of our body - Internal organs - External organs - Sense organs - Clean and fit	- 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. https://www.youtube.com/watch?v=BwHMMZQGfOM (Body parts song) https://www.youtube.com/watch?v=q1xNuU7gaAQ https://www.youtube.com/watch?v=-2caC-uI7l4 (Sense organs) https://www.youtube.com/watch?v=-Hr1j6_qTSQ https://www.youtube.com/watch?v=PsqikhX0c8I https://www.youtube.com/watch?v=C2WJ2bWTV2g (Body Parts) https://www.youtube.com/watch?v=Um4sppp1lvk (What makes us special?) https://www.youtube.com/watch?v=A3BckTsD-rc (What happens to the food we eat?) https://www.youtube.com/watch?v=kE-RoX6cvRw (Heart) https://www.youtube.com/watch?v=rRaAO2nI9qM&	different sense organs <u>Experiential Learning</u> 1) Balloon activity to show the breathing pattern 2) Running and jumping to show the change in heartbeat <u>Skill assessment</u> <u>Critical thinking and decision making</u> Importance of each body part and the role it plays to keep us healthy.	- Worksheets - Assignments - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ's	showing the children a chart depicting body parts <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	- Differentiate between external and internal body parts. - Explain the different functions of the different body organs and the 5 sense 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				
	<u>Topic:</u> - Chapter 3 Family and Friends <u>Subtopics:</u> - Families are different - Family tree - Spending time with family - Fun in the family - Friends	- Course book - Black board - Chalk Duster - PPT - Extra marks (audio and visual) - Lecture method with daily life experience and examples. https://www.youtube.com/watch?v=bEQ0CQ6xNac (Introduction to the chapter) 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)	<u>Art integrated project:</u> Draw a family tree <u>Experiential learning</u> The children will be asked to plan a picnic with their family and share their experience. <u>Inter disciplinary linkage: (English):</u> Extempore on the topic: 'My Family and Friends' <u>Skill assessment</u> <u>Critical thinking and interpersonal skills</u> Why is it important to have a healthy relationship with family members and friends?	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ's	<u>Ice breaking session:</u> The learners talk about the members in their families. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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,	<u>The learner will be able to:</u> - 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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					importance of changes in a family. - 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	- 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 (25)	<u>Topic:</u> - Chapter 5 Fun and Games <u>Subtopics:</u> - Types of games - Outdoor & indoor games - Other ways to have fun	- Course book - Black board - Chalk - Duster - Extra marks (audio and visual) - Group discussion on daily life experience with examples. https://www.youtube.com/watch?v=-JI0ygBHN9o (Indoor & outdoor games) https://www.youtube.com/watch?v=H2niXJC2dA4	<u>Experiential Learning</u> 1) Children played indoor game-Carom 2) Children had a friendly outdoor game match – Cricket to learn team spirit <u>Inter disciplinary linkage: (with Mathematics)</u> Children will be asked to find out the	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ's	<u>Ice breaking session:</u> Session started with discussion about the favourite games of the students <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> Understand the	<u>The learner will be able to</u> - Understand the importance of playing games - Classify games as Indoor and Outdoor. - Understand the importance of recreation - Develop skills of playing a game

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		(National game Hockey)	maximum number of players need to play games such as soccer, basketball, table – tennis <u>Skill assessment</u> <u>Critical thinking and decision-making skills.</u> To develop team spirit PROJECT: “EARTH DAY”		importance of playing games - Classify games as Indoor and Outdoor. - Understand the importance of recreation - Other ways to have fun apart from playing games	- Develop team spirit - Learn about the national games of various countries.
	<u>Topic:</u> - Chapter 4 Food <u>Subtopics:</u> - Types of food - Cooked & uncooked food - Vegetarian & non – vegetarian food - Good eating habits	- Course book - Black board - Chalk - Duster - PPT - Extra marks (audio and visual) - Group discussion. https://www.youtube.com/watch?v=XoZull3PfAg (Introduction to the chapter) https://www.youtube.com/watch?v=YimuldeZSNY (Balanced diet) https://www.youtube.com/watch?v=9YiJj10yqp0 (Different kinds of foods) https://www.youtube.com/watch?v=mfReSbQ7jzE (Fruit song for kids) https://www.youtube.com/	<u>Experiential learning</u> 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 <u>Art integrated project:</u> Draw and colour your favorite food item. Write few lines about it. <u>Skill assessment</u> <u>Critical thinking and communication skills</u>	<u>The L.O. will be assessed with:</u> - 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) https://www.youtube.com/watch?v=GnfTHsdTodA	<u>Ice breaking session:</u> Session will be started by discussing the favourite food of the children <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	<u>The learner will be able to:</u> - 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

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		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)	Why is food important for us and why is it important to have a balanced diet?		- Classify people as vegetarian, non vegetarian, vegan - Develop good eating habits - Learn basic dining etiquettes	
May (21)	<u>Topic:</u> - Chapter 6 Clothes <u>Subtopics:</u> - Types of clothes - Clothes and seasons - Clothes in different places - Clothes and work - Materials or clothes - People who help in making clothes	- 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	<u>Experiential learning</u> 1) The children will be taken to the Work Experience room in the school to show the different fabrics and their textures 2) Pieces of different fabrics will be pasted in their notebook (jute, cotton, silk, wool, synthetic and natural both) <u>Art integrated project:</u> Design and draw your own outfit for a party <u>Skill assessment</u> <u>Critical thinking and decision-making skills.</u> 1) Why to people wear different clothes in different seasons	<u>The L.O. will be assessed with:</u> - 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	<u>Ice breaking session:</u> The session will start by discussing the different types of clothes <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	<u>The learner will be able to</u> - 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

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			2) Importance of wearing a uniform 3) Understanding the value of traditions of our country PROJECT: "MOTHER'S DAY"		states • List some special type of clothes worn by people of different professions • Understand the importance of the wearing uniform	
July (22)	<u>Topic:</u> - Chapter 7 Houses <u>Subtopics:</u> - Types of houses - Houses on the move - Roof of a house - Some special houses - Keeping the house clean	- 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 https://www.youtube.com/watch?v=UuiwZ5hAFL8 (Introduction to the chapter) https://www.youtube.com/watch?v=fA905xGxqGU (Different types of houses) https://www.youtube.com/watch?v=tTG-4XztrJE (Different types of houses) https://www.youtube.com/	<u>Art integrated project:</u> Draw and colour the different types of houses <u>Experiential learning</u> Trip around the school to see some pucca and kutcha houses <u>Skill assessment</u> <u>Critical thinking and technical skills</u> Importance of building a home as per climatic conditions of the place where we live in and to keep it clean. PROJECT: "VAN UTSAV"	<u>The L.O. will be assessed with</u> - 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	<u>Ice breaking session:</u> Session started with discussion and describing the kind of house the children live in. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	<u>The learner will be able to</u> - 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

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		watch?v=-casfzsV8p4 (Materials used to build houses) https://www.youtube.com/watch?v=T9c8UIPNxkQ (Additional information)			their houses	
	<u>Topic:</u> - Chapter 8 Time to celebrate <u>Subtopics:</u> - Festivals - Some other festivals of India - National festivals	- Course book - Black board - Chalk - Duster - Extra marks (audio and visual) - Group discussion with daily life experience and examples 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	<u>Art integrated project:</u> Draw and colour the national flag of India <u>Inter disciplinary linkage: (with Mathematics)</u> Draw and colour a Rangoli pattern <u>Skill assessment</u> <u>Critical thinking and leadership skills</u> Why is it important to respect all religions and live with harmony with our fellow countrymen?	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Reading of the chapter - Discussion of question & answers - MCQ's	<u>Ice breaking session:</u> Session started with discussing what all festivals are celebrated in our country. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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 - Explain the importance to respect all religions - Learn to live with harmony with our	<u>The learner will be able to:</u> - 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

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					fellow countrymen	
	<u>Topic:</u> - Chapter 9 Neighbourhood <u>Subtopics</u> - Places in the neighbourhood - Important people in the neighbourhood - Landmarks - Taking care of the neighbourhood	- Course book - Blackboard - Chalk - Duster - Duster Extra marks (audio and visual) - Lecture method with daily life experience and examples. https://www.youtube.com/watch?v=Cy2EuKqFbtE https://www.youtube.com/watch?v=iwxkwPA8c68 https://www.youtube.com/watch?v=tG6-JaDa2ac https://www.youtube.com/watch?v=vjRb6dBTGfg https://www.youtube.com/watch?v=cFeCW4OLTAE https://www.youtube.com/watch?v=DxORBnvtYN0 https://www.youtube.com/watch?v=OkfROvtrDI8 https://www.youtube.com/watch?v=TiZoHudqFq8	<u>Experiential learning:</u> Visit the school campus/ local market/ neighbourhood Stand in the field to find the directions (north, south, east west) facing the sun <u>Art integrated project:</u> Draw and colour any 5 'People who help us' <u>Skill assessment</u> <u>Critical thinking and community living skills</u> Why is it important to know your neighbourhood well and why is it important to take care of our surroundings?	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Reading of the chapter - Discussion of question & answers - Asking about landmarks of their neighbourhood	<u>Ice breaking session</u> Session will be started by asking questions about the children's' neighbourhood <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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.)	<u>The learner will be able to</u> - 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/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
August (22)	<u>Topic:</u> - Chapter 10 Time <u>Subtopics:</u> - What time of the day it is? - Directions - Telling the time - AM/PM - Week, month & year - Calendar	- Course book - Blackboard - Chalk - Duster - Extra marks (audio and visual) - Group discussion with daily life experience and examples. https://www.youtube.com/watch?v=GN2WR1YUwn8 https://www.youtube.com/watch?v=na8hBbQULM4 https://www.youtube.com/watch?v=ziyhFgPFFE5 https://www.youtube.com/watch?v=ZiF0fHPf9TM https://www.youtube.com/watch?v=hWkKSkI3gkU https://www.youtube.com/watch?v=HrYdAfeqmDM https://www.youtube.com/watch?v=mXMofxtDPUQ https://www.youtube.com/watch?v=JABPMYXTZcs https://www.youtube.com/watch?v=GlAcfsgv-fE https://www.youtube.com/watch?v=f2I81_BFb-s	<u>Experiential Learning</u> Make a working model of a clock using a cardboard, ice – cream sticks and colours <u>Inter disciplinary linkage: (with Hindi)</u> Find out the Hindi terms for: 1) The four directions 2) Days of the week 3) Months of the year <u>Skill assessment</u> <u>Critical thinking and time management skills</u> Why is it important to value time and understand the meaning of the proverb” A stitch in time saves nine”? <u>PROJECT:</u> “FESTIVALS”	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Reading of the chapter - Discussion of question & answers - Discussion on the daily routine	<u>Ice breaking session</u> The session will be started by asking which is the favourite day of the children and why? <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	<u>The learner will be able to</u> - 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
	<u>Topic:</u> - Chapter 11 Plants around us <u>Subtopics:</u> - Trees	- Course book - Blackboard - Chalk - Duster - Extra marks (audio and visual) - Lecture method with	<u>Experiential learning:</u> Visit to the poly house and learn to plant a sapling and monitor its growth. <u>Inter disciplinary</u>	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments - Oral tests - Written tests - Reading of the	<u>Ice breaking session:</u> Session will be started with taking the children round the school campus and showing them the plants around them.	<u>The learner will be able to</u> - Identify plants as herbs, shrubs and trees. - Identify climbers and creepers - Differentiate

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- Shrubs - Herbs - Climbers and creepers - Parts of a plant - Plants make their own food - Uses of plants	daily life experience and examples. https://www.youtube.com/watch?v=vFLY0obxU94 (Introduction to the chapter) https://www.youtube.com/watch?v=X6TLFZUC9gI (Parts of a plant) https://www.youtube.com/watch?v=TE6xptjgNR0 (Seed germination)	<u>linkage: with English)</u> Extempore “Plants around us” (5 sentences) <u>Skill assessment</u> <u>Critical thinking and positive attitude</u> 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	chapter - Discussion of question & answers - Quiz on types of plants	<u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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 ‘Ganesha’ pattern in the scrap file.	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
	Topic: Chapter 12 Animals around us	- Course book - Blackboard - Chalk - Duster	<u>Art integrated project:</u> Children will be asked to draw their favourite pet and write 4 - 5	<u>The L.O. will be assessed with:</u> - Worksheets - Assignments	<u>Ice breaking session:</u> Session started with a discussion if the children have pets at	<u>The learner will be able to</u> Differentiate between domestic and wild animals

Month No of working days	Topic/Sub-topic	Teaching 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>Subtopics:</u> - Domestic animals - Wild animals - How animals move? - What animals eat? - Taking care of animals - Wildlife conservation	- PPT - Flip Teaching - Extra marks (audio and visual) - Discussion on 'How to save animals in the wild? https://www.youtube.com/watch?v=mQA4vOqV9M8 (Domestic & wild animals) https://www.youtube.com/watch?v=LzmcNlftNxs (How animals move) https://www.youtube.com/watch?v=IRszHiLVmUw https://www.youtube.com/watch?v=LpXd-xoC_zo (What animals eat) https://www.youtube.com/watch?v=Xn4_y8IAh3M (Eating habits of animals) https://www.youtube.com/watch?v=3yrikH2QEFA (Herbivores, carnivores, and omnivores song) https://www.youtube.com/watch?v=Yzv0gXqoCkc (How to take care of pets) https://www.youtube.com/watch?v=7eeFWD8Ax-I (wildlife conservation)	sentences about it <u>Experiential learning:</u> A visit to a zoo shall be planned for the class <u>Skill assessment</u> <u>Critical thinking and compassion</u>	- Oral tests - Written tests - Reading of the chapter - Discussion of question & answers - Quiz on the categories of animals	home or at a relative's home <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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 wildlife conservation	- Explain the movement of various types of animals - Categorize animals as herbivores, carnivores, and omnivores. - Talk about their pet - Explain why it is important to take care of animals. - Understand the necessity of wildlife conservation
September (24)	<u>Topic:</u> Chapter 13 Land, water and Air	- Course book - Blackboard - Chalk - Duster - Extra marks (audio and	<u>Experiential Learning</u> Experiment on evaporation, condensation and melting of ice to	<u>The L.O. will be assessed with</u> - Worksheets - Assignments - Oral tests	<u>Ice breaking session:</u> Session started with showing the children a small globe and 3 empty glass containers	<u>The learner was able to:</u> Explain the composition 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
	<u>Subtopics:</u> - 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	visual) Group discussion with daily life experience and examples https://www.youtube.com/watch?v=Qptamt5jGUE (Introduction to the chapter) https://www.youtube.com/watch?v=jmm1J2yI9tk (States of matter) https://www.youtube.com/watch?v=9pqh6tIEOhs (Water cycle) https://www.youtube.com/watch?v=071IUxclTBw (How to conserve resources) https://www.youtube.com/watch?v=5FWvbui6ook (Types of pollution and prevention) https://www.youtube.com/watch?v=TjnNOCbuoCA (The 3 R's)	experience the change of each state of matter <u>Art integrated project:</u> Draw a water cycle and explain it in 4 – 5 sentences <u>PROJECT:</u> “TEACHER’S DAY”	- Written tests - Reading of the chapter - Discussion of question & Answers - MCQ's worksheet	labeled “land,” “air,” and water” <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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 advised them to use carpool during Diwali break - Experiment on evaporation, condensation and	- 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/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					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	
	<u>Topic:</u> - Chapter 14 Travel time <u>Subtopics:</u> - Invention of the wheel - The modern means of transport - Fuel	- 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) https://www.youtube.com/watch?v=XzG1aPw7YBc (Invention of wheel) https://www.youtube.com/watch?v=25IaUQ_oUyM (History of transportation) https://www.youtube.com/watch?v=biX7NNxw_w8 (Modern means of transportation) https://www.youtube.com/watch?v=Ut-HbauKzDw	<u>Art integrated project:</u> Children will be asked to choose any one activity 1) Draw and colour the different modes of transport 2) Make paper boats and plane (origami) <u>Interdisciplinary linkage: with English)</u> Extempore on the topic: 'My recent trip' <u>Skill assessment: Critical thinking and learning by travelling</u> The world is a book and those who do not	<u>The L.O. will be assessed with:</u> - 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)	<u>Ice breaking session:</u> Session started by asking the children which is their favourite means of transport and why? <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Explain the need of invention of the wheel - Different means of land, water, and air transport - Explain the importance of fuel for transportation	<u>The learner will be able to:</u> - 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 travel as per requirement and time available to travel - Explain the importance 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
		(Transportation song) https://www.youtube.com/watch?v=JasIvS7oYw4 (Fuels) https://www.youtube.com/watch?v=MyqhDKNig88 (Why travelling is important)	travel read only one page.” – Augustine of Hippo			fuel for transportation - Describe the places they have traveled to - Write 5 – 7 lines on why it is important to travel
October (21)	Topic: - Chapter 15 Communication Subtopics: - Define communication - Means of communication - Some other ways to communicate	- Course book - Blackboard - Chalk - Duster - Extra marks (audio and visual) - Group discussion with daily life experience and examples https://www.youtube.com/watch?v=06SZyzDBhVA (Introduction to the chapter) https://www.youtube.com/watch?v=7-P2_rGFgl8 (The evolution of communication) https://www.youtube.com/watch?v=VB-5XSqzAfg (Communication of Yesterday, today & tomorrow) https://www.youtube.com/watch?v=4AvSvZkmDJU (Ways to enhance communication skills)	Experiential learning: Children will be guided to write a letter to their parents/ grandparents/ cousins. Art integrated project: Draw and colour a post box and describe its use in 4 – 5 sentences Skill assessment Interpersonal skills and communication skills Why is it important to communicate and have good communication skills? PROJECT: “HEALTH”	The L.O. will be assessed with: - Worksheets - Assignments - Oral tests - Written test - Reading of the chapter - Discussion of question & answers - Quiz on the different means of communication	Ice breaking Session: Session will be started with playing the games “Chinese whisper” and “I sent a letter to my mother” with children - Explain why it is 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 - Explaining that letter writing is an art - Children will be taken to the computer lab for an	The learner will be able to - 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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					email session. Newspaper reading in the class	
November (11)	Revision of all the topics	-	-	<u>The L.O. will be assessed with:</u> • Worksheets • Assignments • Oral tests • Written test • Reading of the chapters • Discussion of question & answers	-	-
December (13)	Final examination (Pen & paper tests)					

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: I to III
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 DAYS)	ANTHROPOMETRIC MEASUREMENTS	- Stadiometer - Weighing machine	Inter disciplinary linkage: (With EVS, English and Hindi)	- Reflection - Student's feedback - Teacher's feedback	Height Weight	Data collection of height, Weight BMI, Speed, Strength, Agility, and coordination
MARCH (26 DAYS)	BODY MOVEMENTS	- Open space - Cones& markers - Ropes - Hanging rod 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	- 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	- 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 (23 DAYS)	BODY MOVEMENTS	- Card-boxes/ boxes/cues - Bands - 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. Practical's: All physical exercises	- Assessment, - Testing - Weekly Targets	Balancing, swinging, stretching, pushing, pulling, twisting, bending, sitting postures, lifting, carrying, falling Standing on one leg LEADUP GAMES: - Bucket Cricket - Circle Kho	- 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					MINOR GAMES:	including indigenous games.
MAY (26 DAYS)	BODY MOVEMENTS	• Whistle • Music • Clapper • Rope • Ball • Ribbons • Benches	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.	• Assessment, • Testing • Weekly Targets	Demonstration Clapping + Clapping on count Bounce the ball on the music Children act as ball and bounce on music LEADUP GAMES: - Tunnel Ball - Teniquet -Target kicking MINOR GAMES:	• 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 (23 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground.	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.	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. walk and run • sit and stand • stop and walk • hop and walk • bend and roll	• 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.

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (24 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground	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	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. • walk and run/leap • walk and jog • Walk, jog and run forward and backward running	• 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 (16 DAYS)	STRENGTH AND JUDGMENT	• Open space • Balls of various sizes. • Lime powder for marking the ground.	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	• Assessment, • Testing • Weekly Targets	Throwing and catching in pairs and in groups (simple and manipulative) Throwing to various distances and catching from various distances Throwing the ball farthest and Highest	• Developing strength Judgment and • Decision making • Throwing/Catching the ball
OCTOBER (27 DAYS)	COORDINATIVE ABILITIES	• Open space • Lime powder For marking of the ground. • Classroom and Playground.	Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration	• Assessment, • Testing • Weekly Targets	Running in pair while holding hands Playing chain Three-legged race Tossing the coin/ ball/ shuttlecock/tennis ball/ring/frisbee	• Eye-hand, eye-leg and neuromuscular coordination and motor fitness • Tossing and decision-making • Develop positive

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			linkage: (With dance) rhythmic body movements. Practical's: All physical exercises		Taking decision about choosing head or tail and deciding about the turn on any game Fundamentals of tossing of various sports object	attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
NOVEMBER (19 DAYS)	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: I-III
Session 2022

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: Introduction of elements of art Sub Topic: - Lines (Sleeping line, Standing line) - Tone	- Books - Black board - Chart	Daily practice as a hand on experience.	Practical assignment through rubric.	- 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.	- 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.
May 8days	Theme: Environment Topic: Introduction to color Sub Topic: - Primary color - Secondary color - Tertiary color	- Visual arts books - Black board. - Color wheel chart	- Live Demonstration on making colors. - Daily practice as a hand on experience.	Assessment of practical work.	- 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.	- 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	- Newspaper - Magazine	Live Demonstration on	Assessment of practical work.	The learners will be involved in	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: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things		making collage. • Daily practice as a hand on experience.		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.	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.
June	Revisions, Exams and assessment.	—	—	—	—	—
July 8days	Theme: Objective Topic: Drawing Sub Topic: • Forms • Color • Line • Light and Shade	• Books • Blackboard	• Live Demonstration on making colors. • Daily practice as a hand on experience.	• Practical assessment.	• 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.	• 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: • Inquiry • Observations skills • Mathematical skills	• Books • YouTube	• Experiment with different kinds of paper. • Skill assessment	• Assessment of practical work.	• 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	• 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: • Forms • Motor skills • Observations skills	• Books • YouTube	• Experiment with different kinds of form and shape. • Skill assessment	• Assessment of practical work.	• 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	• 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

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. • Students will be involved in daily practice.	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.

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Music
Classes: I - V
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	- 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	- 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 aaspaashaikhuda) Sub topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation	Practice of the Song	- Learners will be explained the proper rhythm - Learners will be involved in Practice	Children will be able to sing & appreciate music
April 2 Days	Topic: Song Sub- topic: National anthem	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem	- Learners will be involved in daily practice - Introduction of the Author of National Anthem - Performed in morning assembly	- Practically they will learn to use music instruments - Feeling of patriotism
May 8 Days	Topic: Song (Tu Hi Ram) Sub- topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Assessment of the lyrics & Rhythm - Singing along with metronum Tabla	- Learners will be involved in daily practice - Different notes & rhythm will be explained	Practically involvement in learning music & use of instrument accordingly

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					Performed in Music Class.	
June 8 Days	Topic: School Song	- Musical Instruments - Assembly book	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Evaluating music & musical performance	- Making them understand the relationship between music, the other arts and discipline outside of the art - Performed in morning assembly	- Students will learn new technique of using instruments - Students will improve singing skills
July 8 Days	Topic: Introduction of teen Taal	Musical Instruments	- Group discussion - Introduction of teen Taal (16 beats)	- 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	Musical Instruments	- Practice of song - Detailed explanation of Rhythm & Notes	Evaluation of musical performance	Learners will be explained the use of different notes & Rhythm	- A feeling of patriotism - Use of musical instruments according to different notes
Sep 8 Days	Topic: 10 That's	- Smart board (audio/visual) - Music instruments	- Group Discussion - Introduction of different that's in music	Practice of that's	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Oct 8 Days	Topic: Song Sub-Topic- <i>Aye maalikterebande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song	Performed in Music Class	Promote participation and Performance in singing
Nov 8 days	Topic: Alankaar	Musical Instruments	- Group Discussion - Introduction of new	Practical assignment with musical	The learners will be involved in	Children will learn different types of

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			taal's	instrument	daily practice Different type of Alankaar introduced	alankaars



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: III

Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 (05)	- Paragraph Writing - My Winter Vacation - My Family - My School - Why do we play games? - Importance of letters No: of periods 5	Interaction with students and speaking demo by the teacher	- Speaking skill: - Speaking about experiences in front of the class and on the stage - Project: - To make a flow chart of one day's routine they followed during the vacation. 	- Creative writing in notebook - Written work	- Ice breaker: Circle time on listening to each other's stories. - 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
March (23)	- Concept Arrange in Alphabetical Order/Punctuation - Recapitulation of previous knowledge	Words beginning with different letters will be given to the students They will have to be arranged in order of sequence.	- The dictionary will be discussed in the class - Activity: Looking for words in the dictionary	- Work sheets - Tests	- Ice breaker: Fun song of alphabets - Teacher to introduce the concept of arranging words	To be able to look for words as per the sequence. Alphabetizing is an important skill to master. It helps develop

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	- Is/am/are/has/have /had/was/were/a/an/the - No: of periods		- Special Assembly on Child safety - House Show		as per the alphabets 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 phone number of a business.	organizational skills, executive functioning abilities and it even improves memory.
	- Concept Genders - Based on previous Knowledge No: of periods 3	- 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. - Videos on genders/ worksheets	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	To introduce the concept of masculine and feminine groups	- Children easily understand the boy girl groups - To be sensitive to social and environmental issues such as gender.
	CBSE MARIGOLD-UNIT-9 THEME: FAMILY Poem: Don't Tell	The teacher will recite the poem loudly and the children will repeat the poem with	Circle time: The children will think and share their wish which they want to do as a child but	- Written Tests - Quizzes - Discussion of new words and their	Ice breaker: To discuss what all they want to do which adults don't allow.	To be able to understand their emotions and enhances the power of imagination. The rhythm

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	No: of periods -4	appropriate action and explanation.	the adults don't allow.	meanings Q/A, word meanings to be done in notebooks	- To learn and recite poems - Loudly - To learn about expressing themselves - To identify their inner strength and their ambitions	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
	CBSE MARIGOLD-UNIT -9 Lesson: He is My Brother No: of periods -4	- Loud reading by the teacher/explaining the story - Video on Family and caring and sharing https://youtu.be/Zv9vkuYK9mc https://youtu.be/Di63H2FWDvU - FAMILY SONG AND DANCE https://youtu.be/fopt10BeXnY	- Discussion on different types of families - Circle time: Discussion on how family members help each other. - Project: Making the Family Tree 	- Written Tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- Ice breaker: Talking about families - To bring out the concept of caring and emotional bonding with families	- To understand the story line of caring and emotional bonding with families - To read loudly and confidently with pauses intonation and voice modulation - The student will: - Examine, label and explain the pictures in the story. - Repeat part of text on a page immediately after it has been read aloud by an adult. - Recognize favorite books by the cover.

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	CBSE MARIGOLD-UNIT -8 THEME: FAMILY Poem: What's in the mailbox No: of periods -2	- The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation. - Working of a post Office https://youtu.be/eVIARvNd8O8	- Circle time: The children will think and share their knowledge on ways of communicating with each other - Project: making a Letter Box  - Visit to a nearest Post office  - Activity: - Learning the sign language 	- Written Tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- To learn and recite poems - Loudly - To learn about expressing themselves - The importance of communication with one and other. - Different ways of communication	- Frequently request the re-reading of books. - Poems 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 creativity.
	CBSE MARIGOLD-UNIT -8 My Silly Sister No: of periods -4	- Loud reading by the teacher/explaining the story - Video on Family and caring and sharing https://youtu.be/QJ01SAMIqDc	- Fun activity: - They will sing and dance on the Family song - Activity: Art Integrated	- Written Tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- Circle time: The children will talk about their brothers and sisters. - To bring out the concept of caring and emotional	- To understand the story line of caring and emotional bonding with families - To read loudly and confidently with

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			• Making a 'I love my Family card ' • Writing a letter to their family.		bonding with families	pauses intonation and voice modulation • The student will: • Examine, label and explain the pictures in the story. • Repeat part of text on a page immediately after it has been read aloud by an adult. • Recognize favorite books by the cover. • Frequently request the re-reading of books.
April (25)	• Concept Nouns/Singular Plural/Opposites • Based on previous Knowledge • No: of periods • 10	• The children will go around the campus for a walk where they will identify each and everything, they see into the four categories	• Talent Hunt Show • Celebrating Baisakhi/ Good Friday/ Easter • Special Assembly on Child safety	• Written Test • Quizzes	• 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
	CBSE MARIGOLD- Literature: UNIT-1 UNIT-3 THEME: ENVIRONMENT • Poem: Good Morning	• The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation.	• Wishing and greeting each other every day.	• Loud recitation activity • Written tests • Quizzes • Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	• To understand the value of greeting each other and reminding what a beautiful world we are living in. • To learn and recite poems • Loudly	• To appreciate the environment around us. To value the gift of a healthy mind body and soul • Poems educates their emotions and enhances their power of imagination. The

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	Poem: Little by Little No: of periods -4+4	- Happy good morning song:https://youtu.be/CuI_p7a9VGs - How a plant grows https://youtu.be/E0RZlbd4HA4	Earth Day: Play on 'Saving our planet'	- Written tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- To learn about expressing themselves - The importance of communication with one and other. - To stimulate and motivate children to become aware of their environment and to be sensitive to its alarming deteriorating state	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 creativity.
	CBSE MARIGOLD-Literature: UNIT -1 UNIT-3 - Lesson: The Magic Garden - Lesson: The Enormous Turnip No: of periods 3+4	- Loud reading by the teacher/explaining the story - Video on environment and the most beautiful gardens of the world https://youtu.be/1ettY5MWKQQ https://www.youtube.com/watch?v=6-80TdR4wsg	- Activity: - Planting a seed or a sapling 	- Written tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in note books		- To understand the importance of the 3 R's - To understand the story line of caring and emotional bonding with families - To read loudly and confidently with pauses intonation and voice modulation - The student will: - Examine, label and explain the pictures in the story.

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		Story of The Enormous Turnip https://youtu.be/7wURAanLFHo				- Repeat part of text on a page immediately after it has been read aloud by an adult. - Recognize favorite books by the cover. 4. Frequently request the re-reading of books.
May (21)	- Concept: Action words +is am+ ing - Previous knowledge No: of periods 5	- Video on verbs - The teacher will make some actions and the children will identify the work done with the appropriate action word	The children will go around the school and identify all actions happening around them	Work Sheets	To understand the use of supporting verbs of is/am/are with proper action words	- 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.
	- Concept Adjectives - Previous knowledge - Letter writing /Comprehension/Paragraph writing - No: of periods 8	The teacher will do an outdoor activity where the children will see their surroundings and describe in their own words	- House Show - Garbology Week - Celebrating Mothers' Day:  - Letter writing:	Written work in notebook	- To understand describing words and to use them correctly in sentences - Framing of sentences in form of paragraph writing My School - Letter writing to express their activities in print	- To be able to use words correctly to describe anything around them. - By the conclusion of this lesson, students will be able to: Describe the difference between formal and informal writing

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	CBSE MARIGOLD-UNIT -2 THEME: SAVING SPARROWS - Poem: The Bird Talk - Lesson: Nina and the Baby Sparrow No: of periods -4+4	- The teacher to read the story aloud and explain / summarize the story - Saving the sparrow - The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation. https://www.youtube.com/watch?v=4A6ivfAZc2Q - Video on Types of houses of humans and animals https://www.youtube.com/watch?v=AQ9p4bHo8Lc https://www.youtube.com/watch?v=Xj1ASC-TlsI - Importance of a house https://www.youtube.com/watch?v=gV5EKYy7I7U	- Integrating Art and EVS: - Project: - Making a house for humans and a nest for birds using best out of waste  	- Discussion of new words and their meanings Q/A, word meanings to be done in notebooks - Written Tests - Quizzes	To be able to read aloud and understand the story line. To understand how to develop a sense of awareness towards extinction of species	- To understand how to develop a sense of responsibility towards conserving sparrows. - To read loudly and confidently with pauses intonation and voice modulation - 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.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		- Animal homes https://www.youtube.com/watch?v=r_Fnk7dGq8U				
July (22)	Concept Pronouns Based on previous Knowledge No: of periods 3	- 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	- Going around the campus and identifying things and people and framing sentences using pronouns - Celebrating Van Utsav: Planting a tree  - Nature walks to identify different plants	- Work sheets - Quizzes - Tests	- The teacher will introduce the children to the concept of replacing the noun with another word - 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 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 No: of periods -2	The teacher to take the children to the library and read the stories loudly and explained the content	- Health and Hygiene Presentation Special Assembly - House Show	- Work sheets - Tests	- Circle time; The teacher will narrate a story and thereafter ask some questions as discussion - To be able to read different stories and poems comprehend the content and answer the questions based on it	The children were able to read and comprehend stories and poems. It developed their ability to comprehend and develop listening skills

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	CBSE MARIGOLD-UNIT -5 THEME: APPRCIATING NATURE, INSECTS AND THE SEA WORLD - Poem: The balloon Man - Lesson: The Yellow Butterfly No: of periods -5 CBSE MARIGOLD-UNIT -4 Poem: Sea Song	- The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation. - Reading and explaining the story - Life cycle of a butterfly https://www.youtube.com/watch?v=O1S8WzwLPIM - The teacher will recite the poem loudly and the	- Loud reading/recitation in front of the class and on the stage - reciting activity - Activity: - Blowing a balloon - Art Project: - To learn /observe and draw the life cycle of a butterfly and write five lines on it  - Activity: Song and dance https://youtu.be/J5P2-9YY7qU	- Work sheets - Quizzes - Tests - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks - Work sheets - Quizzes - Tests - Discussion of new words and their meanings Q/A, word meanings to be done in note books	- Ice breaker: Discussing the water world - To learn and recite poems - Loudly - To learn how to inflate a balloon - Icebreaker: Nature walk: Trying to find butterflies. - To introduce the children to the world of beautiful insects around us - To understand the life cycle of a butterfly	- To learn all about different insects, their homes, sounds, and movements - 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 creativity - To value each and every living being and understand their importance to balance nature - To read loudly and confidently with pauses intonation and voice modulation - The student will: - examine and label pictures in books

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	Lesson: A Little Fish Story No: of periods -5	children will repeat the poem with appropriate action and explanation. • NCERT The Sea Song • https://www.youtube.com/watch?v=-IsIkAYWY2Y • Reading and explaining the story • NCERT A Little Fish Story • https://www.youtube.com/watch?v=EjvVRYpUsxg	• Project: • The children will be divided into groups and will make their model of fish aquarium using best out of waste 	• Work sheets • Quizzes • Tests • Discussion of new words and their meanings Q/A, word meanings to be done in note books	• To introduce the children to the world of Sea • To learn and recite poems • Loudly • Ice breaker: Showing the children an aquarium. • To encourage children to learn about life in the sea	• Repeat part of text on a page immediately after it has been read aloud by an adult. • Recognize favorite books by the cover. • Frequently request the re-reading of books. • To understand sea, water, water animals • 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 creativity • To understand the importance of water to balance life

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						- To read loudly and confidently with pauses intonation and voice modulation - The student will: examine and label pictures in books. Repeat part of text on a page immediately after it has been read aloud by an adult. - Recognize favorite books by the cover. Frequently request the re-reading of books.
	- Picture Compositions (Based on previous knowledge) No: of periods 2	- Invite students to focus their attention on the chalk board where the picture is displayed. Students repeat sentences with corrections. - Reread sentences written with students. - Remind students that the words written are the sentences they shared.	- Activity: Nature Walk - To take the children around the school to develop observation skills	- Written tests - Reading aloud - Describing the picture	Circle time: Discussion on: 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. Student's answers should include the library/library	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 and fun to read aloud, allowing children to learn words quickly.

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					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	
August (22)	• Picture Composition (Cont:) • No: of periods 5 • Concept Conjunction	• Video on joining words.	•  • Independence Day Celebrations	• Work sheets • Quizzes	• To introduce joining words	• A conjunction is a word that joins two or more words, phrases, or clauses.

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	No: of periods 5	The teacher will speak two different sentences and the children will try to join the two sentences using the appropriate conjunction.	- Rakhi Celebrations - House Show	- Work sheets - Quizzes	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.	To think of them as gluing words.
	CBSE MARIGOLD- Literature: UNIT-6 THEME MOVEMENT Poem; Trains No: of periods 6	- The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation. - Video song on train https://youtu.be/RiVfCDDpoxc	- Celebrating Independence Day - Activity: - Kite making  - Project: - To make a model of a train using old boxes.  - Project:	- Written test - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- To understand the working of a train and mode of travel to move from one place to the other - Children's literature helps a young child make sense of what it is to be human and helps them understand the world around them. stories provide ways for children to receive important messages. ... One of the central reasons that stories are important is that they aid in child development	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.

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	Lesson: The Ship of the Desert No: of periods 6	NCERT: https://youtu.be/E31F2jW81wg	Project: Art To draw the picture of a desert scene 	- Written work Tests - Quizzes - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks	- Ice breaker: Circle time to discuss the different types of animals and their habitat - Video - To understand: Animal habitats	connecting ideas and use their imagination.
	Concept: Adverbs Concept No: of periods 6	- Write a sentence on the board with no modifiers (e.g., The kid walks.) - Tell students that today we are going to learn about adverbs. - Ask a student to come act out the sentence. - Add an adverb to the sentence (e.g., The kid walks quickly), and have the student act it out again. - Change the adverb and, once more, have the student act it out.	- Activity - 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 - Teachers' Day Celebrations - Activity Card making - Video on Dr. Sarvepalli Radhakrishnan - Short Biography https://youtu.be/EsmHDsuzoCQ	- Work sheets - Quizzes	To understand the action of the verb of where/ when/ why/ how	Students will be able to identify and use adverbs as modifiers to express time, place, manner, degree, and frequency

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			- Gandhi Jayanti Special Assembly - Singing the song: Vaishnav Jan		heartbroken-Ah! and amazed Lovely!).	
	CBSE MARIGOLD-Literature: UNIT-7 THEME: BRAVERY - Poem: Puppy and I - Lesson: Little Tiger, Big Tiger No: of periods 8 Integrated Grammar No: of periods 8	- The teacher will recite the poem loudly and the children will repeat the poem with appropriate action and explanation. - The teacher to read the story aloud and explain /summarize the story https://youtu.be/176hBnxKGlc - BBC	- FUN ACTIVITY: - The teacher will take the children out for a walk in the dark to build fearlessness in children. They will experience the sounds of the night - Celebrating Diwali - Celebrating Wrld Food Day: Keeping Healthy: Play on 'Eat Healthy	- Written test - Loud reading activity - Discussion of new words and their meanings Q/A, word meanings to be done in notebooks - Worksheets in BBC	- Circle time: Discussion on: 'Should we be brave? How? - Teacher to read aloud and explain the story line of being brave - To use all knowledge and apply	- To be able to face all challenges in life bravely - 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. - Use of all concepts done throughout the year
November /December Total 23	- Revision for Final Unit 2/4/6/9/10 - All Grammar		- Children's Day Celebrations - Christmas Celebrations - Visit to the Post Office			

पाइनग्रीव स्कूल, धर्मपुर
संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
वार्षिक शिक्षाशास्त्र योजना : हिन्दी
कक्षा : तीन
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
फरवरी 5 दिन	(पाठ्यपुस्तक) कविता - कक्कू	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=vQBw9-TwfbI	आनुभविक ज्ञानार्जन गतिविधि - किसी भी पशु-पक्षी के गुणों की चर्चा करना - क्या मनुष्य और पशु-पक्षी की तुलना की जा सकती है? कला समेकित ज्ञानार्जन - कविता में आए अनेकहाव-भाव का बच्चों द्वारा मंचन करवाना। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - पूँसों के प्रति किस तरह का व्यवहार होना चाहिए- विषय पर चर्चा की जाएगी। अंतः विषय कौशल सामान्य विज्ञान से इसे जोड़ते हुए कोश के बारे में पांच पंक्तियाँ लिखना।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे :- - किसी से झगड़ा करने का क्या परिणाम होता है? - किसी को चिढ़ाना कितना सही है? - मीठा बोलने का क्या परिणाम होता है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पढ़ना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास नैतिक मूल्य - आपस में प्यार से रहना तथा एक दूसरे को तंग ना करने का भाव पैदा करना।
	भाषा , वर्णमाला और मात्राएँ	- हिंदी व्याकरण - वाटिका - पावर पॉइंट प्रस्तुति - चॉक बोर्ड - चाक - डस्टर - एक्स्ट्रा मार्क्स - वीडियो https://www.youtube.com/	आनुभविक ज्ञानार्जन - अपने पसंदीदा कार्टून चरित्र के समान बोलने के लिए कहा गया। कलासमेकित ज्ञानार्जन - बच्चों को चित्र दिखाए गए और उन्हें उन पर आधारित कहानी बोलने के	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - पंक्तियाँ पूरी करना - तालिका पूरी करना - बहुविकल्पीय प्रश्न	आइसब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएँगे :- - एक छोटा बच्चा अपनी बात अपने माता-पिता को कैसे बताता है ? - आप अपनी बात अपने माता - पिता को किस	विषय सम्बन्धी - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		watch?v=3NDEA2F1UO4	लिए कहा गया। कौशल मूल्यांकन वाचन कौशल - व्यंजनों तथा स्वरों का सामूहिक अभ्यास लेखन कौशल - स्वर , व्यंजन , अयोगवाह ध्वनिों तथा संयुक्त व्यंजनों का प्रयोग करते हुए शब्द लड़ी बनाना		प्रकार बताते हैं ? - अपनी बातों को बताने के लिए आप किस चीज़ का प्रयोग करते हैं? विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	ध्वनिों और संयुक्त व्यंजनों को प्रत्यास्मरण करने में सक्षम हुए। - वाचन कौशल का विकास हुआ। - लेखन कौशल का विकास हुआ। - शब्द भण्डार में वृद्धि कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास
मार्च 26 दिन	(पाठ्यपुस्तक) कहानी - शेखीबाज मक्खी	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=A2i9rSuf8cc	आनुभविक ज्ञानार्जन गतिविधि - कक्षा में अपने मित्रों के गुणों और अवगुणों पर चर्चा की जाएगी। कला समेकित ज्ञानार्जन - बच्चों द्वारा कहानी का मंचन करवाना अथवा किसी एक पशु-पक्षी का मुखौटा बनवाना। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - जंगलों के न होने से धरती क्या होगी - पर चर्चा अंतः विषय कौशल सामाजिक विज्ञान से इसे जोड़ते हुए कहानी में आई किसी एक जानवर के बारे में पांच पंक्तियां लिखना।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- - अगर आपको कोई गहरी नींद से जगाए तो आप क्या करोगे? विषय की घोषणा विषय विस्तार - पाठ अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - पाठ कौशल का विस्तार - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - आपसी सहयोग की भावना को बढ़ावा देना।
	व्याकरण (लिंग , वचन और मुहावरे)	- दृश्यश्रव्यसाधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर	आनुभविक ज्ञानार्जन अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना कलासमेकित ज्ञानार्जन	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण	विषय सम्बन्धी - लिंग , वचन और मुहावरों का ज्ञान - पाठ कौशल का विस्तार - लेखन कौशल का विस्तार

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		एक्स्ट्रा मार्क्स	- लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन लेखन कौशल - उत्तर पुस्तिका में लिंग , वचन और मुहावरे लिखना समालोचनात्मक कौशल - प्रति लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा बहुविषयक सहलग्नता - हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा		 विषयकीघोषणा विषयविस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	- वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कलासम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	रचनात्मक लेखन - औपचारिक पत्र लेखन (बीमारी के कारण पत्र) - अनुच्छेद लेखन (मेरा प्रिय खेल, होली)	- दृश्यश्रव्यसाधनोंकाप्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविकज्ञानार्जन - घर पर पुराने पत्रों को पुनः कर उन्हें पढ़ना । कलासमेकितज्ञानार्जन - पत्र भेजने के लिए लिफाफा बनाना - अपने प्रिय खेल के लिए गेंद, बैट आदि के चित्र बनाना कौशलमूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मककौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइसब्रेकिंगगतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे :- - 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? विषयकीघोषणा विषयविस्तार - चर्चा - संबंधितप्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद	विषयसम्बन्धी - 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 कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			पर चर्चा बहुविषयकसहलग्रता • खेल अध्यापक की सहायता से अनेक खेलों पर चर्चा करना		लेखन पुनरावृत्ति	
अप्रैल 22 दिन	(पाठ्यपुस्तक) कहानी - चाँद वाली अम्मा	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=kKCS73Q4_bQ	आनुभविक ज्ञानार्जन गतिविधि - किस तरह से जीवन प्राप्त करते होंगे? - आपके घर परनानी- प्राणीक्या-क्या कामकरती हैं ? कला समेकित ज्ञानार्जन - चाँद पर जाती अम्मा का झाड़ू के साथ चित्र बनाओ। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - अगर उस दिनकुएं पर अम्मा का झगड़ा ना हुआ होता तो कहानी में क्या होता? अंतः विषय कौशल - पृथ्वी के उपग्रह चाँद से जुड़ी जानकारी एकत्र करने के लिए बच्चों को पुस्तकालय से कोई पुस्तक पढ़ने के लिए कहा जाएगा।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे :- • घर पर साफ सफाई के लिए किन-किन चीजों का इस्तेमाल किया जाता है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - बूढ़े लोगों को तंग करने की बजाए उनकी मदद करना और उन्हें खुशी प्रदान करना।
	शब्द भण्डार (पर्यावाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक	आनुभविक ज्ञानार्जन पढ़े गए पाठ से पर्यावाची, विलोम शब्द और अनेक शब्दों के लिए	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइस ब्रेकिंग गतिविधि चित्र दिखा कर उनके नाम पूछे जाएँगे तथा उन्हें अन्य किस नाम से जानते	विषयसम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- डस्टर - एक्स्ट्रा मार्क्स	एक शब्द को चुनना कला समेकित ज्ञानार्जन - पर्यावाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यावाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यावाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में प्रयोग पर चर्चा बहुविषयक सहलग्नता - अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा		हैं? - उन्हीं शब्दों के विलोम शब्द भी पूछे जाएंगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	- नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना - पत्र व अनुच्छेद लेखन कौशल में विकास कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
	(पाठ्यपुस्तक) कविता – मन करता है	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=oXcJuYYxhos	आनुभविक ज्ञानार्जन गतिविधि - आप जीवन में क्या बनना चाहते हो? - अपने लक्ष्य को पाने के लिए आप क्या क्या करोगे? कौशल मूल्यांकन वाचन कौशल - कवितावाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - जीवन में लक्ष्य का होना जरूरी क्यों है? प्रतः विषय कौशल सामाजिक विज्ञान से इसे	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- - अपना काम स्वयं करने के क्या-क्या फायदे होते हैं? - काम को स्वयं न करने के क्या नुक्सान हैं ? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी – - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			जोड़ते हुए प्राकृतिक व कृत्रिम वस्तुओं में अंतर बताना।			- समालोचनात्मक कौशल का विकास नैतिक मूल्य अपने लक्ष्य को जानना।
	(पाठ्यपुस्तक) कहानी –बहापुर बित्तो	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=bMy5-6yUtlw&t=67s	आनुभविक ज्ञानार्जन गतिविधि / अंतः विषय कौशल - संकट के समय सूझबूझ और साहस के साथ काम लेने के फायदों पर चर्चा कला समेकित ज्ञानार्जन - जानवरों के चित्र बनाना कौशल मूल्यांकन - वाचन कौशल - पाठ का वाचन - लेखन कौशल - संवाद लिखना - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - कहानी का नाम 'बित्तो' क्यों रखा गया होगा? यदि आप इस कहानी का कोई और नाम देते तो क्या देते हैं और क्यों?	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- - क्या आप किसी जंगली जानवर से डरते हैं? अगर वही जानवर आपके सामने आ जाए तो आप क्या करेंगे? विषय की घोषणा विषय विस्तार - पाठन अभ्यास - चर्चा - सम्बंधित प्रश्न पढ़ना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - पाठन कौशल का विस्तार - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - अभिनय कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - सूझबूझ और साहस का विकास करना
	प्रथम इकाई परीक्षा के लिए अब तक किए गए सारे कार्ड की दोहराई					
	अप्रैल – प्रथम इकाई परीक्षा	Unit I tests postponed due to pandemic				
मई 21 दिन	व्याकरण संज्ञा व क्रिया	- दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन https://www.youtube.com/watch?v=mFwScd_jcro कला समेकित ज्ञानार्जन - एक कहानी लिखना जिसमें संज्ञा और क्रिया शब्द छांटना कौशल मूल्यांकन - वाचन कौशल	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा - खाली स्थानों की पूर्ति - वाक्य निर्माण - रेखांकित करना	आइस ब्रेकिंग गतिविधि - संज्ञा पर आधारित पहेलियाँ पूछी जाएंगी। - दिन भर में किए जाने वाले कार्डों को क्रिया से जोड़ना। विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न	विषय सम्बन्धी - पाठन 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- वाक्यों का पठन लेखन कौशल - संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना - समालोचनात्मक कौशल - संज्ञा तथा क्रिया में अंतर करना - बहुविषयक सहलग्नता हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा		- खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	में विकास कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
	(पाठ्यपुस्तक) कविता –हमसे सब कहते	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=hXayBrmlGOM	आनुभविक ज्ञानार्जन गतिविधि - बच्चों से उनके मन से जुड़ी भावनाओं पर बातचीत की जाएगी। कला समेकित ज्ञानार्जन - सूर्य, चाँद, बाँल आदि को दर्शाता हुआ चित्र बनाइए। कौशल मूल्यांकन वाचन कौशल - कविता का सामूहिक कंठस्थ वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - पाठशाला में करने और ना करने वाले कार्यों पर चर्चा की जाएगी अंतः विषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए सूर्य, चाँद, हवा, बाँल आदि के काम के बारे में जानकारी दी जाएगी।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे :- - बड़ों के प्रति आदर और सम्मान किस तरह से दिखा सकते हैं? - घर पर बच्चों को किन-किन कार्यों के लिए रोका टोका जाता है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - बड़ों तथा प्रकृति के प्रति आदर के भाव को बढ़ावा देना।
	शब्द भण्डार (पर्पावाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- दृश्यश्रव्यसाधनों का प्रयोग (PPT) - श्यामपट्ट	आनुभविक ज्ञानार्जन पढ़े गए पाठ से पर्पावाची, विलोम शब्द	- खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार	विषय सम्बन्धी पर्पावाची, विलोम शब्द तथा अनेक शब्दों के लिए

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- चाक - डस्टर - एक्स्ट्रा मार्क्स	और अनेक शब्दों के लिए एक शब्द को चिह्नना कलासमेकितज्ञानार्जन - पर्यावाची शब्दों के चित्र बनाकर चार्ट बनाना कौशलमूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यावाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखनकौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मककौशल - पर्यावाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा बहुविषयकसहलग्रता - अंग्रेजी तथा हिंदी भाषाके महत्त्व पर चर्चा	- लिखित परीक्षा - कक्षा में चर्चा - खाली स्थानों की पूर्ति	- पठनअभ्यास - चर्चा - संबंधितप्रश्न - खुलेअंतवालेप्रश्न पुनरावृत्ति	एक शब्द का ज्ञान विषयसम्बन्धी - 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 कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
	द्वितीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्डों की दोहराई					
जुलाई 22 दिन	(पाठ्यपुस्तक) कहानी –टिपटिपवा	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=ziDCq9nBeyg	आनुभविक ज्ञानार्जन गतिविधि वर्षा के मौसम में आपको कौन-कौन सी समस्याओं का सामना करना पड़ता है? बताइए। कला समेकित ज्ञानार्जन वर्षा ऋतु का चित्र बनाओ। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- - खुंटा क्या होता है और इससे क्या क्या बांधा जाता है? - क्या आप शेर को इससे बांध सकते हो? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- अगर बारिश ना हो तो क्या होगा? - पर चर्चा अंतः विषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए बच्चों को वर्षा ऋतु किन महीनों में आती है, के बारे में बताना। - बारिश होने से क्या क्या होता है?		पुनरावृत्ति	बहापुरी का विकास
	रचनात्मक लेखन औपचारिक पत्र (ज़रूरी काम के कारण प्रार्थना पत्र) मेरा विद्यालय	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि- - किसी ज़रूरी काम के कारण विद्यालय न पाने की सूचना देते हुए अवकाश के लिए प्रार्थना पत्र लिखिए कौशल मूल्यांकन वाचन कौशल- - अपने विद्यालय के बारे में बोलना लेखन कौशल - मेरा विद्यालय पर अनुच्छेद लिखना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परिक्षण - अवकाश पाने के लिए क्या करना होता है? - औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएंगे। विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	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 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 - बंदर बांट	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=RPaaX8_UHwU	आनुभविक ज्ञानार्जन गतिविधि झगड़े के कारण क्या आपको कभी कोई नुकसान हुआ है? - विषय पर बच्चों से चर्चा की जाएगी कला समेकित ज्ञानार्जन बच्चों द्वारा कहानी का मंचन किया जाएगा। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- झगड़े के कारण क्या आपको कभी कोई नुकसान हुआ है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - आपसी झगड़े का सदा ही

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			समालोचनात्मक कौशल - अगर बंदर बीच में नहीं आता तो क्या होता? - चालाक लोगों से आप स्वयं को कैसे बचा सकते हैं? अंतः विषय कौशल - गणित से इसे जोड़ते हुए चीजों के माप तोल के बारे में बताया जाएगा।			दूसरों द्वारा लाभ उठाया जाता है इसलिए आपसी मतभेद खुद ही सुलझाने चाहिए- सीख को जीवन में अपनाना।
	काल	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्यामपट्ट - डस्टर https://youtu.be/OtX66KZJN9w	आनुभविक ज्ञानार्जन गतिविधि- अपनी – अपनी बात कौशल मूल्यांकन – - लेखन कौशल - केवल भविष्य कल का प्रयोग कर एक गद्यांश लिखना वाचनकौशल केवल भूत काल काल का प्रयोग कर कहानी वाचन	- प्रश्नोत्तर - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस – ब्रेकिंग गतिविधि- मेरे जीवन का उद्देश्य विषय की घोषणा विषय विस्तार - पढ़न अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे – विषय संबंधी विषय सम्बन्धी - पढ़न 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 कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	(पाठ्यपुस्तक) कहानी –बंदर बांट	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=RPaaX8_UHwU	आनुभविक ज्ञानार्जन गतिविधि झगड़े के कारण क्या आपको कभी कोई नुकसान हुआ है? - विषय पर बच्चों से चर्चा की जाएगी कला समेकित ज्ञानार्जन बच्चों द्वारा कहानी का मंचन किया जाएगा। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - अगर बंदर बीच में नहीं आता तो क्या होता? - चालाक लोगों से आप स्वयं को कैसे बचा सकते हैं? अंतः विषय कौशल - गणित से इसे जोड़ते हुए चीजों के माप तोल के बारे में बताया जाएगा।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- झगड़े के कारण क्या आपको कभी कोई नुकसान हुआ है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - आपसी झगड़े का समाधान ही दूसरों द्वारा लाभ उठाया जाता है इसलिए आपसी मतभेद खुद ही सुलझाने चाहिए- सीख को जीवन में अपनाना।
अगस्त 22 दिन	रचनात्मक लेखन औपचारिक पत्र (जुर्मना माफ़ी, बहन की शादी के कारण अवकाश हेतु प्रधानाचार्य जी को प्रार्थना पत्र) रक्षा बंधन , स्वतंत्रता दिवस	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=5HK4oxWXeRU	आनुभविक ज्ञानार्जन गतिविधि- - किसी गलती के कारण लगाए गए जुर्मना को माफ़ करवाने के लिए प्रधानाचार्य जी को प्रार्थना पत्र लिखिए। - रक्षा बंधन के गीत पढ़ना - स्वतंत्रता दिवस के गीत पढ़ना - राखी बनाना - राष्ट्रीय ध्वज बनाना कौशल मूल्यांकन - वाचन कौशल- - रक्षा-बंधन क्यों मनाते हैं?	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परीक्षण - अवकाश पाने के लिए क्या करना होता है? - औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएंगे। विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	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 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लेखनकौशल स्वतंत्रता दिवस, रक्षा बंधन पर अनुच्छेद लिखना।			
	(पाठ्यपुस्तक) कहानी –कब आऊं	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=1XdwsS4ywcA	आनुभविक ज्ञानार्जन गतिविधि - रंगों व चित्रों के नाम पूछे जाएंगे। कला समेकित ज्ञानार्जन / समालोचनात्मक कौशल - रंगों का महत्व समझाते हुए बच्चों को एक जैसे दो चित्र बनाने के लिए कहा जाएगा जिसमें पहले चित्र को बिना रंग के तथा दूसरे चित्र को रंगों द्वारा दर्शाया जाएगा तथा उनसे संबंधित पांच वाक्य लिखने को कहा जाएगा। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना अंतः विषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए कम से कम 10 व्यवसायों की जानकारी दी जाएगी।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से रंगों तथा चित्रों के नाम पूछे जाएंगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 – - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - हमें दूसरों के अच्छे काम से सीख लेनी चाहिए ना कि उनसे ईर्ष्या करनी चाहिए।
	(पाठ्यपुस्तक) कहानी – क्यों जीमल और कैसे-कैसे लिटा	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=GDkB5TKoobk	आनुभविक ज्ञानार्जन गतिविधि - रसोई घर में काम आने वाली किन्हीं पांच चीजों के नाम बताओ। कला समेकित ज्ञानार्जन - रोटी बनाती हुई मां का सुंदर चित्र बनाओ। कौशल मूल्यांकन वाचन कौशल	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- - आटा किससे बनता है? - आटे से रोटी कैसे बनती है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा	विषय सम्बन्धी - 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 – - रचनात्मकता का विकास - वाचन कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- कहानीवाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - रोटी बनाने की विधि क्रम से लिखो। अंतः विषय कौशल - गणित से इसे जोड़ते हुए माप तोल के बारे में बताया जाएगा तथा कुछ वस्तुओं का भाव पता करने के लिए भी कहा जाएगा, जैसे कि 1 किलो आटे का भाव 1 लीटर दूध का भाव - मॉड्यूलरों की सूची बनाना।		- सम्बंधित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- समालोचनात्मक कौशल का विकास नैतिक मूल्य - एक दूसरे की सहायता से काम करना और मॉड की भावना जागृत करना।
	शब्द भंडार लिंग वचन मुहावरे पर्यावाची विलोम अनेक शब्दों के लिए एक शब्द	- दृश्यश्रव्यसाधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन - पढ़े गए पाठ से पर्यावाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को प्रयोग करना कला समेकित ज्ञानार्जन - पर्यावाची शब्दों के चित्र बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यावाची, विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यावाची, विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में प्रयोग पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूर्ण करना	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान विषय सम्बन्धी - 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 कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड पिक्सों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बहुविषयकसहलग्नता • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्व पर चर्चा			
सितम्बर 24 दिन	(पाठ्यपुस्तक) कहानी –मीरा बहन और बाघ	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=8cfbu05b3h0	आनुभविक ज्ञानार्जन गतिविधि - चाकू, बिजली, टूटा हुआ कांच, आग आदि चीजें खतरनाक क्यों मानी गई हैं? कला समेकित ज्ञानार्जन / अंतः विषय कौशल - सोचो यदि बकरी अपनी कहानी खुद सुनाती तो क्या क्या बताती? कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना अंतः विषय कौशल - सामाजिक विज्ञान से जोड़ते हुए मीरा बहन और गांधीजी के बारे में बच्चों को जानकारी दी जाएगी।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- - क्या आपने कभी जंगली जानवर देखे हैं? - उन्हें देख कर आपको कैसा लगा? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - प्रकृति में पाई जाने वाली हर चीज का एक महत्व है चाहे वह जंगली जानवर ही क्यों ना हो।
	व्याकरण संज्ञा व क्रिया	- दृश्यश्रव्यसाधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन https://www.youtube.com/watch?v=mFwScd_jcro कलासमेकित ज्ञानार्जन - एक कहानी लिखना जिसमें संज्ञा और क्रिया शब्द छाँटना कौशल मूल्यांकन वाचन कौशल - वाक्यों का पठन लेखन कौशल - संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना समालोचनात्मक कौशल	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति - वाक्य निर्माण - रेखांकित करना	पूर्व ज्ञान परिक्षण - संज्ञा पर आधारित पहेलियाँ पूछी जाएँगी। - दिन भर में किए जाने वाले कार्यों को क्रिया से जोड़ना। विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का

महीना /कार्ड पिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			संज्ञा तथा क्रिया में अंतर करना बहुविषयक सहलग्नता हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा			विकास
	तृतीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्ड की दोहराई करवाना					
	सितम्बर – तृतीय इकाई परीक्षा					
अक्टूबर 21 दिन	(पाठ्यपुस्तक) कहानी –जब मुझ को सांप ने काटा	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=9ULRcVA6AuE&t=58s	आनुभविक ज्ञानार्जन गतिविधि / अंतःविषयक कौशल - सामाजिक विज्ञान से इसेजोड तेहुए डॉक्टर की सहायता से बच्चों को प्राथमिक चिकित्सा के बारे में बताया जाएगा। - प्राथमिक चिकित्सा बॉक्स बनाने के लिए कहा जाएगा। कला समेकित ज्ञानार्जन - रेंगने वाले किन्हीं दो जानवरों के चित्र बनाओ। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - विश्वास और अंधविश्वास में क्या अंतर है? - स्कूल में किसी को चोट लगने पर आप किस तरह से मदद कर सकते हो?	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों के अनुभव सुने जाएंगे :- - बड़ों की बात न मानकर किस तरह की परेशानियों का सामना किया है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 – - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - हमें अंधविश्वास नहीं करना चाहिए।
	रचनात्मक लेखन अनौपचारिक पत्र मित्र को जन्मदिन की	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन	आनुभविक ज्ञानार्जन गतिविधि – परिवार और मित्रों को पत्र लिखेंगे	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस –ब्रेकिंग गतिविधि– डाकिडा डाक लाया खुशी का पैगाम कहीं कहीं	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे – विषय संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	शुभकामनाएं मित्र को परीक्षा में प्रथम आने पर मुबारकबाद	- वीडियो - एक्स्ट्रा मार्क्स - श्यामपट्ट - डस्टर https://youtu.be/VLqxt0PSZi0	कला समेकित ज्ञानार्जन- चित्र कला का प्रयोग करते हुए स्नेहिल पत्र लिखेंगे कौशल मूल्यांकन-लेखन कौशल पत्र लिखना बहुविषयक सहलग्नता कला अध्यापक की सहायता से सुंदर पत्र लिखना		योजनाक लाइन विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषयसंबंधी - 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
	विराम चिह्न	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्यामपट्ट - डस्टर https://youtu.be/PejBjvmgF0A https://youtu.be/wKuUGx10488	आनुभविक ज्ञानार्जन गतिविधि- अपनी - अपनी बात कला समेकित ज्ञानार्जन - कौशल मूल्यांकन - विराम चिह्न के चिह्नों के चित्र बनाना लेखन कौशल विराम चिह्नों का प्रयोग हुए अनुच्छेद लिखना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	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	विषयसम्बन्धी - 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 कलासम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
	(पाठ्यपुस्तक) कविता -मिर्च का मज़ा	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि रसोई घर में इस्तेमाल होने वाले किन्हीं 10 मसालों	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे :- आपको खाने में क्या-	विषय सम्बन्धी - तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार - कविता को उचित उतर-

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- वीडियो https://www.youtube.com/watch?v=V1x7RKwj7f4	की सूची तैयार करना। कला समेकित ज्ञानार्जन - कविता को कंपंन करके कक्षा में सुनाना। कौशल मूल्यांकन वाचन कौशल - कविता का सामूहिक कंपंन वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - दूसरों को अपनी बात अच्छे से ना समझाने का क्या परिणाम हो सकता है? अंतः विषय कौशल - विज्ञान के अध्यापक की मॉड से जीभ की स्वाद ग्रंथियों की जानकारी दी जाएगी।	- लिखित परीक्षा - कक्षा में चर्चा	क्या अच्छा लगता है? - किसी भी पकवान को स्वादिष्ट बनाने के लिए क्या किया जाता है? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न - पुनरावृत्ति	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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - सोच समझकर निर्णय लेने की क्षमता का विकास करना ।
	(पाठ्यपुस्तक) कहानी –सबसे अच्छा पेड़	- पावर पॉइंट प्रस्तुति - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=1E1MYVIAU8	आनुभविक ज्ञानार्जन गतिविधि - पांच गुठली वाले और पांच बिना गुठली वाले फलों के नाम बताओ। - अपने घर के बगीचे में कौन-कौन से पेड़ उगे हैं? पेड़ों को फलदार वृक्ष और छायादार वृक्षों में विभाजित करके लिखिए। कला समेकित ज्ञानार्जन - अपने बगीचे का एक चित्र बनाइए। - कहानी का बच्चों द्वारा नाट्य मंचन करवाना। कौशल मूल्यांकन वाचन कौशल - पाठ का वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों को कक्षा से बाहर ले जाकर आसपास लगे पेड़ पौधे दिखाकर उनके नाम पूछे जाएंगे तथा उनसे मिलने वाले लाभ के बारे में चर्चा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - 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 - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - पेड़ हमारे जीवन का अहम हिस्सा है। प्रकृति व पेड़ों का महत्व समझा जाएगा।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			समालोचनात्मक कौशल तथा अंतःविषय कौशल पर्यावरण से इसे जोड़ते हुए पेड़ों से मिलने वाले कोई पांच लाभ लिखने के लिए कहा जाएगा।			
नवम्बर 11 दिन	वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्ड की दोहराई					
दिसम्बर 13 दिन	वार्षिक परीक्षा					

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: Mathematics

Class: III

Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (4 days)	<u>Chapter 2</u> <u>Fun with Numbers</u> <u>Topic:</u> <u>Numbers up to 10,000</u> <u>Subtopics:</u> - Numbers beyond 1000 - Thousands of Hundreds, Tens and Ones - Comparing and Ordering Numbers - Forming Numbers - Rounding off Numbers	- Course book & Workbook - Blackboard - Chalk - Duster - Placards - PPT - Intra class quiz competition - Group discussion - Mental Math activity - Computer aided modules with animations and presentations on - Place Value - Expanded form & Short form - Ascending & Descending Order - Successor & Predecessor	<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. <u>Inter disciplinary linkage (With Social Studies):</u> Population of other states was displayed and arranged in ascending & descending order <u>Art Integrated project:</u>	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Questions asked while teaching the concept - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<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> - To identify the place value of digits in 4 - 5-digit numbers - To express 4 – 5-digit numbers	<u>Skills assessed</u> <u>The learner will be able to:</u> - 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

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		5) Roman Numerals https://www.youtube.com/watch?v=CP_E0vvn4U (Building numbers up to 10,000) 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=pNfz-JU2cKE&vI=en (Rounding numbers) https://www.youtube.com/watch?v=VQa8gT5IvF0 (Rounding numbers song) https://www.youtube.com/watch?v=KOf-OxnJ2HU (Place value and face value) https://www.youtube.com/watch?v=FpaO	To make jewelry with beads (Value of 1 bead = 1000) <u>Skill assessment</u> To be able to read, write and order whole numbers up to 10,000		in expanded form and standard form - 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 relationship with Hindu-Arabic numerals	ascending and descending order - 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 relationship 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		YZv3tGU (Framing biggest and smallest number) Group discussion			from 1 -50 - To be able to identify and form the smallest and largest numbers using the given digits - To be able to identify and round off the given numbers to nearest 10,100 & 1000	numbers to round off the given 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
March (19 days)	<u>Chapter 3</u> <u>Addition</u> <u>Topic:</u> - Addition of 4-digit numbers - Order of addends - Properties of addition - Easy to add - Missing addends - Learning to add horizontally	- Course book & Workbook - Blackboard - Chalk - Duster - Placards - PPT - Intra class quiz competition - Group discussion - Mental Math activity - Computer aided modules with animations and	<u>Experiential Learning:</u> Calculate the amount of tuck bought in a month <u>Inter disciplinary linkage:</u> Gather information about the population of any 3 states of India. Find the sum by using the re –grouping property of addition	<u>The learner will be assessed with:</u> - Oral tests - Written tests - Questions asked while teaching the concept - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>P K testing</u> Knowledge of properties of addition <u>Ice breaking session</u> Session started with a story involving values leading to the concept of addition <u>The learner may be provided opportunities</u>	<u>Skills assessed The learner will be able to:</u> - Add of 4-digit numbers - Identify the addends - Explain and differentiate between the properties of addition - Solve addition sums

Month/ No. of working days	Topic/Sub-topic	Teaching 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 sums	presentations https://www.youtube.com/watch?v=FfqpbOwhlNA (Addition concept and properties) https://www.youtube.com/watch?v=cE-yrJv4TEs (Addition with regrouping song) https://www.youtube.com/watch?v=mAvuom42NyY (Multi digit addition)  3-digit-addition-3.pdf (Worksheet) https://www.youtube.com/watch?v=PBi7tLhl7qk (Story sums on addition)  Addition Story sums.pdf  math-story-safari_TZWRN.pdf	and write the number name for the answer in Indian system <u>Skill assessment:</u> <u>Evaluation and critical thinking</u> 1) To be able to read, write, order and recognise the properties of addition		<u>in pairs/groups/ individually and encouraged to —</u> - Add four-digit numbers without regrouping - Add four-digit numbers with regrouping - Add three 4-digit numbers - Solve addition sums by using the rules of addition - Find the missing addends - Add numbers horizontally - Solve story sums and puzzles	- Find missing addends - Learn to add horizontally - Learn to solve story sums and puzzles <u>Skill and value learnt for life</u> The learner is able to identify properties of addition and apply them in his/her day-to-day 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
	<u>Topic</u> <u>Chapter 4</u> <u>Subtraction</u> <u>Subtopics</u> - Subtraction by Regrouping - More Ways to Subtract - Properties of Subtraction - Checking subtraction by addition - Word problems	- Course book & Workbook - Blackboard - Chalk - Duster - Placards - PPT - Chalkboard 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 subtraction) https://www.youtube.com/watch?v=aK3FKEZJKec (Relationship between addition & subtraction)	<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> 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	<u>The learner will be assessed with:</u> - Oral tests - Written tests - Questions asked while teaching the concept - Worksheets - Assignments - Mental Math activities - MCQ's quizzes - Unit test (pen and paper test)	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> - To subtract 4 – digit numbers without & 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 - Estimate the difference	<u>Skills assessed:</u> <u>The learner will be able to:</u> - 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 - Estimate the difference - To solve word problems step by step (Understanding, Planning, Doing, Checking) <u>Skill and value learnt for life</u> The children will be able to calculate money

Month/ No. of working days	Topic/Sub-topic	Teaching 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=wwex3QpucJ8 (Solving word problems)  Addition & Subtraction.pdf	addition and subtraction.		To solve word problems step by step (Understanding, Planning, Doing, Checking)	left after spending.
April (7 days)	<u>Topic</u> <u>Chapter 6</u> <u>Shapes and Designs</u> <u>Subtopics</u> - Understanding simple concepts in geometry - Measuring line segments - Solids - Faces, edges and vertices - Closed and open figures - Congruent figures	- Course book - Placards - PPT - Chalk board explanation - Computer aided modules with animations and presentations - Thread or rope - Scale or ruler - Solid shapes like book, geometry box, ball, ice cream cone, cuboidal shaped tissue box, duster - Paper cut outs of different shapes like triangles,	<u>Experiential Learning:</u> The children will be given clay and asked to make various shapes. <u>Inter disciplinary linkage: (With Science)</u> Children will be asked to identify the shape of celestial bodies (sun, moon, stars, planets) <u>Art Integrated project:</u> Look around and draw a collage using various shapes. Also identify congruent shapes and	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Worksheets - Assignments - Ask to Identify different types of lines in the surroundings around them - Collect objects of various shapes - Mental Math Activity - Questions asked while teaching the concept - Mental Math activities - MCQ's quizzes	- P K testing <u>Ice breaking session</u> Look around and see to find different shapes around us <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - Identify plane figures - Identify and describe representation of points, straight lines, 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	<u>The learner will be able to:</u> - Identify plane figures - Identify and describe representation of points, straight lines, 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

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		squares, rectangles and circles https://www.youtube.com/watch?v=w6eTDfkvPmo (Shape's song) https://www.youtube.com/watch?v=1VSun4wX7UQ (Line, line segment, ray) https://www.youtube.com/watch?v=X5kRBYXHji4 (Congruent shapes) https://www.youtube.com/watch?v=vjWOxc0SrCo (open and closed shapes)	include in the collage. <u>Skill assessment</u> To develops aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals.		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 figures which has same shapes and sizes	and closed figures • To identify and describe solid figures: Cube, cuboid, cone, cylinder & sphere • Identify and draw a pair of congruent shapes <u>Skill and value learnt for life</u> 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. 2) Describe 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals.
April (15 days)	<u>Topic</u> <u>Chapter 8</u>	• Course book • Blackboard • Chalk • Duster	<u>Experiential Learning</u> To understand and learn the	<u>The L.O. will be assessed with:</u> • Oral tests	• P K Testing <u>Ice breaking session</u> Session started with a	<u>The learner will be able to:</u> • Understand and learn the multiplication

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	<u>Multiplication</u> <u>Subtopics</u> - 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	- PPT - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=dPksJHBZs4Q (Concept of multiplication) https://www.youtube.com/watch?v=SXDCz5_X3Q (Properties of multiplication) https://www.youtube.com/watch?v=8g6EJX_qLSU (Multiplication by 10) https://www.youtube.com/watch?v=20aHQOG_8M (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=4exh3iBGroA	multiplication tables from 2 – 12 <u>Inter disciplinary linkage (With Science):</u> Germination of a seed To understand and apply the properties of multiplication <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.	- Written tests - Questions asked while teaching the concept - Worksheets/Assignments based on the concept taught - MCQ's quizzes - Mental Math activity - Dodging table contest	table quiz. <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - 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,	tables from 2 – 12 - understand and apply the properties of multiplication - solve word problems step by step (Understanding, Planning, Doing, Checking) <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.

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		m/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)  Multiplication (10,100,100).pdf Group discussion			Doing, Checking)	
May (21 days)	<u>Topic</u> <u>Chapter 10</u> <u>Division</u> <u>Subtopics</u> - Division by grouping - Properties of Division - Division by 10 - Division by 1 – digit Number without remainder - Division by a 1 – digit Number with	- Course book - Blackboard - Chalk - Duster - PPT - Group discussion - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=2muobEZUaIE (Concept of division) https://www.youtube.com/watch?v=i8m5pXRE	<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> - Oral tests - Written tests - Questions asked while teaching the concept - Worksheets based on the concept taught - Assignments - Intra class quiz competition - Mental Math activity - MCQ's based	- 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> - To understand the terms Dividend, Divisor, Quotient and Remainder - To understand and	<u>The learner will be able to:</u> - Understand and apply the properties of division by grouping - Calculate the quotient & remainder where divisor is 10 - Check the answer using the formula Dividend = (Q x D) + 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	Av0 (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)		on the topics taught	apply the properties of division by grouping • To calculate the quotient & remainder where divisor is 10 • To check the answer $\text{Dividend} = (Q \times D) + R$ • 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	• divide by a 1 – digit Number with remainder & check the answer • To divide by a 2 – digit Number with/out remainder & check the answer Solve word problems step by step (Understanding, Planning, Doing, Checking) <u>Skill and value learnt for life</u> The learner will develop the skill “sharing is caring”.

Month/ No. of working days	Topic/Sub-topic	Teaching 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) •	
June	<u>Unit II Exams</u>					
July (22 days)	<u>Topic</u> <u>Chapter 5</u> <u>Measurement</u> <u>Subtopics</u> • Conversion of meters into centimeters • Conversion of centimeters into meters • Measuring long distances • Measuring weight (mass) • Measuring capacity	• 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 https://www.youtube.com/watch?v=unkO9M8um6I (Concept of measurement) https://www.youtube.com/watch?v=ukzMclLr-	<u>Project:</u> Measure the length of the cover of the textbooks of all subjects and note down in increasing order <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 <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	<u>The L.O. will be assessed with:</u> • 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 K testing <u>Ice breaking session</u> Session started with discussing how people use to measure length, weight and capacity long ago (Palm, forearm, feet) <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> • 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	<u>The learner will be able to:</u> • 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

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		8s (Measuring length) https://www.youtube.com/watch?v=K1mYpyFDcbI (Measuring weight) https://www.youtube.com/watch?v=QMpkm4dAB4w (Measuring capacity)	case <u>Art integration:</u> Draw containers with different measures and show the container containing maximum liquid and container containing the least liquid.		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 millilitres and vice versa - To solve word problems step by step (Understanding, Planning, Doing, Checking)	- 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) <u>Skill and value learnt for life</u> 1) The learner will be able to measure length, weight and capacity of various commodities being used in daily 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
						2) Will be able to differentiate between various units of measurement. 3) Compares objects as heavier/lighter than using simple balance.
August (22 days)	Topic <u>Chapter 12</u> <u>Money</u> <u>Subtopics</u> • Writing in rupees and paise • Converting rupees to paise • Converting paise to rupees • Addition and subtraction of money • Multiplication and division of money	• Course book • Blackboard • Chalk Duster • 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 between rupees & paise) https://www.youtube.com/watch?v=_ACXqF8w	<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 6 months. After 6 months calculate the money collected and go to a nearby	<u>The L.O. will be assessed with:</u> • Oral tests • Written tests • Worksheets • Assignments • Questions asked while teaching the topic • 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	• P K Testing • <u>Ice breaking session</u> Session started with conduct of role play of shopkeepers/ buyers in which students create bills <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> • To convert rupees into paise and paise into rupees • To add any two-given amount of money	<u>The learner will be able to:</u> • 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 amounts of money • To perform multiplication while dealing with money • To perform division while dealing with money

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		Uec (Addition & subtraction of money) https://www.youtube.com/watch?v=NDD9qOnaVmk (Multiplication of money) https://www.youtube.com/watch?v=V9pByOJcmLM (Division of money) https://quizizz.com/admin/quiz/5ef5f54cfc7e51001b31026e/money-class-3 (Quiz on Money)	orphanage to distribute goodies to the children. <u>Art integration:</u> Draw currency notes and coins of various denominations of at least 5 countries	topics taught	- 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	<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.
September (24 days)	<u>Chapter 11</u> <u>Data Handling</u> <u>Subtopics</u> - Organization of information - Tally marks - Pictographs	- Course book - Blackboard - Chalk - Duster - PPT - Group discussion - Chalk board explanation - Computer aided modules with animations and	<u>Project:</u> Read the information given in the bar graph and answer the questions that follow <u>Experiential Learning:</u> Collect information about the favourite sport of children in classes I, II. & III.	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Worksheets - Assignments - Questions asked while teaching the topic - Exercises based on data handling given in the textbook.	P K testing <u>Ice breaking session:</u> The session will be started with asking the children to organize their books and texts books in two separate columns <u>The learner may be provided opportunities</u>	<u>The learner will be able to:</u> - 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 <u>Skill and value learnt for life</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
		presentations https://www.youtube.com/watch?v=IpvokCxJ_Q (Concept of pictorial representation) https://www.youtube.com/watch?v=wMWgmfp-crCE (pie charts) https://www.youtube.com/watch?v=CdjRnTm76N8(Representing data using bar graphs) https://www.youtube.com/watch?v=6omMS4zP-GJM(Identifying graphs)	Represent the information as tally marks <u>Inter disciplinary linkage (With Science):</u> Represent the amount of the gases found in the atmosphere in the form of a pie chart <u>Art integration:</u> Draw a pictograph to show the favourite vegetable of a group of people using the information provided.  ⇒ 5 people Potato = 30 people Lady's finger = 25 Spinach = 15 Capsicum= 10	- Mental Math activities - MCQ's based on the topics taught	<u>in pairs/groups/individually and encouraged to —</u> 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	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.
October (7 days)	<u>Topic</u> <u>Chapter 1 & Chapter 2</u> <u>Symmetrical</u>	- Course book - Blackboard - Chalk - Duster - Computer aided	<u>Project:</u> Study the pattern of a chess board and note down the pattern	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests	P K Testing <u>Ice breaking session</u> Session started with showing a few	<u>The learner will be able to:</u> Identify symmetrical shapes

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Patterns</u> <u>Shapes and Number Patterns</u> <u>Subtopics</u> • Symmetrical shapes • Completing halves of the shapes • Tilling patterns • Number and patterns • More patterns	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)	<u>Experiential learning:</u> Look for patterns in your surroundings and note them down. Study the patterns. <u>Inter disciplinary linkage (With Social 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 <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	• Worksheets • Assignments • Questions asked while teaching the topic • Exercises based on patterns given in the textbook. • Mental Math activities • MCQ's based on the topics taught	patterns <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> • Identify symmetrical shapes • Differentiate between symmetrical shapes and nonsymmetrical figures • Create symmetrical shapes • Identify and form tilling patterns • Recognize and create simple patterns in numbers • Recognize and create simple patterns in figures	• Differentiate between symmetrical shapes and nonsymmetrical figures • Create symmetrical shapes • 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> The learner will be able to use the knowledge of patterns to make a beautiful Rangoli on Diwali.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					patterns in figures	
October (14 days)	<u>Topic</u> <u>Chapter 7</u> <u>Time</u> <u>Subtopics</u> - 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	- Course book - Blackboard - Chalk - Duster - Digital clock, Analog clock - Group discussion - PPT - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=IBBQXBhSNUs (Digital clock & Analog clock) https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song) https://www.youtube.com/watch?v=NRmARI7Gm4k (Telling time) https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to)	<u>Inter disciplinary linkage (With Social Studies):</u> Children will be 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. <u>Skill assessment:</u> 1) Reading time 2) Relationship between the different units of time	<u>The L.O. will be assessed with:</u> - Oral tests - 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 timetable - Mental Math Activity	- P K Testing <u>Ice breaking session</u> Session started with discussing the daily routine. <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - 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	<u>Skill assessed</u> <u>The learner will be able to:</u> - 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

Month/ No. of working days	Topic/Sub-topic	Teaching 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=CH-A9E_zwu8 (Convert hour to minutes) https://www.youtube.com/watch?v=QPshrgviznQ (Convert between months and years)			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	<u>Skill and value learnt for life</u> 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.
November (11 days)	Revision			<u>The L.O. will be assessed with:</u> - 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 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 5days	Chapter 1. Poonam's Day out <u>Subtopic</u> To know about the diversity in the animals, birds and plants in and around their surroundings	- Chalk board - Duster - Chalk E. Book PPT on (Diversity in animals, birds and plants in and around their surroundings) - Video on habitats, food, size and movements - Mind map. - Link https://www.youtube.com/watch?v=W4qHGv9cuys9(animals) https://www.youtube.com/watch?v=ca99WW_v0bA(plants)	Experiential learning - Observe the Environment and list out the animals around their surroundings. - Classification of animals based on them size/shape/habitat/habits (eating, movements). - Collect the feathers of birds and leaves of trees. <u>Art Integrated</u> - Drawing And painting skills - Classification skills. <u>Inter disciplinary linkage:</u> (English) Speak about animals, birds and plants and their surroundings <u>Skill</u>	- Quiz (daily) - Oral discussions on question answer - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test.	<u>Ice breaking</u> The class will be divided into groups of four or five. They will be asked to Qns.1. Name the two water living, land living and tree living animals. Qns.2. Name the two animals which can crawl. Qns.3. Name the two animals which can hop. Qns.4. Name the two animals which can fly. Qns.5. Name the two animals which can be seen on branches of trees.	<u>The learner —</u> - Classify the animals and birds based on - Habitat - Food - Size - Movements - Able to know and identify the parts of plants. - Classification of plants based on them texture in all aspects. - To know the names of living things which they find in them surroundings. - Reads aloud with appropriate Skill The following skills of the students shall be enhanced: - Reading, writing and learning 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
			- Reading (loud reading) - Writing (written work. - Thinking(discussion), learning tests			
<u>March</u> <u>23</u>	Chapter 2. The Plant Fairy Subtopic	- Chalkboard - Duster - Chalk E. Book - PPT - Video https://www.youtube.com/watch?v=56NxC1qTJKg (Plants) Links https://www.youtube.com/watch?v=vHVhM-pLRXk (photosynthesis)	<u>Experiential learning</u> The learners will be taken out for a nature walk and experience the different types of plants, trees, and leaves. <u>Art Integration Group activity:</u> -Poster making /Writing activity in group with a message of saving trees in the class. <u>Individual activity:</u> Paste the pictures of various types of plants like herbs, shrubs, trees, Pictures and information on plants found in cold desert, hot desert rainforest Draw plant and label different parts of the plant	The L.O. will be assessed with - MCQ (daily) - Oral discussions on question answers - Written assignment Weekly conceptual test (MCQ based) (CW) Discussion and (HW) writing of Question answers.	<u>Ice breaking</u> - Take the children for the school round. Show them different plants climbers, herbs, shrubs, - They will share their experiences/ observations through drawing/ verbally in a few words Classify the different types of plants. - Discussion of plants they have seen in them surroundings and share in the class. - Leaves in us lives what different kinds of leaves do you see. - Do you use plant leaves to eat on? - In what other ways are leaves	<u>The learner —</u> Exploring children's ideas about a plant. - Plant diversity size where they grow shape, colour aroma etc., - Children daily life experience observation a story on a compost pit - Leaf diversity –colour, shape, texture, aroma etc., seasonal shedding of leaves compost from leaves. - Reads aloud with appropriate pronunciation and pause - Expresses orally her/his opinion - Writes/types of dictation of words/phrases/ 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
			Skill assessment • Reading through (loud reading) writing (written work). • Thinking((discussion), and learning (tests) • Sharing of data to solve the problems • Cooperation: Student will cooperate and find the solution of the problem. • Problem solving, they will use the data and solve the problem. • Appreciation of cultural diversity in food. basic ideas about various plant used at food.		used? • Do you decorate your house with leaves on some occasions? • The importance of leaves.	
	Chapter 3 Water 'o' Water • Uses of Water • Sources of water	• Chalk board • Duster • E. Book • PPT . • Flash Cards Links https://www.youtube.com/watch?v=5suOk	• <u>Experiential learning</u> The learners will perform the activities (action) in which water is used. <u>Inter disciplinary</u>	• MCQ (daily) • Oral discussions on question answers • Written assignment	<u>Ice breaking</u> Children will be asked different questions- • How do you quench your thirst? • What do you use to wash	<u>The learner</u> • To find out the activities in which water is used. • To identify the various water bodies. • To identify

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		(water)	<u>linkage with</u> - Student will be shown various water resources in CAL (computer aided learning) <u>Art:</u> - Student will be ask to draw the container in which water can be store. - Students are motivated to make model of manmade sources of water. <u>Skill assessments:</u> <u>Critical thinking:</u> - Suggestions given by students to save water. - Reading through (Loud reading) - Writing (written work. - Thinking((discussion), and learning (tests)	Weekly conceptual test (MCQ based) (CW) Discussion and (HW) writing of Question answers.	your clothes? Can we live without water?	the causes of water shortage and heavy rainfall. - Discover the different ways to save water. - Learner will use water judiciously. - 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.
	Chapter 4 Our First School Subtopics Family Members	- Chalk board - Duster - Chalk E. Book - PPT on (My	<u>Inter disciplinary</u> Experiential learning - Find the common features between	- Quiz (daily) - Oral discussions on question answers - Written assignment	<u>Ice breaking</u> The class will be divided into groups of four or five. They will be asked to discuss	<u>The learner —</u> <u>The learner —</u> Identifies relationship with and among family members in extended

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	Relationship between members of family. Similarities between family members	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	them and their family members. If they resemble to their maternal or paternal family members. • <u>Art Integrated</u> • Students will draw a family tree. • <u>Math Integrated</u> To place the family members according to their age in descending order. <u>Inter disciplinary linkage:</u> (English) Speak about your family • <u>Skill</u> • Reading (loud reading) • Writing (written work. Thinking(discussion), learning tests	• Weekly conceptual test (MCQ based) • Pen paper test.	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	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 • Reads aloud with appropriate • <u>Skill</u> The following skills of the students shall be enhanced: • Reading, writing and learning skills

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	<u>Chapter 5</u> <u>Chhotu's House</u> <u>Topic:</u> Need of shelter <u>Subtopic:</u> • Difference between house and home • Types of house • Different parts of house and its uses	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • Showing PPT – pictures of different kinds of houses {kuccha house, Pucca house, Apartment, bungalow} * FLASH CARDS- • Different kinds of houses.	<u>Art Integration:</u> <u>Experiential:</u> • Make a house of your choice using clay. • <u>Inter disciplinary linkage</u> • Design a building (using Lego blocks) and describe in few lines <u>Practical:</u> Research/ Interview the team of people who are constructing our school building. <u>Skill assessments:</u> <u>Critical thinking:</u> • Reading • (Loud reading • Writing (written work. • Thinking((discuss ion), and learning tests If you had to build a House of your dream, which type of house would you build and why?	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams	<u>Ice Breaking Session:</u> Describe your house <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to — learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • 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 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	<u>The learner —</u> • Able to understand the basic need –shelter and materials used for building a house • To know the Difference between as house and a home. • Able to recognize different types of houses. • Able to know the different parts of the house and its uses. • Able to identify different types of uninvented animals live with us. • Able to understand the importance of cleanliness in life. • Able to be know how

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April 25 days Unit-1	<u>Chapter 6</u> Food we eat Food We eat <u>Subtopic:</u> Sources of food Different food groups	- 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=2gSRW6hkDxs	<u>Experiential:</u> <u>Practical:</u> - Visit to a chocolate/juice factory - Visit to poly house, garden <u>Inter disciplinary linkage:</u> - Prepare salad and talk about its nutritive value. <u>Skill assessments:</u> - Reading (Loud reading) - Writing (written work). - Thinking((discussion), and learning tests - Get into teams and prepare a healthy diet chart for the classroom <u>Art:</u> - Vegetable Song https://www.youtube.com/watch?v=zJdeQABAc_w <u>Research work:</u> - Find staple food of different states	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	processes involved in the construction of buildings - The role of different types of houses. <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> - 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 them surroundings such as fallen flowers, roots, seeds, pulses - Children will be able to explain the types of food we get from plants Will analyze the	we decorate our house. - 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 her/his opinion - Writes/types of dictation of words/phrases/ Sentences - Life skills - Adaptability

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		=Q413VcqOlyU Different types of festivals: https://www.youtube.com/watch?v=Fwbwmvs0rOs	<u>Experiential:</u> <u>Practical:</u> - Visit to the mess/home science lab <u>Inter disciplinary linkage:</u> - Prepare sandwich and lemonade and talk about its nutritive value. <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Prepare a recipe of sandwich and lemonade - Draw the pictures too. <u>Skill assessments:</u> <u>Critical thinking:</u> - Reading (loud reading) - Writing (written work). - Thinking((discussion), and learning test Our mothers prepare food for us. We should appreciate their hard work and help them in small things.	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	nutrients we get from food and the process of food reaching us.	Cross – culture Interaction. Learners were able to list various - 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 of dictation of words/phrases/ Sentences - Life skills - Adaptability Cross – culture Interaction
	Chapter 7 Saying without	- Chalk board - Duster		The L.O. will be assessed with		

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	speaking	- Chalk E. Book PPT on (Saying without Speaking) PDF of lesson E. Book. Video Link https://www.youtube.com/watch?v=8xkcXkZLBHQ(Saying without speaking)	<u>Experiential learning</u> Observe your pet animals and identify how they communicate: - How do they show affection to you? - When a stranger comes? - When they see food? <u>Art Integration: Inter disciplinary linkage:</u> - Put up a simple chart of sign, language and dance mudras in the classroom and ask to use it to communicate. Ask one group using sign language and the other try to interpret it.	- Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice breaking session:</u> Children will be asked in the class about what all they enjoy in this world. Then they will be asked that can they see the beauty of nature, hear the birds chirping and can they feel the fragrance of rose flower or touch the skin of newborn baby. After few more questions will be asked like: - <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged</u> - To express minimum 10 messages to others with sign language. - Make a club in the class which will arrange activities for the help of such disabled children. - If there is any disabled child in the class, how will you help in the classroom	Learners were able to: - - Recognize that there are individuals who cannot? speak, see or hear. - Appreciate the skills of the differently abled to converse and express without using language. - Sensitivity and respect towards the differently abled. - Knowing about the sense organs and their function. - Learning and understanding facial expression

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	Chapter 8 Flying high Subtopics: - The lesson is about the birds. - Different characteristics of the birds. - Different sounds of the birds - Different body colours and	- Chalk - Duster - Chalk E. Book - PPT on (Different types of birds, their colour, beak, claws, sounds, eating habit) VIDEO: - https://www.youtube.com/watch?v=Vpw	Critical Thinking: - 1. Collect different objects like a piece of cotton, a handkerchief, a small pebble, a piece of brick, a ice cubes, etc. blindfold your partner. See if he/she can guess the names of all the objects. 2. If you meet any blind person, how will you help him? Creative Thinking, Empathy Art Integration: PROJECT: - Make a beak/claws/ - Bird song: https://www.youtube.com/watch?v=pFme9Y4x4W0 - Birdie dance https://www.youtube.com/watch?v=msSc7Mv0QHY Inter disciplinary linkage: - Make a video on some interesting	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	activities? Ice breaking session: <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - Observe and explore the immediate surroundings, i.e., birds for their simple observable physical features, food - Name the birds	<u>The learner —</u> Identifies different features (beaks/teeth, claws, feathers, nests/shelters, etc.) of birds 1. Students will be able to list the name of different birds. 2. They will imitate the sounds of the birds they have heard.

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	characteristics. - Different types of beaks. - Every bird has its own food habits	<u>QZC44z9o(Flying high Part-1)</u> https://www.youtube.com/watch?v=s0Y4Y-kqbFo((Flying high Part-2)	facts of birds - Puppet show <u>Experiential:</u> 1.Explain the birds around us like sparrow, crow, pigeon, woodpecker, mynah, cuckoo , eagle, vulture 2. Sounds of birds will be made available to the students by going outdoor and, with the help of internet resources. <u>Practical:</u> Observe any bird around you. Write the observations. <u>Skill Assessment:</u> <u>Critical Thinking:</u> Will it be fun if you had a beak instead of a mouth and teeth? - Reading (loud reading) - Writing (written work. - Thinking((discussion), and learning		you have seen nearby your home and school. - 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.	3. Able to observe that every bird is unique in its colour and size. 4. Observes the beaks of different birds and able to draw these 5. They will be able to observe the way in which birds take their feed. 6. They will be able to relate that how the movements of necks are helpful.

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	Chapter 9 It is raining	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method PPT on Water Cycle and clouds https://www.youtube.com/watch?v=TWb4KIM2vts (Water Cycle)	(Tests <u>Experiential Learning</u> - Why water is essential for plants and animals to survive. - How clouds bring rain? <u>Art Integration: PROJECT</u> - Make a paper boat and float it on water. - Draw a picture of your experience in the rain. <u>Skill assessments:</u> <u>Critical thinking:</u> Advantages and Disadvantages of rain. - Reading (Loud reading) - Writing (written work). - Thinking((discussion), and learning test	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice breaking session:</u> Teacher takes out the children for a nature walk and make them to observe the different plants. Teacher initiates the discussion on how plants and animals get water. What happens if they do not get water?	The learner – - Will be able to discuss good and bad effects of rain. - How do the clouds bring rain with their different activities such as thunder, rainbow, etc. - How the clouds are related to elephants, horses, dogs, fawns and swans. - How do the people when it rains? - What are the problems faced by people due to heavy rain?
	Chapter 10 What is cooking? Subtopic: Different types of utensils used in	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual)	Experiential learning: - Display samples of certain food items to the students and asked them in which form they eat whether raw, cooked, raw and	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and	<u>Ice breaking session:</u> <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to</u> Observe and	<u>The learner —</u> To know different types of utensils in which foods are cooked. To identify the food items that

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	cooking. or cooked – steamed, boiled, baked, fried etc. Different fuels, types of stoves used in cooking	- Lecture method Food we eat https://www.youtube.com/watch?v=2gSRW6hkDxs - 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.) https://www.youtube.com/watch?v=vp6vZWB_cgE (Different methods of cooking food) - Chalkboard	cook. - Show visuals /pictures of different methods of cooking such as frying, steaming, boiling, roasting, and baking. - Make a dish without cooking. (Fruit chat, lemon juice) - Discuss the vessels used for cooking in the past and present. Art Integrated: - - To make model of utensils with clay. Discussion Method - Discussion on different fuels used in us kitchen like Kerosene, LPG & How can we save them? - Make a list of special dishes that are made on different festivals.	answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	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 to cook food. List all the food items you eat. - Find out which things we eat raw and which ones we cook before eating? - Which are the things we eat both cooked and raw? What are utensils made of? - What is used to cook food in your house? (Type of stove be Ice Breaking Session:	can be eaten raw / cooked / raw and cooked. - To know different methods of cooking like Roasting, Boiling, Frying , Baking etc. - To know the materials used to make utensils. - To understand how to make sprouts from seeds.

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	<u>Topic</u> <u>Chapter 11</u> <u>From Here to</u> <u>There.</u> <u>Subtopic:</u> - The vehicles used for travelling and carrying goods from one place to another are called means of transport. - Types of transport (I) Road Transport (ii) Air Transport (iii) Water Transport (iv) Land Transport includes all vehicles that move on road or	- Duster - Chalk - Course Book - Extra marks (audio and visual) - Lecture method - Discussion method - PPT on various means of transport in earlier days and today. - VIDEO Link: https://www.youtube.com/watch?v=xcITCrAUNRM (Means of transport) https://www.youtube.com/watch?v=k6_PeO-E_Cs (Modes of transport)	Experiential learning: - To know different vehicles used in emergency. - To understand the value means of transport in their life. Art Integrated: - - To make the toy train using matchboxes and bottles caps. - To paste the pictures of various modes of transport. - To collect pictures of vehicles and classify them as road, water, air transport	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	Talk about your relatives/ friends staying in other state /country <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - Observe and explore the immediate surroundings, i.e., home, school and visit to far off places. - To generate the Discussion about the instances of traveling together with family and friends using short questions - Develop and share experience of your journey - Ask questions and discuss with family, grandparents interact with relatives, friends etc. who stay at far off places, about the transport and. how they use to visit, elaborate on the various means	- To know the different modes of transport according to distance. - Mode of transport in earlier days and in future - To understand the need of means of transport. - To know about the fastest means of transport on land, water, air. - To know various Vehicles used in emergency services.

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	rails. - Trains are fastest means of transport on land - there are different vehicles used for various emergency services such as Ambulance , Fire engine, Postal van etc..				of travelling.	
<u>May 21</u> <u>days</u>	<u>Chapter 12</u> <u>Sharing our feelings</u> <u>Subtopic</u> 1. Sensitize children about old and physically challenged people. 2. Basic ideas about Braille Script	- Chalkboard - Duster - Chalk - Course Book - Extra marks (audio and visual) - Lecture method - Discussion method PPT of Sharing our feelings. - Moral values to understand other feelings who are physical challenged. Videos https://www.you	<u>Experiential learning:</u> Playing blind folded games to sensitize the importance of eyes <u>Different experiments</u> <u>Inter disciplinary linkage:</u> - Helping old people at home and other places. <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Reading and making sample of braille	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking session:</u> The child will be blindfolded and must guess who the other child is, by touching him or her and take care not to make sound. learners may be provided opportunities in pairs /groups / individually and encouraged to — - List sense organs and their role in day to day life. - Role play blind folded game.	<u>The learners_</u> 1. Observe and identify people who are old and physically challenged 2. communicate without Speaking 3. Know how blind people read and write (By Braille script) 4. Become aware of the fact that body ages as we become old.

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	Chapter 13 Work we do <u>Subtopic:</u> 1.Different types of occupation, Working children. 2.Work done by the people in different areas.	tube.com/watch?v=DwAGqouFf28(Feelings part - 1) https://www.youtube.com/watch?v=tivdTpYZYQU (Feelings part -2) - 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 https://www.youtube.com/watch?v=mODOyaz1PRg https://www.youtube.com/watch?v=b2dNgIR0	script. <u>Skill assessments:</u> <u>Critical thinking:</u> - Reading (loud reading) - Writing (written work. - Thinking((discussion), and learning <u>Experiential learning:</u> - Interview people of different profession. Interview people who help us. <u>Art Integration:</u> - Song – Salaam by Mohit Chauhan https://www.youtube.com/watch?v=K7YAt_Id4AM Role play <u>Skill assessments:</u> <u>Critical thinking:</u> - What is it they like doing? How can they follow their passion and make it their profession? - Visit a marketplace and observe what hard work people do for living. - Reading (loud	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Discussion about various disabilities in people. - Discuss the problems and different ways in which we help old people. <u>Ice Breaking session:</u> - Children will be shown picture and will asked to observe and understand. - What work is done by many people in different occupation. - Children will also be asked that how they help their parents at home. - Questions will be asked, and children will be told that every work are	The learners - 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 of dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal experiences/events using verbal or visual - Communication - Leadership - Adaptability

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	Chapter 14 <u>The story of food</u> Subtopic: - Students will know the role of each member in their family and their neighbor family, food items from animals and plants, medicinal plants, parts of plants that we eat as food.	<u>wPI</u> (Work we do) https://www.youtube.com/watch?v=dOirqjXDE0M - Moral Video- People who help us https://www.youtube.com/watch?v=ilTTJm0Fe . Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT on the story of food. https://www.youtube.com/watch?v=X2MWIKEHiQ (Food items, role of the family members)	reading) - Writing (written work. Thinking(discussion), and learning tests Project: - Name any five buildings and the work done in them. - Also, to develop a skill of picture reading. PROJECT: <u>Art Integration:</u> <u>Experiential:</u> 1.Drawing and painting skills 2.Classification skills. <u>Inter disciplinary linkage:</u> 1.Make pictures of food items that we get from animals and plants. 2. Classification of food items based on their source. 3.Collection of leaves of various plants like Tulsi, Neem, Turmeric etc. 4.Make a chart of one weak about your food	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	equally important. <u>Ice Breaking session:</u> - Children will be asked that are they helping at home and what all work their family members do in daily routine. - Children will be allowed freedom to question without hurting the feelings of others. Different question will be asked - Who cooks food in your family and in your friend's family? Qns.2 Who cleans house in	- Moral values The learners- - Distribution of work. - Identification of the sources of food. - Identify and understand the medicinal value of plants - Able to differentiate the parts of the plants that we use for various purpose.

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			that you want to eat. 5. Draw or paste the pictures of plants whose a) roots we eat. b) fruits we eat. c) flowers eat. d) leaves eat. e) seeds give oil <u>Skill assessments:</u> <u>Critical thinking:</u> • Reading • (Loud reading) • Writing (written work). • Thinking((discussion), and learning		your family and in your friend's family? Qns.3. Who earns money in? your family and in your friend's family? Qns.4. Name two food items that we get from animals and plants each. Qns.5. Name two medicinal plants around your surroundings. Correlation-drawing, math and Eng.	
<u>June Half Yearly</u>	<u>Chapter 15 Making pots</u> <u>Subtopic: -</u> <u>This lesson is about “making pots” and the children will know the sequence of making pots.</u> <u>Students will learn to make many other things with the help of clay.</u>	• . Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Discussion method PPT on making of pots. • VIDEO: - https://www.youtube.com/watch?v=	<u>Art Integration: Experiential:</u> • Make anything of your choice using clay. • Learning by doing • Provide opportunities for their creative expressions and encourage them to do hands on activities on their own.	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	<u>Ice Breaking session:</u> • Children will be asked that imagine if we do not have containers to cook food and will be crossed question for giving their views. 1. From where can we find clayey soil? 2. Where are these clay pots generally used?	<u>The learner —</u> 1. Able to know the sequence of making pots. 2. Able to know about the materials used in making pots. 3. Able to know when and why are clay pots used? 4. Having knowledge about Kiln and the process of

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	<u>Students will also learn to make many decorative things.</u>	<u>TH8z7DVvr A</u> (Making pots) https://www.youtube.com/watch?v=zV5fSnZDNB8 (Making of pots)	. Making models of utensils, other things using plasticize, potters clay or molding clay. 5. Models of Fruits.		3. What did the potter need to make the pot? 4. Name five different types of pots made of clay.	baking in it. 5. Able to know about potter's wheel.
<u>July 21 days</u>	<u>Chapter 16</u> Games we play Subtopic: - - Games we play - Games at home and school - Rules for playing games - Games bring us together Other means of recreation	. Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Discussion method PPT games we play VIDEOS- https://www.youtube.com/watch?v=5darpzMApiQ (games we play)	<u>Experiential learning:</u> = - Organize a discussion on indoor and outdoor games. - Play different types of games. - Draw the picture of your favourite games and write 5 lines on it. - Paste the picture of famous players of India and the games with which they are related to. - Classify the indoor and outdoor games based on the place where they are played. <u>Art Integration:</u>	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking Session:</u> Children will be asked how much they love to play The learners may be provided opportunities in pairs /groups / individually and encouraged to — - Name some outdoor games which you play. - Name some indoor games which you play. - How many players are needed to play this game? - What are the rules of this game? - What are the things which are needed to play this game?	<u>The learner —</u> - Identification of indoor and outdoor games. - Developing awareness in the field of games. - Understanding values and importance of rules followed in the game. - Value of discipline. - Identification of sports personality

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			• . Poster making competition on different games • . Observation • . Healthy Mind in a Healthy Body. • . Develop the skills of thinking. • Develop team spirit • . Develop aesthetic sense. • Making disciplined. • Relationship with surrounding. • . Develop leadership quality.		4. Why should follow rules? 5. Identify the persons who are related to the game?	
<u>August 20 days</u>	Chapter 17 <u>Here comes a letter</u> <u>Subtopic: -</u>	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT on Here comes a letter VIDEO: - https://www.youtube.com/watch?v=...	<u>Art Integration:</u> • Students are asked to collect a variety of postal forms we use i.e., post card, inland letters etc. • Students can also collect different types of stamps that we use in post card and other letter. Project	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw maps/ directions	<u>Ice Breaking Session: -</u> • Divide the class into four groups. • Give some picture cards to all the group showing the journey of a letter. • Now ask the children to arrange these cards to get the correct	<u>The learner —</u> Identify different types of means of communication like letters, mobile phones • Students will be able to identify different types of means of communication like letters mobile phones etc. they are • Able to identify helpers of our society like postman and the work they do

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		e.com/watch?v=XtMHAUHcG_c (Here comes a letter) https://www.youtube.com/watch?v=pln5lmjYpR0 (The journey of a letter)	- Make telephone using matchbox or ice cream cup- As mentioned in the textbook. - Make mobile phone using pencil box Experiential: - Videos and photos that is related to means of communication in past and in modern days can be shown. - Discuss with children about the means of communication of the past and how the technology has changed over the years.		sequence. And then the winning group could be awarded.	they can identify letterbox, postal van, post office etc. in our neighborhood and their importance They are able to know the journey of a letter and they are also able to identify different types of postal stamps and classify them.
August 22 <u>days</u>	Chapter 18 A house like this Subtopic: - To show diversity in houses. - Different type of houses in different places. - Need of	- Chalkboard - Duster - Chalk - eBook - Lecture method - Discussion method PPT on A house like this VIDEO- https://www.youtube.com/watch?v=XtMHAUHcG_c	Experiential: - Debate and discussions on homeless people and problems faced by them. Inter disciplinary linkage: - Show them different kind of houses by flash	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice Breaking Session: <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - Group Activity: - Visuals showing different types of	<u>The learner —</u> - Learn about the diversity in houses. - Learn about the need of houses. - Learn about Climatic conditions in which these houses are built. - Learn about problems faced by homeless

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	houses Problem faced by homeless peoples.	h?v=OIsoMBiz_oAc - Lecture method - Discussion method People that build our house https://www.youtube.com/watch?v=oKrh_hpdq33o	cards. - Teachers will show visuals of different types of houses according to the different climatic conditions. Project: - - Collect samples of things that are used for making houses. - Students will make models of different - If you had to build a House of your dream, which type of house would you build and why? Art Integration: - Paste pictures of different types of houses in scrap book. Skill - Reading (Loud reading - Writing (written work. - Thinking (discussion), and learning tests		houses according to the different climatic conditions, their need, and material required to build them and their durability - To identify the type of houses from flash cards. - Discovery of fact: - To learn about the need of house. - To learn about the problems of homeless peoples.	peoples - Learn about different type of areas having different. - Climatic conditions and Physical features. - Learn about material use to make buildings. - Create sensitivity towards homeless peoples.

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	Chapter 20 Drop by Drop <u>Subtopic</u> - The use of water in different activities, scarcity of water, difficulties faced by people living in some areas for getting or fetching water, ways to save water, reusing the water, estimation of the quantity of water used for different domestic activities. - Measurement of volume in terms of non-standard units such bucket, pots, spoon, mug etc.	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT on Value of Water https://www.youtube.com/watch?v=ZhzTvSSPGpk (Drop by Drop)	<u>Art Integration:</u> - Write slogan on saving Water Videos, pictures from net related to shortage of water will be shown. - Short film based on scarcity of water will be shown <u>Experiential:</u> <u>Inter disciplinary linkage:</u> <u>Critical thinking:</u> - - Importance of water, making concern for Reducing wastage of water. - Importance of reusing waste water <u>Skill</u> - Reading (Loud reading - Writing (written work. Thinking	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking Session:</u> Q. For what purpose water is used in your home? Q. What are the ways of saving water? Q. What would you do if you see water being wasted somewhere? <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - Children will be taken for a round of the area having water tank and will be observed whether they turn off the taps or not. - Observe all the activities at home and write where you can use water used in one activity for other. - Estimate how much water you need for various activities 1. Washing clothes 2. Washing hands 3. Bathing 4. Brushing	<u>The learner —</u> - Understand the value of water, ways to save water from wasting. - Explain why and how to conserve water, take measures to reduce wastage of water and reuse at home and school.
Nov 11	Chapter 21	- Chalk board - Duster		Quiz (daily)	The class will be	Identifies relationship

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<u>days</u>	Families can be different Subtopic: - - Different types of families - Family tree - Similarities and differences in a family Chapter 22 Left-Right Subtopic	- 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) - Chalk board - Duster - Chalk E. Book	Experiential learning - Find the common features between them and their family members. If they resemble to their maternal or paternal family members. Art Integrated - Students will draw a family tree. Math Integrated - To place the family members according to their age in descending order. Inter disciplinary linkage: (English) Speak about your family Skill - Reading (loud reading) - Writing (written work). - Thinking (discussion), learning tests (discussion)	- Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) Pen paper test. - Quiz (daily) - Oral discussions on question answers	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. Ice Breaking Session: - Children will be asked few basic questions_ The sun rises in the -- The sun sets in the ---	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 - Reads aloud with appropriate Skill The following skills of the students shall be enhanced: - Reading, writing and learning skills The learner — - To show the directions with hands. - To tell the things present

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	- Learning various directions. - Knowledge of left, right, front, behind, up and down. - Naming different fingers. - Use of signs and symbols. - Observing position of things in the classroom. - Meaning of different road sign boards.	- PPT on (Left-Right) - VIDEO: https://www.youtube.com/watch?v=CMQAoiw3ks(Left-Right)	<u>Experiential learning:</u> - Playing game of guessing middle finger, index finger or ring finger. <u>Scientific Skill</u> Drawing own signs and symbols and writing what do they indicate? <u>Art Integrated</u> 1.Prepare cards on road sign boards and write what they indicate. 2.Trace your right hand in the notebook.	- Written assignment - Weekly conceptual test (MCQ based) Pen paper test.	- Who is sitting on you? - right? Who is sitting on your left? With which hand do you write and eat. - Name any six landmarks that you see in your way from home to school. - Why some symbols are used in a map? - Write some symbols we use in mathematics. - What is in front of you? - What is there in your left? - On which side of road, we should walk? - Correlation with traffic lights and road safety rules.	in left, right, front and behind. - To name the different fingers. - Reading a map and Locating a given place in the route maps
<u>Dec 13</u> <u>days</u> <u>Final</u>	Chapter 23 A Beautiful Cloth Subtopic: - Children will know different types of cloths, dresses,	- Chalk board - Duster - Chalk E. Book - PPT on (Left-Right) - VIDEO: -		- Quiz (daily) - Oral discussions on question answers - Written assignment	<u>Ice Breaking Session:</u> After taking long piece of cloth like dupatta or bed sheet etc. and ask students to find different ways in which we can use it.	<u>The learner —</u> To be able to explore different ways of wearing same piece of cloth.

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	traditional art and how cloths are weaved.	https://www.youtube.com/watch?v=NiU3mIXz0ms (A beautiful Cloth)	• <u>Experiential learning:</u> - • Printing on cloths- Take a piece of paper or cloths and make design of your choice on it. Student will show them creativity • Correlated with art and craft. • <u>Art Integrated</u> Collect and paste pictures of dresses worn in different parts of India.	• Weekly conceptual test (MCQ based) Pen paper test.	<u>The learners may be provided opportunities in pairs /groups / individually and encouraged to give the answers of the following</u> 1. Why we wear clothes 2. What are the different ways in which we can use dupatta 3. In which part of the country is lungi used. (HOT) 4. Name the state in which turban is worn.	
	Chapter 24 Web of Life Subtopic: Need of domestic and wild animals. Interdependence in nature. Need to protect	• Chalk board • Duster • Chalk • E. Book • PPT on (Left- Right) • VIDEO: - https://www.youtube.com/watch?v=pC3QiUZFS58 (web of life)		• Quiz (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based)	<u>Ice Breaking Session:</u> Children will be asked to- • Write all those things which you feel are needed for you to live. • Differentiate animals based on food they eat.	<u>The learner —</u> • Learn about the various types of food the animals eat. • Learn about the dependence of organisms on each other. • Classify the

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	Nature Habits and habitat of living things.	https://www.youtube.com/watch?v=UkDyNq-NaTU (web of life)	• <u>Experiential learning:</u> - • Collect pictures of herbivores, carnivores, omnivores and scavengers and paste them in scrapbook. • Teacher will show different pictures of animals based on their feeding habits. • Showing the visuals of food chain and food web. • Forming a web with wool representing a thing necessary for life on earth. • Identify animals based on their feeding habits from the	Pen paper test.		animals based on their feeding habits. • Learn about needs of the organisms. • Learn about food chain and food web. • To learn about the importance of things and their interdependence in nature. • Need to protect nature.

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			flashcards. Students will observe the food habits of the birds and animals for some days and make a report.			

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: I to III
Session 2022-23

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FEBRUARY (06 DAYS)	ANTHROPOMETRIC MEASUREMENTS	- Stadiometer - Weighing machine	Inter disciplinary linkage: (With EVS, English and Hindi)	- Reflection - Student's feedback - Teacher's feedback	Height Weight	Data collection of height, Weight BMI, Speed, Strength, Agility, and coordination
MARCH (26 DAYS)	BODY MOVEMENTS	- Open space - Cones& markers - Ropes - Hanging rod 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	- 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	- 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 (23 DAYS)	BODY MOVEMENTS	- Card-boxes/ boxes/cues - Bands - 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. Practical's: All physical exercises	- Assessment, - Testing - Weekly Targets	Balancing, swinging, stretching, pushing, pulling, twisting, bending, sitting postures, lifting, carrying, falling Standing on one leg LEADUP GAMES: - Bucket Cricket - Circle Kho	- 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

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					MINOR GAMES:	including indigenous games.
MAY (26 DAYS)	BODY MOVEMENTS	• Whistle • Music • Clapper • Rope • Ball • Ribbons • Benches	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.	• Assessment, • Testing • Weekly Targets	Demonstration Clapping + Clapping on count Bounce the ball on the music Children act as ball and bounce on music LEADUP GAMES: - Tunnel Ball - Teniquet -Target kicking MINOR GAMES:	• 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 (23 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground.	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.	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. walk and run • sit and stand • stop and walk • hop and walk • bend and roll	• 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.

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AUGUST (24 DAYS)	MOVEMENT EDUCATION	• Open space • Lime powder for marking of the ground	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	• Assessment, • Testing • Weekly Targets	Neuromuscular Coordination Coupling of Movements. • walk and run/leap • walk and jog • Walk, jog and run forward and backward running	• 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 (16 DAYS)	STRENGTH AND JUDGMENT	• Open space • Balls of various sizes. • Lime powder for marking the ground.	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	• Assessment, • Testing • Weekly Targets	Throwing and catching in pairs and in groups (simple and manipulative) Throwing to various distances and catching from various distances Throwing the ball farthest and Highest	• Developing strength Judgment and • Decision making • Throwing/Catching the ball
OCTOBER (27 DAYS)	COORDINATIVE ABILITIES	• Open space • Lime powder For marking of the ground. • Classroom and Playground.	Inter disciplinary linkage: (with EVS, English and Hindi) body parts and body movements. Art integration	• Assessment, • Testing • Weekly Targets	Running in pair while holding hands Playing chain Three-legged race Tossing the coin/ ball/ shuttlecock/tennis ball/ring/frisbee	• Eye-hand, eye-leg and neuromuscular coordination and motor fitness • Tossing and decision-making • Develop positive

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			linkage: (With dance) rhythmic body movements. Practical's: All physical exercises		Taking decision about choosing head or tail and deciding about the turn on any game Fundamentals of tossing of various sports object	attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
NOVEMBER (19 DAYS)	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: I-III
Session 2022

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: Introduction of elements of art Sub Topic: • Lines (Sleeping line, Standing line) • Tone	• Books • Black board • Chart	• Daily practice as a hand on experience.	• Practical assignment through rubric.	• 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.	• 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.
May 8days	Theme: Environment Topic: Introduction to color Sub Topic: • Primary color • Secondary color • Tertiary color	• Visual arts books • Black board. • Color wheel chart	• Live Demonstration on making colors. • Daily practice as a hand on experience.	• Assessment of practical work.	• 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.	• 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	• Newspaper • Magazine	• Live Demonstration on	• Assessment of practical work.	• The learners will be involved in	• The Learners will use and experiment

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	making: Sub Topic: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things		making collage. • Daily practice as a hand on experience.		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.	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.
June	Revisions, Exams and assessment.	—	—	—	—	—
July 8days	Theme: Objective Topic: Drawing Sub Topic: • Forms • Color • Line • Light and Shade	• Books • Blackboard	• Live Demonstration on making colors. • Daily practice as a hand on experience.	• Practical assessment.	• 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.	• 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: • Inquiry • Observations skills • Mathematical skills	• Books • YouTube	• Experiment with different kinds of paper. • Skill assessment	• Assessment of practical work.	• 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	• 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: • Forms • Motor skills • Observations skills	• Books • YouTube	• Experiment with different kinds of form and shape. • Skill assessment	• Assessment of practical work.	• 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	• 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

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. • Students will be involved in daily practice.	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.

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Music
Classes: I - V
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	- 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	- 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 aaspaashaikhuda) Sub topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation	Practice of the Song	- Learners will be explained the proper rhythm - Learners will be involved in Practice	Children will be able to sing & appreciate music
April 2 Days	Topic: Song Sub- topic: National anthem	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem	- Learners will be involved in daily practice - Introduction of the Author of National Anthem - Performed in morning assembly	- Practically they will learn to use music instruments - Feeling of patriotism
May 8 Days	Topic: Song (Tu Hi Ram) Sub- topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Assessment of the lyrics & Rhythm - Singing along with metronum Tabla	- 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	- Musical Instruments - Assembly book	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Evaluating music & musical performance	- Making them understand the relationship between music, the other arts and discipline outside of the art - Performed in morning assembly	- Students will learn new technique of using instruments - Students will improve singing skills
July 8 Days	Topic: Introduction of teen Taal	Musical Instruments	- Group discussion - Introduction of teen Taal (16 beats)	- 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	Musical Instruments	- Practice of song - Detailed explanation of Rhythm & Notes	Evaluation of musical performance	Learners will be explained the use of different notes & Rhythm	- A feeling of patriotism - Use of musical instruments according to different notes
Sep 8 Days	Topic: 10 That's	- Smart board (audio/visual) - Music instruments	- Group Discussion - Introduction of different that's in music	Practice of that's	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Oct 8 Days	Topic: Song Sub-Topic- <i>Aye maalikterebande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song	Performed in Music Class	Promote participation and Performance in singing
Nov 8 days	Topic: Alankaar	Musical Instruments	- Group Discussion - Introduction of new	Practical assignment with musical	The learners will be involved in	Children will learn 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
			taal's	instrument	daily practice Different type of Alankaar introduced	alankaars



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: English
Class: IV
Session 2021-22

Month No of working days	Topic/Sub-topic	Teaching 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-5	Topic: CBSE MARIGOLD UNIT-1. Neha's Alarm clock (Story) Paragraph Writing My Winter Vacation	<u>Video</u> on the story https://youtu.be/eHqSzDSTp0 Showing the alarm clock and discussing Reading from the reader by the teacher	Loud Reading skill Project: To learn how to make a model Alarm  (Art Integration) and write five sentences on their experiences of waking up in the morning Role Play A visit to a park	Discussion and writing of Question answers. Writing of difficult words, Word Meanings and making sentences Loud Reading by students Class Test	Ice breaker session: Discussion on waking up in the morning. Explanation of the story by the teacher Children will learn new words. Children will be able to answer the questions asked. Children will be able to take dictation of words learnt. To enable the children to enjoy reading. Ice Breaker:	1.The following skills of the students shall be enhanced: Hearing stories and generating interest in looking for more such stories which have a value Developing: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Students will learn many values such as being caring and compassionate The students will infer the meaning of unfamiliar words by reading them in context The students will learn new meanings of words Students will be able to: Understand environmental issues.

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March: Total Days 23	Wake Up (Poem)	Model Recitation by the teacher NCERT Video https://youtu.be/VcG950wm-QE Reader	Drawing and cutting out different things that children see in a garden/city when they go out and play to decorate the soft board  (Art Integration/ EVS) Poem Recitation	Worksheets Role Play Reciting	Discussion on waking up in the morning: sharing experiences: Explanation by the teacher and using the teaching aids Video on poem Explaining the value of sleeping and waking up on time. Recitation by the teacher and the students.	Understand the value of a self-discipline. 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
	1. Parts of Speech 2. Nouns (Countable/ Uncountable, Number, Gender) 3. Sentences	Grammar Workbook Video on Nouns/Genders/Numbers/ Countable /Uncountable Nouns https://youtu.be/oRvZoJgmX7c - Video - Nouns Video-Types of Sentences- https://youtu.be/XiXyDOYhxhg	CAT (Grammar) Project: Drawing the Parts of Speech Tree (Art Integration) 	Tests based on poem/Nouns/Types of Worksheets Quizzes Tests on Sentences/Arranging in Alphabetical Order Work sheets Quizzes	Ice breaker: Discussion based on previous knowledge 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	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

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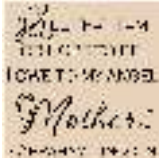
	4. Writing Words in Alphabetical Order 5. Framing Questions 6. Jumbled Sentences 7. Letter Writing 8. Application 9. Reading Comprehension	Video on –Letter Writing- https://youtu.be/Cqx93WSk2UM https://youtu.be/pRTWFqhEDeo Video on Importance of reading Grammar Books	Speaking Skill Skill: Referring to the dictionary start using dictionary to find out spelling and meaning Computer Aided: https://youtu.be/v1pFjm17h-c -Video on Types of Letters Writing Skills Building vocabulary Reading Speaking Narrating Stories	Worksheets Tests Reading Quizzes	learn grammar in a contextual and integrated manner and frame grammatically correct sentences. Students will be able to understand different forms of writing (informal letter and application). The students will be able to identify the parts of speech. Enrich vocabulary in English mainly through telling and re-telling stories/folk tales.	heard or read describes briefly, orally/in writing about events, places and/or personal experiences in English. Students will be able to differentiate and write formal/ informal letters Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements Shares riddles and tongue-twisters in English solves simple crossword puzzles, builds word chains, etc. infers the meaning of unfamiliar words by reading them in context The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills 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
April- Total Days 25	Topic: CBSE MARIGOLD UNIT-3 Run (Poem) Nasruddin's Aim (Story)	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) NCERT: Run https://youtu.be/jsecYsNiScU NCERT: Nasruddin's Aim https://youtu.be/raxTUUI4Az8	Health and Hygiene Presentation –<u>EVS Integration</u> Holi Celebrations Presentation-<u>Social Skills</u> Experiential Skill-Children will have a race amongst themselves Recitation Reading Project and activity Art integrated: Making a target board and putting it up in the class/home to practice aim	Written Tests Quizzes Worksheets Reading Written Tests Quizzes Worksheets Reading Storytelling	Ice Breaker: Discussion on favourite Sports/importance of being focused Video Explanation by the teacher and using the teaching aids Enrich vocabulary in English mainly through telling and re-telling stories/folk tales.	Creative writing Critical thinking Students will learn many values such as being caring and compassionate The students will infer the meaning of unfamiliar words by reading them in context The students will write dictation of 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

	Punctuation marks (recap) Articles (recap)	Punctuation: https://youtu.be/Y-DTA0PeVz4 Articles: https://youtu.be/VNyLS D-L9VQ	 Story narration Good Friday / Easter/ Baisakhi Presentation Celebrating Earth Day On 22 April Play – Saving my Beautiful Planet	Written Tests Quizzes Worksheets	Ice breaker: Discussion on previous based knowledge Practice reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing.	Importance of punctuation and its use in writing and speaking The students will be able to identify and use Articles in their speech and writing
May : Total Days 21	Adjectives (Types, Degrees of comparison) Verbs Subject Verb Agreement- Paragraph writing	<u>Computer Aided Teaching</u> https://youtu.be/Y3NqN6cHQIA Verbs https://youtu.be/T2Rhthoduqs https://youtu.be/YqIJnvl9pLQ	Project: To draw a favourite food item and use ten Adjectives to describe it. E.g.: 	Discussion of questions Short class test of questions based on the poem/Articles/Verb usage/Adjectives Quizzes Reading	Ice breaker: Discussion on previous based knowledge Loud Reading by students of different types of paragraphs. Explanation by the teacher Model paragraph narration by the teacher	The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Students will learn the different types of 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

		Verb Agreement Extra marks) Grammar Book Reader Charts Flash Cards	Inter Class English Story Telling Competition Reading Skill Health and Hygiene Presentation-EVS Interdisciplinary Linkage Garbology Presentation- Social Child Safety Celebrating Mothers' Day -Letter Writing Activity 		Short narratives by the students Children will learn new words. Children will be able to answer the questions asked.	The students will infer the meaning of unfamiliar words by reading them in context Students will be able to write with proper use of expressions. The students will be able to identify and use Articles and Adjectives in their speech and writing. The students will be able to write using appropriate punctuation marks. 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.
	Topic: CBSE MARIGOLD UNIT-2 Nose's poem The little Fir Tree	Loud Reading by students Explanation by the teacher NCERT: https://youtu.be/-zQSniRBvOc NCERT story	Project: the children will draw the mirror image of their nose and make a clay model of the nose.	Discussion of questions Quizzes Written Tests Reading	Ice breaker: Discussion on the most important part of our body/and the importance of Trees and the environment	The children will learn to self-discover the mysteries of their surroundings The following skills of the students shall be enhanced: 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

July Total Days 22	Topic: CBSE MARIGOLD UNIT-7 A Watering Tree poem The Giving Tree The Donkey	https://youtu.be/FPBsgv7AtGY Loud Reading by/teacher students Explanation by the teacher A Watering Tree https://youtu.be/T5N_mGMuchw The Giving Tree https://youtu.be/HOVhV5a_3Sw The Donkey https://youtu.be/osODsphrhcw	They will describe the various function of the nose Project activity: Planting a tree Reading Skill Recitation Role Play Celebrating Van Utsav by planting a tree 	Discussion and writing of Question answers. Short class test of questions based on the story Quizzes	The children will enjoy reading. To enable the students to understand the meaning of the paragraphs. The children will be able to use punctuation marks. appropriately. The children will be able to use adjectives and verbs and articles, correctly in speech and writing.	Reading skills Speaking skills Writing skills Problem solving Creative writing Understanding the importance of asking question. To explore To be aware of their environment The following skills of the students shall be enhanced:
	Topic: CBSE MARIGOLD UNIT-4 Why (Poem) Alice in wonderland (Story)	Loud Reading by/teacher students Explanation by the teacher Video- Ice Breaker NCERT: https://youtu.be/QH7sCu6iARo Video- NCERT: <u>Alice in Wonderland</u>	Recitation <u>Art Integration:</u> Project To make a hand puppet of the rabbit and write five lines on the process of making it.	Recitation on Sta Role Play	Ice breaker: Discussion on various fairy Tales Video stories The children will enjoy reading. To enable the students to understand the meaning of the paragraphs. Loud Reading by students	Hearing Fairy Tale stories and generating interest in looking for more such stories Developing: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Students will learn many values such as being caring and compassionate.

Month No of working days	Topic/Sub-topic	Teaching 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: CBSE MARIGOLD UNIT-9 The naughty Boy poem Pinocchio Prepositions	https://youtu.be/wxG3Vpo4NQs <u>The Naughty Boy</u> https://youtu.be/vkuOiWMz4E8 <u>Story of Pinocchio</u> https://youtu.be/huH6sR1AGBA Grammar Book Video on Prepositions- https://youtu.be/eSDuxQjwUPM	 Activity: To use dictionary to find out meanings of new words and make sentences with them. Recitation Fun activity: The Children will make a list of five naughty things they have done and how they will try to improve Role Play Activity: Where is the Noun?	Discussion and writing of Question answers. Short class test of questions based on the story Quizzes/Role Play Worksheets Tests Quizzes	Explanation by the teacher Children will learn new words. Children will be able to answer the questions asked To enable the children to enjoy reading To encourage the students to read more. To enable the students to understand the meaning of the prose. Teacher shall explain by using the teaching aids in the ice breaking session based on previous knowledge	The students will infer the meaning of unfamiliar words by reading them in context. The students will learn new meanings of words. To be able to understand the position of the Noun and to use prepositions correctly in sentences.
August – Total Days 22	Topic: CBSE MARIGOLD UNIT-6 Hiawatha (Poem)	Loud Reading by students Explanation by the teacher <u>CAT</u>–Video https://youtu.be/7uUUGMVshYc	Activity: To use dictionary to find out meanings of new words and make sentences with them. Role Play Reading Skills Recitation Skills	Discussion and writing of Question answers. Short class test of questions based on the story Quizzes	Ice breaker: Discussion on types of communicating with each other Video Loud Reading by students	The following skills of the students shall be enhanced: Understanding the value of compassion Reading skills Speaking skills Writing 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

	The Scholar's Mother Tongue (Story)	<u>Reader</u> Loud Reading by students Explanation by the teacher CAT-NCERT Video The Scholar's Mother https://youtu.be/iauCckLB7ws	Writing Skills Story narration Project and <u>Art Integration</u> To draw the picture chart of sign language  Celebrating Independence Day Hoisting the flag and singing: Vande Mataram https://youtu.be/WfqMmypbACg Celebrating Teachers' Day To Sir with Love	Role play Reading Composition Test Writing	Explanation by the teacher Children will learn new words. Children will be able to answer the questions asked. To enable the children to enjoy reading. To encourage the students to read more. To enable the students to understand the meaning of the prose by use of Adverbs/Interjections in sentences.	Problem solving Creative writing Critical thinking Love for reading Building vocabulary Reads printed script on the classroom walls, notice board, in posters and in advertisements.

Month No of working days	Topic/Sub-topic	Teaching 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 Total Days 24	Adverbs (Manner, Time and Place)	Grammar Book Video Adverbs https://youtu.be/LOUSJe44yS4	https://youtu.be/GUhJw6pyFUc Celebrating Hindi Diwas	Written tests Quizzes Worksheets	Ice breaker: Quiz based on previous knowledge Teacher explains the usage and the principles of text	The following skills of the students shall be enhanced: Understanding the value of compassion Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Building vocabulary Reads printed script on the classroom walls, notice board, in posters and in advertisements.
	Interjections	Interjections https://youtu.be/KQB-0wi4i34	Intra Class Picture Writing Competition		To learn grammar in a contextual and integrated manner and frame grammatically correct sentences	
	Reordering (Recap)		Intra Class Typing Competition			
	Conjunctions	Video on Conjunction- https://youtu.be/nBm0OkI3AYE Grammar Book Video on picture composition https://youtu.be/pSCWX5of7fM Picture charts	Child Safety Presentation Activity; Making Flash cards of conjunctions  Activity Project: To draw a picture of a birthday party and write a composition. 	Written tests Quizzes Worksheets Written tests Quizzes Worksheets	Students will be able to identify conjunctions with discussions, worksheets and the other teaching aids Circle time: Picture story The teacher will start with simple modes, such as narrative writing and short description essays.	To understand the types of Adverbs and its use in sentences. The use of interjections in sentences to express emotions Students will be able to identify conjunctions The following skills of the students shall be enhanced: Reading skills Speaking skills Writing 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
	Picture Composition				Advance to more complex forms, such as compare-contrast essays and research-based compositions. Present clear examples of what the resulting composition should look like.	Problem solving Creative writing Critical thinking
October- Total Days 21	Topic: CBSE MARIGOLD UNIT-8 Books Poem Going to Buy a Book poem	Loud Reading by students Explanation by the teacher Computer Aided Teaching – NCERT Video Books poem https://youtu.be/4--RWvNsNvU Going to Buy a Book poem https://youtu.be/SeQvnOdD58M	Project Collecting all blank sheets from old notebooks and making a diary for themselves to note down daily thoughts  Celebrating World food day The children will distribute their tuck to the needy children Celebrating Gandhi Jayanti https://youtu.be/wy9J-qSNtxg Visit to a Post Office	Discussion and writing of Question answers. Short class test of questions based on the story Quizzes/Debate	Ice breaker: Discussion on importance of books Visit to a Library Video	Understanding that books are our true friends Importance of increasing knowledge The following skills of the students shall be enhanced: Understanding the value of compassion Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Love for reading Building vocabulary Reads printed script on the classroom walls, notice board, in posters and in advertisements.

Month No of working days	Topic/Sub-topic	Teaching 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 Total Days 11	Topic: CBSE MARIGOLD UNIT-8 Do not be Afraid of the Dark poem Helen Keller	Loud Reading by students Explanation by the teacher Computer Aided Teaching – NCERT Video Do not be Afraid of the Dark poem https://youtu.be/QpdUEaLj5FU NCERT Helen Keller https://youtu.be/O1gB-epQyC4	Fun song on being afraid of the Dark https://youtu.be/gq8XceKbQKM Motivational song https://youtu.be/wMmmbJIWhtk Activity: A moonlight walk to over fear of the dark and enjoy the silence of the night.  Project: Making the Braille language chart in their notebooks and skillfully learn it. Celebrating Children's' day Visit to the nearest Railway Station	Discussion and writing of Question answers. Short class test of questions based on the story Quizzes Discussion and writing of Question answers. Short class test of questions based on the story Quizzes	Ice breaker: Circle time sharing their stories on what they fear Students will be able to understand the importance to explore to learn new things without fear Ice breaker: To talk about people with special needs There are many lessons to be learned from Helen Keller. One lesson is to never give up. Others can use this lesson in their lives by persevering, even when there are challenges. Another lesson is to work hard, which Helen did to learn how to speak and earn a degree	Students will be able to understand the importance to explore to learn new things without fear The following skills of the students shall be enhanced: Reading skills Speaking skills Writing skills Problem solving Creative writing Critical thinking Being sensitive towards people with special needs: The following skills of the students shall be enhanced: Speaking skills Writing skills Problem solving Creative writing Critical thinking

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
December Total Days 13	Revision Final Term	UNIT-1/2/5/6/7/9 All Grammar				

पाइनग्रीव स्कूल, धर्मपुर
संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
वार्षिक शिक्षाशास्त्र योजना : हिन्दी
कक्षा : चार
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रायोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
फरवरी 5 दिन	भाषा , वर्णमाला और मात्राएँ	- हिंदी व्याकरण – वाटिका - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=Xtypskztqp0&feature=youtu.be https://www.youtube.com/watch?v=3NDEA2F1UO4&feature=youtu.be	आनुभविक ज्ञानार्जन - अपने पसंदीदा कार्टून चरित्र के समान बोलने के लिए कहा गया । कला समेकित ज्ञानार्जन - बच्चों को चित्र दिखाए गए और उन्हें उन पर आधारित कहानी बोलने के लिए कहा गया । कौशल मूल्यांकन वाचन कौशल - व्यंजनों तथा स्वरों का सामूहिक अभ्यास लेखन कौशल - स्वर , व्यंजन , अयोगवाह ध्वनियाँ तथा संयुक्त व्यंजनों का प्रयोग करते हुए शब्द लड़ी बनाना	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - पंक्तियाँ पूरी करना - तालिका पूरी करना - बहुविकल्पीय प्रश्न	आइस ब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे :- - आप अपनी बात अपने मित्रों और अध्यापकों को किस प्रकार बताते हैं ? - आप अपनी बात अपने माता – पिता को किस प्रकार बताते हैं ? - अपनी बातों को बताने के लिए आप किस चीज़ का प्रयोग करते हैं? विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
मार्च 23 दिन	पाठ्यपुस्तिका- रिमझिम मन के भोले -भाले बापल	पाठ्यपुस्तिका रिमझिम - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चाक - डस्टर https://youtu.be/fi21WiP2gzQ	आनुभविक ज्ञानार्जन - प्रकृति के एक रूप बादल में विभिन्न आकृतियाँ ढूँढना  - बापल किन-किन रंगों के होते हैं।  कौशल मूल्यांकन वाचन कौशल - कविता का सामूहिक वाचन लेखन कौशल - अनुच्छेद लेखन समालोचनात्मक कौशल - प्राकृतिक तथा मानव निर्मित चीजों में अंतर पर चर्चा अन्तः विषय कौशल - पर्यावरण विज्ञान से जोड़ते हुए बच्चों को प्रकृति के विभिन्न रूपों के प्रदूषित होने तथा उसके बचाव के बारे में जानकारी दी जाएगी।	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - पंक्तियाँ पूरी करना - तालिका पूरी करना - बहुविकल्पीय प्रश्न	आइस ब्रेकिंग गतिविधि - 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। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - प्रकृति के प्रति प्रेम उत्पन्न हुआ। - प्रकृति के विभिन्न रूपों से प्राप्त सन्देश द्वारा चरित्र निर्माण हुआ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यमों का सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पाठ्यपुस्तिका- रिमझिम जैसा सवाल वैसा जवाब	पाठ्यपुस्तिका • दृश्य श्रव्य साधनों का प्रयोग (PPT) • श्यामपट्ट • चाक • डस्टर https://youtu.be/zylY-DD0sz8 https://www.youtube.com/watch?v=3BeApFKCnUA 	आनुभविक ज्ञानार्जन • अकबर बीरबल पर आधारित कहानी सुनाना। • बीरबल के व्यक्तित्व को समझना। • कहानी के भाव को समझना। • कला समेकित ज्ञानार्जन • विभिन्न नेताओं के रूप बनाकर अभिनय करना। कौशल मूल्यांकन • पाठ का सस्वर वाचन लेखन कौशल • प्रश्नों के उत्तर लिखना बहुविषयक सहलग्नता समूह कार्य :- कहानी का नाटकीय प्रस्तुतीकरण व्यक्तिगत कार्य :- कोई किस्सा गढ़ना।	• मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • पंक्तियाँ पूरी करना • तालिका पूरी करना • बीरबल की कौन सी विशेषताएँ हैं – हाजिरजवाब, चालाक, चतुर, मूर्ख। • बीरबल की तरह बहुत से अन्य व्यक्तियों की हाजिरजवाबी के किस्से प्रसिद्ध हैं।	आइस ब्रेकिंग गतिविधि • कहानी का नाटकीकरण करवाना। • पंचतंत्र की कहानियाँ जो व्यक्ति विशेष पर आधारित हो वह बच्चों को उपलब्ध करवाना।	विषय सम्बन्धी • 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 • रचनात्मकता का विकास • वाचन कला का विकास • अभिनय कला का विकास • समालोचनात्मक कौशल का विकास नैतिक मूल्य • प्रत्येक काम को समान भाव से देखने की भावना जागृत हुई। • बड़ों के प्रति सम्मान की भावना जागृत हुई।
अप्रैल 25 दिन	पाठ्यपुस्तिका- रिमझिम दि रमिच की गेंद	पाठ्यपुस्तिका रिमझिम • दृश्य श्रव्य साधनों का प्रयोग (PPT)	आनुभविक ज्ञानार्जन • खेलों पर आधारित चार्ट	• मौखिक परीक्षा • लिखित परीक्षा • शब्द लड़ी • पंक्तियाँ पूरी करना • तालिका पूरी करना	आइस ब्रेकिंग गतिविधि • कुछ भाववाचक संज्ञाओं के नाम बताना • अगर आपको किसी	विषय सम्बन्धी • पठन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजेना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• श्यामपट्ट • चाक • https://youtu.be/JLQwJCzybU • https://youtu.be/a6iYKYGSb_M	 www.shutterstock.com - 131715693 कला समेकित ज्ञानार्जन • विभिन्न प्रकार की गेंदों का प्रदर्शन		का पेन मिल जाए तो आप क्या करेंगे ? • ईमानदारी क्या होती है ? • बच्चों, आप कौन – कौन से खेल खेलते हो? • विभिन्न खेलों के नाम बताना • बच्चों का प्रिय खेल जानना • इन खेलों में किन – किन चीजों का प्रयोग करते हो? • गेंद के माध्यम से खेले जाने वाले विभिन्न खेलों के नाम तथा उनसे सम्बंधित विभिन्न गेंदों के प्रकार। भारत देश पर किसने राज किया? विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पुनरावृत्ति	• लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी • रचनात्मकता का विकास • वाचन कला का विकास • अभिनय कला का विकास • समालोचनात्मक कौशल का विकास नैतिक मूल्य • विभिन्न प्रकार के व्यवसायों की जानकारी प्राप्त होगी। • मदद करने की भावना और सही गलत की पहचान। • बचत की भावना का विकास करना। • बच्चे स्वयं की कमियों को स्वीकार करना सीखेंगे और सभी का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	डोजना / प्राडोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रडोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रिडाएं	अध्यडन के परिणाम
			 कौशल मूल्यांकन वाचन कौशल • पाठ का सस्वर वाचन लेखन कौशल • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल • कुछ अन्य शब्दों जैसे कम्प्यूटर, पेड़, पुस्तक, रंग आडि का प्रडोग करते हुए कहानी का निर्माण करो। • बहुविषयक सहलग्रता • तुम्हारे विचार से ंस कहानी में आगे क्या हुआ होगा?			आडर करने का महत्व जानेंगे। • मिलजुल कर काम करने की भावना का विकास हुआ । • तर्क करने की कला विकसित करना । • सोच विचार कर बातचीत करने की प्रवृति का विकास
	शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	• दृश्य श्रव्य साधनों का प्रयोग (PPt) • श्यामपट्ट • चाक • डस्टर • एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन • पढे गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूँढना कला समेकित ज्ञानार्जन • पर्यायवाची शब्दों के चित्र बनाकर चार्ट	• मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • खाली स्थानों की पूर्ति • तालिका पूरी करना	आइस ब्रेकिंग गतिविधि • चित्र दिखा कर उनके नाम पूछे जाएँगे तथा उन्हें अन्य किस नाम से जानते हैं? • उन्हीं शब्दों के विलोम शब्द भी पूछे जाएँगे। विषय की घोषणा विषय विस्तार	विषय सम्बन्धी • पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का ज्ञान • पठन कौशल का विस्तार • लेखन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बनाना कौशल मूल्यांकन - वाचन कौशल - व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा बहुविषयक सहलग्नता - अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा		- पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	व्याकरण (लिंग , वचन और मुहावरे)	- दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=ZmgBOMZIGPQ&feature=youtu.behttps://www.youtube.com/watch?v=	आनुभविक ज्ञानार्जन - अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना कला समेकित ज्ञानार्जन - लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	आइस ब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएँगे:- - मिठाईवाले की दुकान पर मिठाइयाँ वचन के कौन से भेद को दर्शाते हैं ? - पुल्लिंग आदमी होते हैं या औरत । आप स्त्रीलिंग हैं या	विषय सम्बन्धी - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		=UZbUBaTDZ8w&feature=youtu.be	- व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन - लेखन कौशल - उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना - समालोचनात्मक कौशल - यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती - विषय पर चर्चा - बहुविषयक सहलग्नता - हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा		पुल्लिंग। - चित्र दिखा कर मुहावरे पूछे जाएँगे।  विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	भण्डार में वृद्धि करना कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	रचनात्मक लेखन - औपचारिक पत्र लेखन (बीमारी के कारण प्रार्थना पत्र) - अनुच्छेद लेखन (मेरा प्रिय खेल, होली)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://youtu.be/EHAupKXF https://youtu.be/GcO_lhrFic0 https://youtu.be/gG-dxj_Skz8	आनुभविक ज्ञानार्जन - घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना । कला समेकित ज्ञानार्जन - पत्र भेजने के लिए लिफाफा बनाना - अपने प्रिय खेल के लिए गेंद , बैट आदि के चित्र बनाना कौशल मूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइस ब्रेकिंग गतिविधि बच्चों से निम्नलिखित प्रश्न पूछे जाएँगे:- - 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	विषय सम्बन्धी - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/Tkh5CZJ4j3E	लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता - खेल अध्यापक की सहायता से अनेक खेलों पर चर्चा करना		प्रयोग किया जाता है? विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
	व्याकरण संज्ञा व क्रिया	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://youtu.be/mFwScd_jcro https://youtu.be/VdesRtx2JmU https://youtu.be/jh1sRcVkfOI https://youtu.be/MbFs8EOVMc	आनुभविक ज्ञानार्जन https://www.youtube.com/watch?v=mFwScd_jcro कला समेकित ज्ञानार्जन - एक कहानी लिखना जिसमें संज्ञा और क्रिया शब्द छोटना कौशल मूल्यांकन वाचन कौशल - वाक्यों का पठन लेखन कौशल - संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना समालोचनात्मक कौशल - संज्ञा तथा क्रिया में अंतर करना बहुविषयक सहलग्नता - हिंदी तथा अंग्रेजी	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - वाक्य निर्माण - रेखांकित करना	आइस ब्रेकिंग गतिविधि - संज्ञा पर आधारित पहेलियाँ पूछी जाएँगी। - दिन भर में किए जाने वाले कार्यों को क्रिया से जोड़ना। विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	डोजना / प्राडोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रडोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रिडएं	अध्यडन के परिणाम
			में दोनों के महत्त्व पर चर्चा			
	पाठ्यपुस्तिका- रिमडिम <u>पापा जब बच्चे थे</u>	पाठ्यपुस्तिका रिमडिम - दृश्य श्रव्य साधनों का प्रडोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/rfo9jAM_y7M https://youtu.be/P4blx7on2vs  	आनुभविक ज्ञानार्जन - कोई काम मिलजुल कर करने के लिए कहना तथा अपने अनुभव बताना ला समग्रि त ज्ञानार्जन - भिन्न-भिन्न मॉडगारों का अभिनड करवाना। कौशल मूल्यांकन वाचन कौशल - पाड का सस्वर वाचन लखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - विभिन्न प्रकार के व्यवसाडों पर चर्चा - बहुविषडक सहलग्रता - सामूहिक क्रिडकलाप (लगुनाटिका) - विद्यालड परिसर में कार्ड करवा कर डेखना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पिक प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	आइस ब्रिडि ग गतिविधि - तुम अपने घर में किन-किन कामों में मडड करते हो? उन कामों की सूची बनाओ। विषय डी घोषणा विषय विस्तार - पडन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - पडन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - विभिन्न प्रकार के व्यवसाडों की जानकारी प्राप्त होगी। 

•व्यवसाड को चुनने की

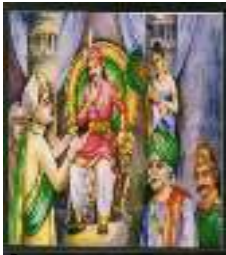
महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		  				प्रेरणा।
मई 21 दिन	पाठ्यपुस्तिका- रिमझिम पोस्त की पोशाक	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/xbx75bF6Ew4 https://youtu.be/h1dHs5X4Hss	आनुभविक ज्ञानार्जन - भारत में पहनी जाने वाली पोशाकों के नाम बताओ  ला समिति त ज्ञानार्जन - विभिन्न पोशाकों के चित्र बनाओ। स्वयं को फैशन	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - मिलान करना	आइस ब्रेकिंग गतिविधि - बताएं जहाँ आपने किसी की मॉड 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? - तुम बनान कर कहाँ जाते हो? - सच्ची मित्रता पर आधारित कहानी	विषय सम्बन्धी - पढ़न कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ला सम्बन्धी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- डिजाइनर मान कर एक पोशाक का अभिकल्प बना डिजाइन तैयार करो कौशल मूल्यांकन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - वेशभूषा को देख कर लोगों के बारे में धारणा बनाना - विषय पर चर्चा करना। - जीवन में पोशाक के महत्व पर 10 पंक्तियों का एक लेख लिखना		सुनाकर विषय की घोषणा विषय विस्तार - पढ़न अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - भारत में पहनी जाने वाली विभिन्न पोशाकों की जानकारी। नैतिक मूल्य - उपहारों के प्रति कृतज्ञता के भाव का विकास हुआ। - मॉड करने की भावना और सही गलत की पहचान।
	पाठ्यपुस्तिका- रिमझिम नाव बनाओ नाव बनाओ	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर https://youtu.be/tB0hmrY_s0U https://youtu.be/uLrFA2XDFA4 https://youtu.be/NjT3dFVcD68	आनुभविक ज्ञानार्जन - नाव बनवाकर पानी में चलवाना। - गुल्लक के उपयोग के विषय में बताते हुए बचत  ला समझित ज्ञानार्जन - जल-चक्र का सचित्र	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - शब्दों का शुद्ध उच्चारण - विपरीत अर्थ वाले शब्दों से वाक्य पूरे करना	आइस ब्रेकिंग गतिविधि - कागज़ से कलाकृतियों के निर्माण पर चर्चा करना https://youtu.be/tB0hmrY_s0U विषय की घोषणा विषय विस्तार - पढ़न अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न	विषय सम्बन्धी - पढ़न कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ला सम्बन्धी - रचनात्मकता का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/r_gApPO_N29o	वर्णन  नैतिक मूल्यांकन वाचन नैतिक - कविता का सस्वर वाचन लक्षण नैतिक - प्रश्नों के उत्तर लिखना समालोचनात्मक नैतिक “अगर बारिश ना हो तो क्या होगा?” विषय पर चर्चा।  बहुविषय सहलग्नता - पर्यावरण विज्ञान के साथ जोड़कर पानी का महत्व पर चर्चा		पुनरावृत्ति	विकास - वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - नाव बारिश में अनेक बाधाएँ पार करती हुई आगे बढ़ती है और बच्चों को प्रेरणा देती है। - पानी अमूल्य है इसका उपयोग को सावधानी से करने का महत्व समझना। - बचत की भावना का विकास करना।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						
	रचनात्मक लेखन - औपचारिक पत्र लेखन (फीस माफी हेतु प्रधानाचार्य को पत्र, ज़रूरी कार्ड के लिए अवकाश हेतु प्रार्थना पत्र) - अनुच्छेद लेखन (प्रातःकाल भ्रमण , राष्ट्रीय पर्व)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=EHAupKXF7AM	आनुभविक ज्ञानार्जन - प्रातःकाल भ्रमण पर जाना ला समष्टि त ज्ञानार्जन - दो राष्ट्रीय चिह्नों के चित्र बनाना कौशल मूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषय सहलग्नता - सामाजिक विज्ञान के साथ जोड़कर राष्ट्रीय पर्वों की जानकारी लेना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइस ब्रिग गतिविधि - पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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 ला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला कौशल का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	डोजना / प्राडोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रडोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज / कक्षा परीक्षा)	शैक्षणिक प्रक्रिडएं	अध्यडन के परिणाम
	व्याकरण संज्ञा, सर्वनाम व क्रिया	- दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://youtu.be/RdqXOIUUIwY	आनुभविक ज्ञानार्जन - पाठ के एक अंश में संज्ञा शब्दों के स्थान पर प्रयोग होने वाले शब्दों को छांटना कला समेकित ज्ञानार्जन - एक कहानी लिखना जिसमें संज्ञा, सर्वनाम और क्रिया शब्द छांटना कौशल मूल्यांकन वाचन कौशल - वाक्यों का पठन लेखन कौशल - संज्ञा व क्रिया का प्रयोग करते हुए वाक्यों का निर्माण करना समालोचनात्मक कौशल - संज्ञा तथा क्रिया में अंतर करना बहुविषयक सहलग्नता हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - वाक्य निर्माण - रेखांकित करना	आइस ब्रेकिंग गतिविधि - पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास
जुलाई 22 दिन	पाठ्यपुस्तिका- रिमझिम ढान का हिसाब	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रडोग (PPt) - श्यामपट्ट - चाक - डस्टर https://youtu.be/jUYYSKCMmQM	आनुभविक ज्ञानार्जन - निर्णय लेने की क्षमता विकसित करने हेतु समस्या को सुलझाना कुछ कार्ड करने के लिए ढेना। - ढाि आप किसी जिले के प्रशासक हैं तो किस तरह जिले में	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - कुछ वर्ण ढेकर उनके ढो – ढो शब्द बनाना	आइस ब्रेकिंग गतिविधि - कुछ भाववाचक संज्ञाओं के नाम बताना - ढान क्या होता है? - हमें ढान क्यों करना चाहिए? - लोग ढान क्यों मांगते हैं? - लोग ढान क्यों ढेते हैं? - क्या आपने कभी ढान	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/pDra-ubElfo	आने वाली विभिन्न - विभिन्न समस्याओं का समाधान करेंगे।   ला समष्टि त ज्ञानार्जन - कक्षा में बच्चों को विभिन्न पात्र बनाकर कहानी का अभिनय कराना  शैल मूल्यांकन वाचन शैल - पाठ का सस्वर वाचन		प्रिया है? - क्या आप किसी महा पानी व्यक्ति को जानते हैं?  - महर्षि ऋधीचि की कहानी  विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - अभिनय कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य  - बच्चों को पान की महिमा का ज्ञान - मिल बाँट कर खाने की शिक्षा - विषम परिस्थितियों में दूसरों की मदद करने की प्रेरणा - बच्चे अकाल अथवा अन्य प्राकृतिक आपदाओं के समय दूसरों की मदद करने का महत्व जानेंगे। - बच्चे स्वयं की कमियों को स्वीकार करना सीखेंगे और सभी का आदर करने का महत्व जानेंगे।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल 'क्या बेहतर है :- ईमानदार और गरीब होना या बेईमान और अमीर होना' विषय पर चर्चा। बहुविषयक सहलग्नता - सामाजिक विज्ञान से जोड़कर किसानों के खेती करने के तरीके के बारे में जानना			
	पाठ्यपुस्तिका- रिमझिम <u>कौन</u>	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/emRaqvF2Gus https://youtu.be/Aq1cdrhM2ZE https://youtu.be/EsE87Q_WwvQ https://youtu.be/F1tvCAyB3E	आनुभविक ज्ञानार्जन - कबाड़ी क्या-क्या सामान खरीकते हैं? - घर से सामान ले जाकर कबाड़ी उसका क्या करते हैं? - पुराना अखबार या रद्दी के बारे में जानकारी एकत्रित करना। - चूहों द्वारा किए जाने वाले नुकसान पर जानकारी।	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीक प्रश्न - खाली स्थान भरो - दिए गए शब्दों की सहायता से वाक्य बनाना	आइस ब्रेकिंग गतिविधि - शरारत करने की हानियों के बारे में पूछना।  - वह कौन-कौन से शरारती जीव हैं जो हमारे घर में रहते हैं और अक्सर हमारा नुकसान करते	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना - बौद्धिक क्षमता का विकास - जागरूकता कला सम्बन्धी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			□ ला समग्रि त ज्ञानार्जन • 'बासुरीवाला और चूहों की कहानी' को नाटक के माध्यम से प्रस्तुत करना। • रद्दी अखबार की माताग से उपयोगी कलाकृतियों का निर्माण  • □ौशल मूल्यांकन न वाचन □ौशल • पाठ का सस्वर वाचन लखन □ौशल • प्रश्नों के उत्तर लिखना समालोचनात्मक □ौशल • चूहे और बिल्ली पर बना प्रसिद्ध कार्टून देखना और कक्षा में चर्चा		रहते हैं ? • विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न • खुले अंत वाले प्रश्न • पुनरावृत्ति	• वाचन कला का विकास • अभिनय कला का विकास • समालोचनात्मक कौशल का विकास नैतिक मूल्य • सहानुभूति का महत्व जानेंगे • धरती पर रहने वाले जीवों के प्रति स्वेच्छा के भाव का विकास • किसानों के जीवन में आने वाली परेशानियों से ओचार होंगे और अनाज का महत्व जानेंगे। • रीसायक्लिंग का महत्व जानेंगे।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलार सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			 •बहुविषयक सहलग्नता •'चूहे कौन कौन सी डिजीज/रोग फैला सकते हैं?' विषय पर साठस अध्यापक के साथ चर्चा • चूहों से जुड़ी कई धारणाएं समाज में प्रचलित है।' विषय पर समजिक शास्त्र अध्यापक के साथ चर्चा 			
	पाठ्यपुस्तिका-रिमझिम <u>स्वतंत्रता की ओर</u>	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/NPb3twTmCsU	आनुभविक ज्ञानार्जन - बच्चों को स्वतंत्रता सेनानियों की जानकारी देना। - महात्मा गांधी द्वारा शुरू किए गए आंदोलनों की जानकारी। - संचार के साधनों के बारे	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थान भरो	आइस ब्रेकिंग गतिविधि - आज़ादी शब्द का क्या अभिप्राय है? - गुलामी शब्द का क्या अभिप्राय है? - हमारा देश कब आज़ाद हुआ? - आज़ादी से पहले देश	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का

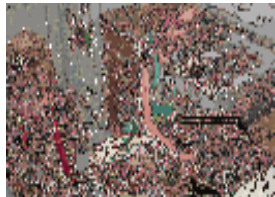
महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडल सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/S4xgU2LnFGU https://youtu.be/XY59Dh74v3I	में पूछना। - साबरमती आश्रम में क्या-क्या काम होते थे?  - दूध देने वाले पशुओं के  नाम  - बच्चों दूध से बनने वाली वस्तुओं के नाम। प्रोजेक्ट का समाप्ति त ज्ञानार्जन - भारत को आज़ाद करने के लिए स्वतंत्रता सेनानियों द्वारा चलाए गए आंदोलनों पर आधारित लघु नाटिका तैयार करना। - चूल्हे का मॉडल बनाना।		पर किस का राज था? - भारत को आज़ाद करने के लिए स्वतंत्रता सेनानियों ने क्या - क्या किया? - देश में कौन -कौन से मुख्य आंदोलन चलाए गए? - गुलामी और आज़ादी के बारे में आपके मन में कौन - कौन से सवाल उठते हैं? विषय की घोषणा  विषय विस्तार - पढ़न अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - सामाजिक, राष्ट्रीय - प्रेम, मानवता के अन्य मूल्यों का विस्तार - बच्चों की जिज्ञासु प्रवृत्ति का विकास हुआ। - ऐतिहासिक चीजों के प्रति प्रेम एवं उनके संरक्षण की भावना उत्पन्न होना। - अन्याय के विरुद्ध आवाज़ उठाने की प्रेरणा मिलना।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			  • लकड़ी के चरखे का चित्र बनाना। वैकल्पिक मूल्यांकन वाचन कौशल • पाठ का सस्वर वाचन • चरखे के बारे में पाँच वाक्य बोलना। • मेरे प्रिय नेता विषय पर अपने विचार रखना। लिखित कौशल • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल • आज्ञा भारत तथा गुलाम भारत के जीवन में अंतर करना बहुविषयक सहलग्नता • सामान्य ज्ञान से जोड़ते हुए विभिन्न स्वतंत्रता आंदोलनों की सूची • 'प्रथम स्वतंत्रता संग्राम			

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			विषय पर समजिक शास्त्र अध्यापक के साथ चर्चा			
अगस्त 22 दिन	शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=yHCbBNi69eI&feature=youtu.be	आनुभविक ज्ञानार्जन - पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूँढना ला समग्रि त ज्ञानार्जन - अनेक शब्दों के लिए एक शब्द का प्रयोग करते हुए के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तर पुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - चित्र कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजेना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बहुविषय सहलग्नता • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा			
	व्याकरण (लिंग , वचन और मुहावरे)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=nWrPtvYx6lg&feature=youtu.be	आनुभविक ज्ञानार्जन - अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना ला समग्र त ज्ञानार्जन - लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन लेखन कौशल - उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना समालोचनात्मक कौशल - कौशल लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती – विषय पर चर्चा बहुविषय सहलग्नता - हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीक प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण  विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड प्रिंक्सों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	व्याकरण विराम चिह्न	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/wKuUGx10488	आनुभविक ज्ञानार्जन गतिविधि- https://www.youtube.com/watch?v=PimYbmjywBA कला समेकित ज्ञानार्जन - - विराम चिह्नों के चित्र बनाना कौशल मूल्यांकन वाचन कौशल - विराम चिह्नों का प्रयोग करते हुए पाठ का पठन लेखन कौशल - विराम चिह्नों का प्रयोग करते हुए अनुच्छेद लिखना बहुविषयक सहलग्नता - हिंदी तथा अंग्रेजी में दोनों के महत्व पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहुवैकल्पिक प्रश्न - दिए हुए वाक्यों में विराम चिह्न लगाना	आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - विराम चिह्नों 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 - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	पाठ्यपुस्तिका- रिमझिम थप्प रोटी थप्प ढाल	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/Oq82PZQYfvU	आनुभविक ज्ञानार्जन कला समेकित ज्ञानार्जन - चीनी, नमक, नींबू आदि के स्वाद का अभिनव बच्चों से करवाना। - बच्चों द्वारा पाठ का नाटकीकरण कौशल मूल्यांकन	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - विराम चिह्न लगाना - रिक्त स्थान - जोड़े बनाना	आइस ब्रेकिंग गतिविधि - तुम्हें क्या खाना अच्छा लगता है? - क्या तुम्हें कुछ पकाना आता है? - क्या तुम चाक बना सकते हो? - तुम अपने दोस्तों के साथ घर में कौन-कौन से खेल खेलते	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजेना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/hpFF0I7I0r0	वाचन कौशल - दूध से बनी चीजों के नाम बताना।  - पाठ का सस्वर वाचन लक्षण कौशल - पत्ते वाली सब्जियों के नाम लिखो  - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - किन्ही पाँच राज्यों के मुख्य भोजन के नाम और उन की पौष्टिकता पर चर्चा। बहुविषयक सहलग्नता - विज्ञान के साथ जोड़कर ठंडे -गर्म पेय पदार्थों पर चर्चा		हो? - रोटी कैसे बनती है? - किस-किस अनाज से रोटी बनती है? विषय की घोषणा  विषय विस्तार - पढ़न अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - अभिनय कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - अपने घर के कामों में सहायता करने की नैतिक ज़िम्मेदारी की भावना का विकास हुआ। - मिलजुल कर काम करने की भावना का विकास हुआ। - पौष्टिक भोजन ग्रहण करने का महत्व जाना। - अनाज का महत्व जानना और उसे बर्बाद न होने देने की नैतिक ज़िम्मेदारी की भावना का विकास हुआ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						
	पाठ्यपुस्तिका- रिमझिम पढ़ावक की सूझ	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://youtu.be/l-oOIJ5IMVk https://youtu.be/j5tSKf6qW9M	आनुभविक ज्ञानार्जन - जानवर किन-किन कामों में मनुष्य के काम आते हैं का ज्ञान प्राप्त करना। - तेल देने वाले अनाजों के बारे में जानना - तेल बनने की प्रक्रिया को जानना। ला समिति त ज्ञानार्जन - कविता का नाटकीकरण - तेल निकलवाने के चित्रों के कुछ चित्रों का संग्रह कर कोलाज बनाना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - रिक्त स्थान - पर्यावाचीय मुहावरे	आइस ब्रिग गतिविधि निम्नलिखित प्रश्न पूछा जाएगा- - खाना बनाने के लिए किस - किस सामग्री का प्रयोग होता है ? - आप के घर पर खाना रिफाटंड आफल में बनता है या सरसों के तक में या फिर ऐसी घी में ? - तेल हमें कहाँ से मिलता है ? - किस से बनता है ? कैसे बनता है ? विषय की घोषणा	विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - कम्प्यूटर सम्बन्धी दक्षता का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			 शैश्व मूल्यांकन वाचन शैश्व - पाठ का सस्वर वाचन 'किस -किस अनाज से तेल निकलता है?' विषय पर चर्चा। लेखन शैश्व - प्रश्नों के उत्तर लिखना समालोचनात्मक शैश्व - तेल निकलने के पुराने और आधुनिक तरीकों का विश्लेषण बहुविषय सहलग्नता - सामाजिक विज्ञान से जोड़ते हुए विभिन्न व्यवसायों के बोलते रूप पर चर्चा।		 विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- जानवरों के प्रति सहानुभूति की भावना का विकास - केवल किताबी ज्ञान को महत्त्व न देकर अनुभव, परिश्रम, और दूसरों के विचारों को भी महत्त्व देना चाहिए। - बच्चों को किताबी कीड़ा न बनाना। - बच्चों में लकीर का फकीर न बनने की भावना जागृत होना। - स्वयं पर अभिमान न करना। - किसी को छोटा न समझना। - किसी पर आँख बंद करके विश्वास न करने की आदत का निर्माण। - मेहनत और कोशिश के महत्त्व को समझना - तर्क करने की कला विकसित करना। - सोच विचार कर बातचीत करने की प्रवृत्ति का विकास। - परिश्रम करने की भावना विकसित करना। - सोचे विचारे बिना किसी बात को स्वीकार न करना। - आलोचनात्मक दृष्टिकोण उत्पन्न करना।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						- दूसरों के लिए सम्मान तथा प्रेम की भावना जागृत करना । - विभिन्न व्यवसायों के प्रति जागरूकता ।
सितम्बर 24 दिन	पाठ्यपुस्तिका- रिमझिम <u>सुनीता की पहिला कुर्सी</u>	पाठ्यपुस्तिका रिमझिम - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक	आनुभविक ज्ञानार्जन बच्चों का एक हाथ बांध कर उन्हें केवल एक ही हाथ से काम करने का अनुभव करवाया जाएगा ।	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - रिक्त स्थान - वस्तुओं को सही स्थान पर पहचानना	आइस ब्रेकिंग गतिविधि - अपने शरीर के सबसे कम महत्वपूर्ण अंग का नाम बताओ! - अपने शरीर के सबसे अधिक महत्वपूर्ण	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://youtu.be/eOfxloFXJI https://youtu.be/KaXCxITAIF8 https://youtu.be/d5qYMoxthBQ	□ ला समष्टि त ज्ञानार्जन - पहिला कुर्सी का मॉडल बनवाना।  □ शैल मूल्यांकन वाचन □ शैल - पाठ का सस्वर वाचन लक्षण □ शैल - स्वावलंबन पर अनुच्छेद लिखो।  - प्रश्नों के उत्तर लिखना समालोचनात्मक □ शैल - सहानुभूति और समानुभूति में अंतर पर चर्चा करना। बहुविषयक सहलग्नता	किसने कहा ?	अंग का नाम बताओ! विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - अभिनय कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - समानुभूति की भावना का विकास - दूसरों की सहायता करने की भावना का विकास - आत्मनिर्भरता और स्वावलंबन का महत्व जानना  समाज में अपने नैतिक कर्तव्यों से अवगत होना - मुश्किलों परिस्थितियों में भी अच्छे व्यवहार को बनाए रखना सीखना।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			विज्ञान के साथ जोड़कर विभिन्न अपंग व्यक्तियों की तकलीफ को समझना और उसके कारण जानना । 			
	रचनात्मक लेखन - अनौपचारिक पत्र लेखन (मित्र को जन्मदिन पर बुलाने के लिए पत्र , छोटे भाई के परीक्षा में प्रथम आने पर पत्र) - अनुच्छेद लेखन (व्यायाम का महत्त्व , राष्ट्रीय ध्वज)	- दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=VLqxt0PSZi0&feature=youtu.be	आनुभविक ज्ञानार्जन - घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना । कला समेकित ज्ञानार्जन - राष्ट्रीय ध्वज का चित्र बनाना कौशल मूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना लेखन कौशल - अपने मित्र को तथा छोटे भाई को पत्र लिखना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			• अनुच्छेद लिखना • समालोचनात्मक कौशल • पत्र लेखन के चरणों पर चर्चा • अनुच्छेद लेखन के तरीकों पर चर्चा • बहुविषयक सहलग्नता • शारीरिक शिक्षा अध्यापक की सहायता से व्यायाम के महत्व पर चर्चा करना			कला सम्बन्धी • रचनात्मकता का विकास • वाचन कला का विकास • समालोचनात्मक कौशल का विकास
	पाठ्यपुस्तिका- रिमझिम हुंहुं	पाठ्यपुस्तिका रिमझिम • दृश्य श्रव्य साधनों का प्रयोग (PPt) • श्यामपट्ट • चाक • https://youtu.be/sEAj5Mh9eRA • https://youtu.be/YGqkicV0Gk • https://youtu.be/QuVY0DKRlM	आनुभविक ज्ञानार्जन • अपने परिवेश में उड़ने वाले पक्षियों का अवलोकन करना & कक्षा में विडिओ दिखाना। कला समन्वित ज्ञानार्जन • सुंदर पक्षियों के चित्र बनाना। • विभिन्न सुंदर पक्षियों के चित्र एकत्रित कर कोलाज बनाना • पंद्धनुष का चित्र बनाकर उसके सातों रंगों के नाम लिखो। कौशल मूल्यांकन वाचन कौशल • पाठ का सस्वर वाचन	• मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • रिक्त स्थान • शब्दों का शुद्ध रूप	आइस ब्रेकिंग गतिविधि • पक्षि भगवान सामने आ कर कुछ मांगने के लिए कहे तो क्या मांगोगे ? • पक्षि आप के पास पक्षी बनने का विकल्प हो तो आप कौन सा पक्षी बनाना पसंद करेंगे? • उड़ने वाले प्राणियों के नाम बताना • अगर आप चिड़िया की तरह उड़ सकते, तो कहाँ – कहाँ घुमते ? क्या-क्या देखते ? विषय की घोषणा	विषय सम्बन्धी • पढ़न कौशल का विस्तार • लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी • रचनात्मकता का विकास • वाचन कला का विकास • चित्र कला का विकास • समालोचनात्मक

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- राष्ट्रीय पक्षी मोर के बारे में कक्षा में वचन करना। लक्ष्य कौशल - प्रश्नों के उत्तर लिखना - राष्ट्रीय पक्षी मोर के बारे में लिखना।  समालोचनात्मक कौशल 'पक्षियों तथा हमारे कर्म में समानता खोजना' पर चर्चा। - पुनिष्ठा भर में पाए जाने वाले कलगी वाले पक्षियों के बारे में रोचक जानकारी एकत्रित करना और चर्चा। बहुविषय सहलग्नता - भौगोलिक दृष्टि से पक्षियों का अध्ययन करना		 विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	कौशल का विकास नैतिक मूल्य - पक्षियों के प्रति सम्मान और प्रेम की भावना का विकास हुआ। - प्राकृतिक परिवेश के माध्यम से पक्षियों की जानकारी। - पक्षियों के प्रति संवेदन। - जीवन-मूल्य एवं परिवेश सम्बंधी सजगता।
	पाठ्यपुस्तिका-रिमझिम मुफ्त ही मुफ्त	पाठ्यपुस्तिका रिमझिम दृश्य श्रव्य साधनों का	आनुभविक ज्ञानार्जन तिनके, रूई, कार्ड बोर्ड, क्ले, फेविकोल	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न	आइस ब्रेकिंग गतिविधि अपने आसपास की ऐसी जगह	विषय सम्बन्धी पठन कौशल का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	डोजना / प्राडोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रडोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रिडएं	अध्यडन के परिणाम
		प्रडोग (PPT) - श्यामपट्ट - चाक https://youtu.be/cmla1x3psyE https://youtu.be/EtNHC8uZfXg	आडि की मडड से एक सुन्दर घोंसला बनाना ड ला समडि त ज्ञानार्जन - विभिन्न प्रकार की चिडिडों के चित्र निकालकर सुन्दर कोलाज बनाना “लालच बुरी बला है” विषड पर नाटक करवाना डौशल मूल्यांकन वाचन डौशल - पाड का सस्वर वाचन - कक्षा में अपना कोई अनुभव सुनाओ जिसमें कंजूसी के कारण आप को परेशानी का सामना करना पड़ा हो। - गुजरात राज्य की संस्कृति के बारे में जानकारी प्राप्त करें और कक्षा में सुनाडें। 	- पंक्तिडों पूरी करना - विलोम शब्द	का वर्णन करो जहाँ काफी शोर होता है? - क्या आप कभी सब्जी मंडी गए हैं? अपने अनुभव साझा करें  विषय डी घोषणा  विषय विस्तार - पडन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना ड ला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला का विकास - कंप्यूटर सम्बन्धी डक्षता का विकास - समालोचनात्मक कौशल का विकास नैतिड मूल्य - जीवन में व्यवाहरिकता का महत्व समझेंगे - बचत और कंजूस होने में अंतर जानेंगे - उपडोगी कार्डों समड तथा ऊर्जा लगाने के महत्व को जानेगें - डेश की संस्कृतिक

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			पके नारियल का चित्र बनाकर उनके बारे में पाँच वाक्य लिखवाना ।    • प्रश्नों के उत्तर लिखना समालोचनात्मक शैली • 'कंजूस' शब्द पर चर्चा बहुविषयक सहलग्नता • सामाजिक विज्ञान के साथ जोड़कर विभिन्न स्थानों पर प्रयोग होने वाले आकार-सूचक शब्दों की सूची बनवाना।			विभिन्नता से परिचित होंगे। • जीवन में कर्म के महत्त्व को समझा। • अपने कर्म को पूरा करने के लिए प्रेरित हुए। •

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			 नारियल के पेड़ के समुद्र के किनारे पैदा होने के वैज्ञानिक कारणों पर चर्चा।			
अक्टूबर 21 दिन	व्याकरण (लिंग, वचन और मुहावरे)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन - अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना कला समेकित ज्ञानार्जन - लिंग, वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए लिंग, वचन व मुहावरों का सस्वर वाचन लेखन कौशल - उत्तरपुस्तिका में लिंग, वचन और मुहावरे लिखना समालोचनात्मक कौशल - कौशल लिंग, वचन और मुहावरे न होते तो	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण  विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भाषा कैसी होती – विषय पर चर्चा बहुविषय सहलग्नता •हिंदी तथा अंग्रेजी में प्रोनों के महत्त्व पर चर्चा			
	शब्द भण्डार (पर्यावाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=b2JLZMA49zE&feature=youtu.be	आनुभविक ज्ञानार्जन - पढ़े गए पाठ से पर्यावाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना ला समग्रित ज्ञानार्जन - पर्यावाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यावाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यावाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीक प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	आइस ब्रिग गतिविधि - 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 - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - पर्यावाची , 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 ला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			विकसित करने में प्रोग्राम पर चर्चा बहुविषय सहलग्नता • अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा			
	व्याकरण विशेषण	- 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	आनुभविक ज्ञानार्जन गतिविधि - - अपने मित्रों के गुण व अवगुण बताना ला समग्र त ज्ञानार्जन - - अभिनेता द्वारा अपने किसी प्रिण्ट के खास गुण को बताना कौशल मूल्यांकन न वाचन कौशल - व्याकरण से पठन लखन कौशल - विशेषण शब्दों का प्रयोग करत हुए वाक्य निर्माण समालोचनात्मक कौशल - यदि किसी की विशिष्टता बताने के लिए शब्द न होत तो क्या होता ?- पर चर्चा बहुविषय सहलग्नता - अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहुवैकल्पिक प्रश्न - विशेषण ,संज्ञा ,सर्वनाम शब्द छांटना	आइस -ब्रिग गतिविधि - कौन सी चीजें आपको पसंद हैं तथा क्यों ? - कौन सी चीजें आपको नापसंद हैं तथा क्यों ? विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - 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 ला सम्बन्धी - अभिनेता कला का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	व्याकरण काल	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/OtX66KZJN9w	आनुभविक ज्ञानार्जन गतिविधि- - अपने बचपन तथा आज के समय और भविष्य के बारे में बताना ला समष्टि त ज्ञानार्जन - अपने जीवन के उद्देश्य पर एक कविता लिखना कौशल मूल्यांकन न वाचन कौशल - केवल भूतकाल काल का प्रयोग कर कहानी वाचन लेखन कौशल - केवल भविष्य काल का प्रयोग कर एक गद्यांश लिखना समालोचनात्मक कौशल - क्या हम अपनी बातों को एक ही प्रकार से बोलते तो क्या होता ?- पर चर्चा बहुविषयक सहलग्नता - अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीक प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना - दिए गए वाक्यों में काल छांटना	- पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	विषय सम्बन्धी - 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 ला सम्बन्धी - वाचन कला का विकास - लेखन कला का विकास - समालोचनात्मक कौशल का विकास
	व्याकरण विराम चिह्न	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग	आनुभविक ज्ञानार्जन गतिविधि- https://youtu.be/wKu	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार	विषय सम्बन्धी विराम चिह्नों व उसके कुछ प्रकारों

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर	UGx10488 ला समग्रि त ज्ञानार्जन - - विराम चिन्ह के चिन्हों के चित्र बनाना कौशल मूल्यांकन वाचन कौशल - विराम चिह्नों का प्रयोग करते हुए पाठ का पठन लेखन कौशल - विराम चिह्नों का प्रयोग करते हुए अनुच्छेद लिखना बहुविषय सहलग्नता - हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा	- बहुवैकल्पिक प्रश्न - दिए हुए वाक्यों में विराम चिन्ह लगाना	- पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	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 ला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	रचनात्मक लेखन - औपचारिक पत्र लेखन (जुर्माना माफी हेतु प्रधानाचार्य को प्रार्थना पत्र) - अनुच्छेद लेखन (समय का संपुर्ण प्रयोग)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन - समय पर काम करने के लाभों पर चर्चा ला समग्रि त ज्ञानार्जन - घड़ी का चित्र बनाना कौशल मूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइस ब्रिग गतिविधि - पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति	विषय सम्बन्धी - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा			ला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला कौशल का विकास - समालोचनात्मक कौशल का विकास
	रचनात्मक लेखन - अनौपचारिक पत्र लेखन (चाचा जी को जन्मदिन पर उपहार देने पर धन्यवाद देते हुए पत्र) - अनुच्छेद लेखन (पीपावली)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन - घर पर पीपावली मनाने के अनुभव को सांझा करना ला सम्बन्धी त ज्ञानार्जन - रंगोली बनाना कौशल मूल्यांकन वाचन कौशल - पत्रों तथा अनुच्छेदों के उदाहरणों को पढ़ना लेखन कौशल - अपने सगे सम्बन्धियों को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	आइस ब्रिग गतिविधि - पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन - पुनरावृत्ति	विषय सम्बन्धी - 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 ला सम्बन्धी - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला कौशल का विकास - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
नवम्बर 11 दिन	पुनरावृत्ति			• मौखिक परीक्षा • लिखित परीक्षा • बहुविकल्पीय प्रश्न • वर्कशीट • पाठ को दोबारा पढ़ना आदि		
दिसम्बर 13 दिन	वार्षिक परीक्षा			कागज़ और कलम के द्वारा परीक्षा		

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENVIRONMENTAL STUDIES
Class: IV
Session 2021-22

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
February 6 Days	Topic: Going to school Sub-topic: - Types of bridges - Kinds of places - Different ways of travelling in such places.	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT - Moral values: Talk/Story - LINK: - Moral story- https://www.youtube.com/watch?v=LYAjuzizRc - Types of bridges: https://www.youtube.com/watch?v=25n-510sVTU	PROJECT: Art Integration: - Draw a “Dream School” - Making a model of a bridge/pulley - Making mask of animals Experiential: - Visit a village school. Practical: - Describe the experience you had in different means of transport. Inter disciplinary linkage: (English) Speak about your school. Skill assessments: Critical thinking: Is punishment the only solution to	The L.O. will be assessed with - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice breaking session: The learners talk about their school. The learners may be provided opportunities in pairs /groups / individually and encouraged to – - 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. - explore the neighbourhood for the means of transport, communication and what works people do. - who stay at far off places, about the houses / transport and life in their place	The learner — - identifies simple features (e.g., movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings. - Reads aloud with appropriate pronunciation and pause. - Expresses orally her/his opinion - Writes/types of 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/Experientia l/Inter disciplinary linkage/Art Integration/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			misdeeds?		of residence?	• Sensitivity towards animals as they are also living beings. • Dignity of labour • Discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour)
March 26 D ay s	Topic: Ear to ear Subtopics: • Observation of ears of animals • Animals commonly seen in and around our houses.	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT Moral values: Talk/story • LINK: • https://www.youtube.com/watch?v=RLHoU6I3hfQ • Endangered and extinct animals • https://www.youtube.com/watch?v=RBdLF0JlvW8	Art Integration: • Making paper bird Experiential: • Visiting Zoo PROJECT: • Prepare a presentation on endangered animals. Inter disciplinary linkage: • Observing and writing on your pet. • Making cartoons and mimicry of animal sounds. Skill assessments:	The L.O. will be assessed with • Oral discussion • Written tests. • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams.	Ice breaking session: Gandhiji Kay teen bandar The learners may be provided opportunities in pairs /groups / individually and encouraged to – • observe and explore the immediate surroundings i.e., home, school, and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity,	The learner — • Identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk, and bark of plants in immediate surroundings. • Shows sensitivity for plants, animals, the elderly, differently abled and diverse family • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion • Sympathy • Caring

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
		- Animal song https://www.youtube.com/watch?v=y5pSL83c1ck	<u>Critical thinking:</u> Number of tigers are going down in India. Discuss why this could be happening.		appearance, movement, places of living/found, habits, needs, behaviour etc.). Explore/read books, audio, stories, /poems, pictures/library, and any other resources besides textbooks.	- Problem solving - Writes/types of dictation of words/phrases/ Sentences
	<u>Topic-</u> A day with Nandu <u>Subtopic-</u> - Herd of elephant - Elephant's food - Features of elephant - A human friend - Other's facts of elephants - Elephants and their friend - Human attitude towards animals	- 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: - Amazing facts on elephants https://www.wwf.org.uk/learn/fascinating-facts/elephants - Circus – https://www.youtube.com/watch?v=ZOMnn4A8mLc	<u>Inter disciplinary linkage:</u> - Speak about domestic and wild animals (JAM) <u>Experiential:</u> - Visit to a zoo/ circus. - Movie – Hathi Mera Saathi <u>Art Integration:</u> Make a mask of different animals. - Role play <u>Skill assessments:</u> <u>Critical thinking:</u> - How do you think they are different – the monkeys that dance to entertain	The L.O. will be assessed with - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice breaking session:</u> Song – Hathi Mera Saathi <u>The learner may be provided opportunities. in pairs/groups/ individually and encouraged to —</u> - 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 places far off about the houses/ transport and life in their places. - Discuss with elders, the	<u>The learner —</u> - explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (e.g., due to birth, marriage, transfer, etc.). - Reads aloud with appropriate pronunciation and pause. - Expresses orally her/his opinion - Writes/types of dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal. experiences/events

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
		- Moral Video- https://www.youtube.com/watch?v=ZClqVZiGzXk - Song – Hathi Mera Saathi https://www.youtube.com/watch?v=byS00iKwZ9w	people and the monkeys that are free?		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.	using verbal or visual. - Communication - Leadership - Adaptability - Skill of co-operation and mutual development
	Topic: The story of Amrita Subtopic: - Types of trees - Uses of tree. - Importance of animals - Importance of forest - Map	- 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: - Care for trees https://www.youtube.com/watch?v=Mlj0PribmI	Art Integration: - Make a globe/ map. - Tree Song- https://www.youtube.com/watch?v=D7dKRBZVLvI Inter disciplinary linkage: - Make a report/ppt. Uses of any five forest plants. - Take a tour ton a zoo or national park. - Tour to a garden/	The L.O. will be assessed with - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice breaking session: - Walk in the garden. The learner may be provided opportunities. in pairs/groups/ individually and encouraged to — - Observe and explore the immediate surroundings, i.e. animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement	The learner — - 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 various behaviours animals show in different situations. - Reads aloud with appropriate

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		- Moral story- https://www.youtube.com/watch?v=sY2bdbsy3rg - Amazing animal group- https://www.youtube.com/watch?v=gwH8xGmqGmo - Deforestation https://www.youtube.com/watch?v=nUstYj4o2VQ - Endangered animals: https://www.youtube.com/watch?v=7k8CcAU2Lt0	park Practical: - Read stories on trees (issue a book from the library) Skill assessments: Critical thinking: - People can be punished for hunting. Why do you think there is this punishment?		places of living/ found, habits, needs, behaviour etc.) - Share their experiences/ observations through drawing/ gestures/ verbally in a few words /simple sentences in their own language - Children will be able to explain the reason behind animals forming groups and studied about animal behavior - Analyze human animal integration	pronunciation and pause. - Expresses orally her/his opinion - Writes/types of dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal. experiences/events using verbal or visual. - Leadership - Adaptability - Responsibility

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
April 22 D ay s	Topic: Anita and the honeybees Subtopic: - Anita's struggle for education - Bee keeping - Survey by Anita in different villages to tell the importance of education.	- 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: - Bee – Keeping https://www.youtube.com/watch?v=z8gLs22AQ78 - Girl education https://www.youtube.com/watch?v=pkBQbdcA1WY	Experiential: - Visit to a farm (Bee- keeping) - Interesting facts about bees - Visit to a village/ government school. - Movie- Girl Star Art Integration: Inter disciplinary linkage: - Make a collage – List animals under each group. - Make insects using peanut shells. Practical: - Role play Skill assessments: Critical thinking: Do you know someone who wanted to study, but could not do so? Talk about them in the class.	The L.O. will be assessed with - Oral tests - Written test. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice breaking session: Girl education The learner may be provided opportunities. in pairs/groups/ individually and encouraged to — - visit community/ home kitchen/ mandi/ museum/ wildlife sanctuaries/ farms/ - participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/lo cal/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/diff erently abled around. - Explore/read books, audio, stories, /poems,	The learner — - explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (e.g., due to birth, marriage, transfer, etc.). - describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life. - Reads aloud with appropriate pronunciation and pause. - Expresses orally her/his opinion - Writes/types of dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal. experiences/events using verbal or visual. - Communication

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
					pictures. Children will be able to explain the physical features of animals.	- Responsibility - Initiative and self – direction - Problem solving ability. - Interpersonal relationship
	Topic Omana's Journey Subtopic: - Train trip - Sharing experience of a train journey - Map	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) Lecture method - Discussion method - PPT - Moral values: Talk/Story - LINK: - Railway journey- https://www.youtube.com/watch?v=ZSeK5p9soJI - Work people do- https://www.youtube.com/watch?v=BOgTIt_islY	<u>PROJECT:</u> <u>Art Integration:</u> - Make a model of a train. <u>Experiential:</u> - Visit a railway station. - Observe a train. - Journey by Toy Train (to Shimla) - Reservation of tickets online <u>Skill assessments:</u> <u>Critical thinking:</u> - What are the things that you will take with you to help pass the time on a train journey?	The L.O. will be assessed with - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking session:</u> - Different modes of transportation <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to</u> - read train/ bus tickets and Timetable, currency notes, directions to locate places on the map, signboards. - participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/loc	<u>The learner —</u> - identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc. - suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property) - Reads aloud with appropriate pronunciation and pause. - Expresses orally

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			<u>Inter disciplinary linkage:</u> • Dramatization on the scene of a railway station • Report writing		al/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/diffe rently abled around	her/his opinion • Writes/types of dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal. experiences/events using verbal or visual. • Creativity • Technology Literacy
May 18 Days	<u>Topic:</u> From the Window <u>Subtopic:</u> • The journey of train from Gujarat to Kerala • Sharing experience of the train journey	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT • Moral values: Talk/Story • LINK: • Location of Gujarat on the map- • https://www.youtube.com/watch?v=EeSwtaHRlc8 • States of India • https://www.youtube.com/watch?v=FcvLlvs8IQE	<u>PROJECT:</u> <u>Experiential:</u> <u>Practical:</u> • Map reading <u>Inter disciplinary linkage:</u> • Write your experience of journey by train. <u>Art:</u> • Make a poster on air pollution and their side effect. • Collect pictures related to different food items and clothes of different states and paste them. <u>Skill assessments:</u>	The L.O. will be assessed with • Oral tests • Written tests. • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams.	<u>Ice Breaking session:</u> Songs on train in Hindi (Antakshari) <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to —</u> • read train/ bus tickets and Timetable, currency notes, directions to locate places on the map, signboards. • Share their experiences and observations through drawing/ verbally and writing in some	<u>The learner —</u> • uses the information on signboards, posters, currency (notes/coins), railway ticket/time. • Records her/his observations /experiences. • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion/ understanding • Writes/types of dictation of words/phrases/ Sentences • Writes 5-6

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		- Different modes of transportation https://www.youtube.com/watch?v=ZE7LmYIHT3E	<u>Critical thinking:</u> Discuss the side effects of smoke and noise pollution on the health.		sentences and para in simple language.	sentences in English on personal experiences/events using verbal or visual. - Life skills - Self – Direction - confidence

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	<u>Topic:</u> Reaching Grandmother's House <u>Subtopic:</u> • Travelling in different types of vehicles • Railway ticket • Railway timetable	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT • Visit to a railway station. • Moral values: Talk/Story • LINK: • Railway ticket • https://www.youtube.com/watch?v=rR-aW1icacs • Online train booking • https://www.youtube.com/watch?v=L6Zt9VO37nc	<u>Experiential:</u> <u>Practical:</u> • Visit to a railway station. <u>Inter disciplinary linkage:</u> • Math – calculation of timings of different places <u>Skill assessments:</u> • Make a railway timetable. <u>Art:</u> • Make a model. <u>Research work:</u> • Find different railway tickets	The L.O. will be assessed with • Oral tests • Written tests. • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz • Draw diagrams.	<u>Ice Breaking session:</u> Song – on train <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • Observe and explore the immediate surroundings, i.e., . visit community. • read train/ bus tickets and Timetable, currency notes, directions to locate places on the map, signboards.	<u>The learner —</u> • uses the information on signboards, posters, currency (notes/coins), railway ticket/time. • Records her/his observations /experiences. • Reads aloud with appropriate pronunciation and pause. • Expresses orally her/his opinion • Writes/types of dictation of words/phrases/ Sentences • Writes 5-6 sentences in English on personal experiences/eve nts using verbal or visual. • Life skills • Adaptability • Cross – culture Interaction

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July 23 Days	Topic: Changing Families Subtopic: • Changing of families because of various reasons • Adjustment in the new family and environment • Types and customs of different families	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT • Moral values: Talk/Story • LINK: • How family changes • https://www.youtube.com/watch?v=3333333333	Experiential: Practical: • Ted talk by a Doctor • Interview the school doctor • Organize a community lunch in the class • Birthday party celebration in school Art:	The L.O. will be assessed with • 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: Song The learners may be provided opportunities in pairs /groups / individually and encouraged to — • observe and explore the immediate surroundings i.e. home, school and neighbourhood	The learner — • identifies relationships with and among family members. • describes roles of family members, family influences (traits/ features /habits / practices), need for living together, thoroughoral/ written/other ways. • Reads aloud with

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		com/watch?v=vGYShAGnHfs https://www.youtube.com/watch?v=M4VGR2_9-88 - Birth certificate and health card - Celebration of festivals https://www.youtube.com/watch?v=SAigjoID-1E - Law on child marriage https://www.youtube.com/watch?v=_cplaiGFVHc	<u>Inter disciplinary linkage:</u> - Collect pictures of your family members - Make a family tree <u>Inter disciplinary linkage:</u> - List the functions celebrated in your family <u>Skill assessment:</u> <u>Critical thinking:</u> Changes are a part of life. However, children can be deeply affected by changes?		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.	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 - Life skills - Responsibility - Initiative and self-direction
	<u>Topic:</u> Hu Tu Tu, Hu Tu Tu <u>Sub topic:</u> - Different types of games - Indoor and outdoor games - Game of Kabaddi - Rules and regulation of games - Importance of games in our life - Famous sports personalities	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT - Moral values: Talk/Story - LINK: - Indoor and outdoor games	<u>Art Integration:</u> - Collect pictures of players and make a collage <u>PROJECT:</u> - Make a ppt on famous sport personalities - song: <u>Inter disciplinary linkage:</u> - JAM – Famous Sport Personality/ indoor and	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	<u>Ice Breaking session:</u> Indoor game <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> participate actively and undertake initiatives of care, share empathy, leadership by	<u>The learner —</u> - observes rules in games (local. indoor, outdoor)and other collective tasks - voices opinion good/bad touch , stereotypes for tasks - Creates collage - Reads aloud with appropriate pronunciation and pause - Expresses orally

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	Gender bias in games	https://www.youtube.com/watch?v=-JI0ygBHN9o - Kbaddi https://www.youtube.com/watch?v=_HDurdY0a0g - The super sportsperson https://www.youtube.com/watch?v=wE24Ln5ECGI - Female Sportsperson of India https://www.youtube.com/watch?v=6arbOsPpsxY	outdoor games Write five features of Kabaddi game. <u>Experiential:</u> <u>Practical:</u> With the help of sports teacher conduct a match of any game. <u>Skill Assessment:</u> <u>Critical Thinking:</u> If there are girls who do not play, then what are the reasons for them not playing? Discuss		working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games enquire/care about participation of female members in stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc.	her/his opinion - Writes/types dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal experiences/events using verbal or visual . - Flexibility and adaptability - Information Literacy
	<u>Topic:</u> The Valley of Flowers <u>Sub topic:</u> - Knowledge about different type of flowers - Knowledge of Madhubani folk art of Bihar - Dying of clothes using extracts of	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT - Moral values: Talk/Story	<u>Art Integration:</u> - Draw flowers and write its parts - Preparing greeting card using dried flowers - Making collage of different types of plants - Competition of making bouquet	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw diagrams	<u>Ice Breaking Session:</u> Nature walk <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> Observe and explore the immediate surroundings, i.e.,	<u>The learner —</u> - 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

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
	flowers Knowledge of uses of flowers in daily life	- LINK: - Types of plants and flowers https://www.youtube.com/watch?v=etUDbosyl1k https://www.youtube.com/watch?v=5SL9qr eYMoI - Parts of a flower https://www.youtube.com/watch?v=SiFaN2xQg5g	and garlands of flowers . <u>Experiential:</u> <u>Practical:</u> - Nature walk - Growing of plants - Preparing salad <u>Inter disciplinary linkage:</u> - PPT showing flowers grown on trees, bushes, creepers and water. <u>Interview/Research</u> Gardener		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 houses - Differentiate between biodegradable and non-biodegradable waste - Analyze the ways to recycle garbage.	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 . Predicts patterns in activities/phenomena. - 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 different types of

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
						houses in cities and villages. They were able to explain various ways to recycle waste.
August 20 Days	Topic: Changing times Sub topic: - Changes in families - Importance of shelter - Different skills of people	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT - Moral values: Talk/Story - LINK: - British Rule https://www.youtube.com/watch?v=Ry6yESsO1g - Freedom fighters https://www.youtube.com/watch?v=N-eP2IDCh4s - Old / modern houses https://www.youtube.com/watch?v=9j27t-sB2Do	Art Integration: - Make a model – old/ modern day buildings. Experiential: Practical: Locate the places on the map Visit to a construction site Interview – people working in the construction site Inter disciplinary linkage: - Design a building (using Lego blocks) and describe in few lines - JAM – Freedom fighters - Research/ Interview the team of people who construct the buildings	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Draw maps/ directions	Ice Breaking Session: Discussion - How India got freedom from the British rule. <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - 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	The learner — - differentiates between objects and activities of past and present. (e.g. transport, currency, houses , materials, tools, skills - farming, construction, etc. Records her observations - 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

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>Skill Assessment:</u> <u>Critical Thinking:</u> What are the problems faced by families moving from their homes to a new place?			experiences/events using verbal or visual • Critical thinking • Creativity and Innovation
	<u>Topic:</u> A River's Tale <u>Sub topic:</u> • Sources of water • Causes of pollution • Effects of water pollution • Conservation of water • Properties of water • Water borne diseases • Harmful effects of flood • Uses of water	• Chalkboard • Duster • Chalk • PDF of the lesson - eBook .Extra marks (audio and visual) • Lecture method • Discussion method • PPT • Visit the school campus • Moral values: Talk/Story • LINK: • Rivers of India	<u>Art Integration:</u> <u>Experiential:</u> • Poster making theme – Save water <u>Inter disciplinary linkage</u> • Write a story using the given words. <u>Practical:</u> • Locating various rivers on physical map of India • Survey report – Rain water harvesting	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	<u>Ice Breaking Session:</u> (JAM) Speak about the rivers in your state <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • Observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects • Visit natural sources of water • Ask and frame	<u>The learner —</u> • 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 • 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/Practica l's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		 - Effect of water pollution https://www.youtube.com/watch?v=MEb7nnMLcaA - Uses of water https://www.youtube.com/watch?v=rUQEm3UYu5M - Soluble and insoluble substances https://www.youtube.com/watch?v=fc2zyrVR4kA - song https://www.youtube.com/watch?v=7jiKk_zp3lo	Filtration <u>Skill assessments:</u> <u>Critical thinking:</u> Areas which face water shortage.		questions and reflect on experiences without any fear or hesitation - Share their experiences and observations - Perform simple activities and experiments - 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 - Analyze the reason of water pollution	- Writes 5-6 sentences in English on personal experiences/events using verbal or visual - Creativity and Innovation - Collaboration - Adaptability
September 27 Days	Topic: Basva's Farm	.Chalkboard - Duster - Chalk	<u>PROJECT:</u> <u>Art Integration:</u> <u>Experiential:</u>	The L.O. will be assessed with Oral tests	<u>Ice Breaking Session:</u> Nature walk	<u>The learner —</u> Records her/his

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	Sub topic: - Process of cultivating an onion crop - Sowing of seed - Germination of seed - Irrigation and harvesting - Different crops grown in our area	- 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: - Names of the tools and vehicles https://www.youtube.com/watch?v=Z6NAltXhuU - Germination of seeds https://www.youtube.com/watch?v=TE6xptjgNR0 - Process of cultivation https://www.youtube.com/watch?v=v7HNTGXwQd0	- Make agricultural implement (used in the farm) - Poster making (save trees) Inter disciplinary linkage: - Write the names of tools in English/ Hindi - Quiz - Write few lines on the crops grown in your locality. Practical: - Create your own garden - Observing and writing names of plants using pictures - Germination of seeds	- Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Diagrams	<u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - observe and explore the immediate surroundings i.e. home, school and neighborhood for different objects/flowers/plant - interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work, their skills / tools used by them.	observations /experiences/ information for objects, activities - Describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life - Reads aloud with appropriate pronunciation and pause - Expresses orally her/his opinion/ understanding about the - Writes/types dictation of words/phrases Sentences
	Topic: From market to home Sub – topic: Children are able to know about market	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio	Practical: Experiential - Visit to vegetable mandi - Interview the greengrocer	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words	<u>Ice Breaking Session:</u> Song <u>The learners may be provided opportunities in pairs /groups /</u>	<u>The learner —</u> Explains the process of producing and procuring daily needs (e.g. food, water, clothes) i.e.

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	Children know how fruits and vegetables that can stay for some days	and visual) - Lecture method - Discussion method - PPT - Moral values: Talk/Story - LINK: - Child labour https://www.youtube.com/watch?v=fUVVfyr6O-A - Vegetable market https://www.youtube.com/watch?v=wi2Mh_r9k6E - Vegetables and fruits https://www.youtube.com/watch?v=emSCsZzClgs	<u>Art Integration:</u> - Block printing using vegetable dyes - Clay modeling - Collect pictures and make a collage (fruits with/without seeds) - setting up a vegetable shop <u>Inter disciplinary linkage:</u> - Dramatization of fruits and vegetables - Write a poem	- Discussion of question and answers - Loud reading of the lesson - MCQ quiz - Diagrams	<u>individually and encouraged to —</u> - visit community/ home kitchen/ mandi - 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	from source to home. (e.g. crops from field to mandi and to home, water from local source and ways of its purification at home/ neighbourhood). - Records her observations /experiences/ information for objects, activities - 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 - Develop sensitivity for the nature - Logical reasoning

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October - 21 Days	<u>Topic:</u> A busy month <u>Sub topic:</u> • Observing birds • Identifying features of different birds • Various activities performed by the birds • Knowing food habits of different animals • Knowing different types of teeth	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT • Moral values: Talk/Story • LINK: • All about birds • https://www.youtube.com/watch?v=jF0Id-hH9y4 • Body parts of birds • https://www.youtube.com/watch?v=reMVNUiTdAQ	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> • Bird watching • PPT on beaks of birds <u>Project:</u> Make a project report on different activities of birds <u>Art Integration:</u> • Make a nest • Draw picture of your favourite bird	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	<u>Ice Breaking Session:</u> Poem on birds (Hindi) <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • Observe and explore the immediate surroundings i.e. home, school and neighborhood for different objects/flowers/pl ants/animals/bird s for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behavior, etc.) • Compare objects/entities based on differences/ similarities in the observable features and	<u>The learner —</u> • 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) • Communication • Technology Literacy • 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

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					sorts them into different categories. Share their experiences and observations through tracing / verbally and writing in some.	visual
	Topic: Nandita in Mumbai Sub topic: - Knowledge of houses in slums and those in high rising building - Knowledge of relations - Problems of people living in slums - Importance of water conservation - Importance of toilets - Difference in facilities in villages and cities	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Indian cities Delhi and Mumbai https://www.youtube.com/watch?v=aQYaz5TMLB4 - Slums of Mumbai https://www.youtube.com/watch?v=i-rdakLWO9I	Experiential: Inter disciplinary linkage: PPT on life in Mumbai/ places of tourist interest Role play Art Integration: Inter disciplinary linkage: - Slogans of water in cities and villages - Draw a picture of house of your choice and colour it. Skill assessments: Critical thinking: People sometimes have to vacate their houses and move to another place.	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice Breaking Session: Places visited during holidays The learners may be provided opportunities in pairs /groups / individually and encouraged to — - observe and explore the immediate surroundings i.e. home, school and neighborhood for different - Explore/read books, newspaper clippings. - Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different	The learner — - voices opinion on issues observed/ experienced in family - suggests waysfor hygiene, reduce, reuse, recycle and takes careof different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property). - Creates drawings, designs. - Reads aloud with appropriate pronunciation and pause. - Expresses orally her/his opinion. - Writes/types

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			Discuss in the class some reasons for this. Also discuss how such changes can affect the whole family. .		indoor/outdoor/local/co ntemporary activities	dictation of words/phrases/ Sentences. - Writes 5-6 sentences in English on personal experiences/events using verbal or visual. - Leadership - Responsibility - Creativity and Innovation
	Topic: Too much water, Too little water Sub topic: - Water an essential resource on earth - Knowledge of harmful effects of drinking water - Utilization of waste water	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Water games https://www.youtube.com/watch?v=omRx6TOLmMM - Waterborne diseases https://www.youtube.com/watch?v=yBxREUenevw	Experiential: Inter disciplinary linkage: - Ways of purifying water - collage - Newspaper cutting of news related to water - Map reading - Visit to water park - Survey of water points in the school campus Art Integration: Inter disciplinary linkage: - Paste the pictures of various water	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice Breaking Session: Water games The learners may be provided opportunities in pairs /groups / individually and encouraged to — Perform simple activities/experim ents to observe/smell/tas te/feel/hear using different senses as per their abilities e.g. to test solubility of different substances in water, separate salt and sugar	The learner — - 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 - Writes/types dictation of words/phrases/ Sentences - Writes 5-6 sentences in English on personal

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			games • Slogan writing <u>Skill assessments:</u> <u>Critical thinking:</u> Have you read any news about water in the newspapers? What kind of news?		from water • enquire from parents, teachers, peers and elders at home/community , discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health, and hygiene.	experiences/events using verbal or visual • Creativity and Innovation • Collaboration Adaptability
	<u>Topic:</u> Abdul In The Garden <u>Sub topic:</u> • The plants have different type of roots • There is a law against cutting tree • The cbanyan tree • Desert oak tree found in	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT Moral values: Talk/Story • LINK: • World	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> • Plantation in school • Experiment on the germination of seeds • Adopt a tree or plant and take care of its growth	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	<u>Ice Breaking Session:</u> Nature walk <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • observe and explore the immediate surroundings i.e. home, school and	<u>The learner —</u> • Records her/his observations /experiences/ information for objects, activities • Describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and

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	Australia Living things grow, feel, move, need food, reproduce, breathe and die	Environmental Day https://www.youtube.com/watch?v=n4dVz0CjbCw - Law against cutting a tree/ Save trees https://www.youtube.com/watch?v=xThlc eHTduw - Germination https://www.youtube.com/watch?v=JSe VUMymjo - Types of roots https://www.youtube.com/watch?v=iq24y6T1tko	<u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Make patterns of various fallen leaves - Leaf collection in scrap book <u>Skill assessments:</u> <u>Critical thinking:</u> If anybody wants to cut a tree near your house, what will you do?		neighborhood for different objects/flowers/plant interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work, their skills / tools used by them.	training (role of institutions) in daily life - 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 - Develop sensitivity for the nature - Logical reasoning
	<u>Topic:</u> Eating together <u>Sub topic:</u> - Various occasions, festivals, cultural diversity in food associated with special occasions - Family celebrations - Bihu festival of Assam - Community lunch	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Bihu https://www.youtube.com/watch?v=iq24y6T1tko	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> - Prepare your own menu - Make a list of tool free phone number, the website or e-mail address to make complaint - PPT / survey on various festivals celebrated in different parts of	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking Session:</u> Class party <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> discuss with the parents/guardians/grandparents/elders in the neighborhood and compare the	<u>The learner —</u> Voices opinion on issues observed/ experienced in family/ school/ neighbourhoode. g. On stereotypes (making choices/ decision making/ solving problems), discrimination practices on caste in use of public places,

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		.com/watch?v=wGluS_ZY7pc • Festivals of India • https://www.youtube.com/watch?v=OmB9cdGcOjc • Mid day meals • https://www.youtube.com/watch?v=A_NUfRQkv7M	India. • Community lunch. <u>Art Integration: Inter disciplinary linkage:</u> • Collecting and pasting of pictures relating to Bihu festival • Prepare a dance • Poster making on balanced diet <u>Skill assessments: Critical thinking:</u> What values you learn when you eat with many people?		life style of past and present (clothes, vessels, nature of work, games), inclusion of children with special needs. • participation in different cultural/national/e nvironmental festivals/occasions organised in/at home/school/community –e.g. morning/special assembly/ exhibition/ Diwali, Onam, Earth Day, Id etc. in events of celebrations, dance, drama	water, MDM/community eating, child rights(schooling child abuse, punishment, labour. • 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 • Develop sensitivity • Sharing and caring • Feeling of brotherhood
	<u>Topic:</u> Food and Fun <u>Sub topic:</u> • To know cultural diversity of food • Dignity of labour • To develop concept of balanced diet and healthy food habits • To appreciate the value of food	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT Moral values: Talk/Story • LINK: • Community meals	<u>Experiential: Inter disciplinary linkage:</u> • Visit to school mess • Visit to gurudwara, temple • Helping in serving food in the mess • Community lunch. • Conduct an	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	<u>Ice Breaking Session:</u> Visit to the school mess <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • visit community/ home kitchen/ mandi/ museum/ wildlife sanctuaries/	<u>The learner —</u> • records her observations /experiences/information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/phenom

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	To explore the concept of mid day meal and community lunch	https://www.youtube.com/watch?v=7SiEKXvVSYU - Boarding school https://www.youtube.com/watch?v=ZQiWLNxD3KA - Healthy food habits https://www.youtube.com/watch?v=LNtOK_JObV4	interview with the mess in charge <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Prepare a dish - Poster making on healthy food habits <u>Skill assessments:</u> <u>Critical thinking:</u> Why would you like to go to a boarding school? why?		farms/ natural sources of water/ bridges/ construction sites/ local industries/ distant relatives, friends/places famous for making special things such as paintings, carpets, handicrafts, etc ask/frame questions and reflect on experiences without any fear/hesitation.	ena. - voices opinion on issues observed/ experienced in family/ school/ neighbourhood. g. on stereotypes(making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, - 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 - Develop sensitivity - Sharing and caring - Feeling of brotherhood

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	<u>Topic:</u> The world in my Home <u>Sub topic:</u> - Family and family values - Relationships and their importance - Gender, earning capacity and decision making - Caste and religion - Knowledge about good and bad touch	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Good and Bad touch – Komal https://www.youtube.com/watch?v=EzAV4uUefis - Family https://www.youtube.com/watch?v=2znAeDdE4fk - Untouchability (story) https://www.youtube.com/watch?v=6eqItkbtuCs https://www.youtube.com/watch?v=txBbTCnVDrU - Stereotype on boys and girls https://www.youtube.com/watch?v=aTvGSstKd5Y	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> - Report writing - Discussion – rules and regulations at home. - Conduct an interview with school counselor - Debate – Equality on gender basis <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Prepare a safe circle - Song <u>Skill assessments:</u> <u>Critical thinking:</u> Why should there be same rules for brother and sister in a family?	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking Session:</u> Visit to the school mess <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - 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 places far off about the houses/ transport and life in their places. - 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/	<u>The learner —</u> - identifies relationship with and among family members in extended family - voices opinion on issues observed/ experienced in family/ school/ neighbourhoode. g. on stereotypes(making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, - 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 - Develop sensitivity - Sharing and caring - Feeling of brotherhood - Value oh honesty

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					animals/birds/pla nts in their home/school /neighborhood.	Love and respect for family
	Topic: Pochampalli Sub topic: - Knowledge about Ponchampalli district of Andhra Pradesh famous for traditional craft - Weavers who weave silk sarees, bedsheets, and clothes of cotton thread - Knowledge of weaving clothes by thread on loams - Knowledge of hard life of weavers	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Map reading  - Handicrafts of Pochampalli https://www.youtube.com/watch?v=NDrtWAQFGEtWA - Places famous for handicrafts https://www.youtube.com/watch?v=PVMOBf7Vx7c	Experiential: Inter disciplinary linkage: - Map reading - List of traditional arts and crafts of India - Jam – Facts of Telangana - Talk to an ironsmith, a carpenter and a potter Art Integration: Inter disciplinary linkage: - Collection of pictures of different kinds of art and craft - Making pencil stands and chalk holder from waste tin and ice cream sticks - Making basket decoration pieces flower vase from bamboo - Dance - Visit to work	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice Breaking Session: Showing different handicrafts The learners may be provided opportunities in pairs /groups / individually and encouraged to — - discuss with the parents/guardians/grandparents/elders in the neighborhood and compare the life style of past and present (clothes, vessels, nature of work, games) - manipulate local /waste material to create/improvise patterns, drawings, models, motifs, collage, poem/story/slogans using variety of material. For example using clay to make pots/vessels,	The learner — - 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.) - 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 - Develop sensitivity

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			experience room • <u>Skill assessments:</u> <u>Critical thinking:</u> Why should there be same rules for brother and sister in a family?		animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.	
	Topic: Home and Abroad Sub topic: • Culture, food habits and weather conditions of Abu Dhabi, UAE, and Kerala(India) • Currencies used in India and abroad	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT Moral values: Talk/Story • LINK: • Currencies of various countries • https://www.youtube.com/watch?v=uSLv_o_67M0A • Trip to UAE • Trip to Dubai https://www.youtube.com/watch?v=CXUFviu2MWg • Trip to Kerala • https://www.youtube.com/watch?v=9VqTo01PH48	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> • Map reading • PPT on Kerala people and food • Report writing <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> • Collection of pictures of different currencies • Dance • Virtual tour <u>Skill assessments:</u> <u>Critical thinking:</u> Do you have any relatives who live in another country? How long have they lived there? Did they go there for studies or for work?	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson • MCQ quiz	Ice Breaking Session: Children discuss different states and countries they have visited. <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> • 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 places far off about the houses/ transport and life in their places. • ask/frame questions and reflect on	<u>The learner —</u> • uses the information on signboards, posters, currency (notes/coins), railway ticket/time table. • records her observations /experiences/information for objects, activities, phenomena, places visited • 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 • Respect the people and culture of other countries • Feeling of being

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					experiences without any fear/hesitation.	united
	<u>Topic:</u> Spicy Riddles <u>Sub topic:</u> - Knowledge of the different kind of spices - Food items with various spices - Senses of smell and touch	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Kinds of spices https://www.youtube.com/watch?v=qw-7O9WceGo - Making of chaat/ masalas https://www.youtube.com/watch?v=9BOeB2dwq3k	<u>Experiential:</u> <u>Inter disciplinary linkage:</u> - Visit to the school mess store - Make a riddle - Play/ drama enacted in class telling about the benefits of spices. <u>Art Integration:</u> <u>Inter disciplinary linkage:</u> - Preparation of Garam Masala - Preparing potato chaat - Visit to school garden	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice Breaking Session:</u> Make your own riddles <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</u> - observe and explore the immediate surroundings i.e. home, school and neighborhood for different objects/flowers/plants/ . visit community/ home kitchen - interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work,	<u>The learner —</u> - describes different skilled work (farming, construction,art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life. - records her observations /experiences/info rmationfor objects, - 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 - Knowledge

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
					their skills / tools used by them.	
	Topic: Defence Office: Wahida Sub topic: - Life history of lieutenant commander Wahida Prism - Hardships faced by girls to get their education in Indian villages - Role of medical officers in keeping good health of the people. - Hard work and determination is the key to success.	- Chalkboard - Duster - Chalk - PDF of the lesson – eBook - Extra marks (audio and visual) - Lecture method - Discussion method - PPT Moral values: Talk/Story - LINK: - Defence forces https://www.youtube.com/watch?v=mxUj_1Aamic - Different occupations https://www.youtube.com/watch?v=iF3jUWzi9Cc - Women in the defence forces https://www.youtube.com/watch?v=4Vy2bAJ-8mU	Experiential: Inter disciplinary linkage: - Small film on navy - Trip to army cant Art Integration: Inter disciplinary linkage: - Scrap book of collected images - Collect images related to defence from newspaper and magazines Skill assessments: Critical thinking: Would you like to join defence services?	The L.O. will be assessed with - Oral tests - Written tests - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	Ice Breaking Session: Ted talk – Defence officer The learners may be provided opportunities in pairs /groups / individually and encouraged to — - 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 /neighborhood. - explore/read books, newspaper clippings, audio, stories,/poems,	The learner — - describes different skilled work (farming, construction,art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life. - voices opinion on issues observed/ experienced in family/ school/ neighbourhood. g. on stereotypes(making choices/ decision making/ solving problems), - records her observations /experiences/informationfor objects, - Expresses orally her/his opinion - Writes/types dictation of words/phrases/ Sentences - Writes 5-6 sentences in

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						English on personal experiences/events using verbal or visual • sensitize towards girls education • sense of courage
	Topic: Chuskit Goes to School Sub topic: • Story of a girl named Chuskit and her problems related to go to school. • Role of a chair in changing her life • Role of students to help her • Explanation about the role government to provide education to all children	• Chalkboard • Duster • Chalk • PDF of the lesson – eBook • Extra marks (audio and visual) • Lecture method • Discussion method • PPT Moral values: Talk/Story • LINK: • Specially abled children • https://www.youtube.com/watch?v=3SzaZn2OrsQ • Video – Hope • https://www.youtube.com/watch?v=LvdJqKpGqLs • Helen Keller (story) • https://www.youtube.com/watch?v=KTQabF4CXsw	Experiential: Inter disciplinary linkage: • motivational movie • Write hobbies and talents of your four friends. Art Integration: Inter disciplinary linkage: • Chart making – social workers and other famous persons in the society. • Collection of the names and pictures of Indian medal winners in Pera Olympics games. Skill assessments: Critical thinking: Do you know any child near your house	The L.O. will be assessed with • Oral tests • Written tests • Dictation of difficult words • Discussion of question and answers • Loud reading of the lesson MCQ quiz	Ice Breaking Session: Motivational story The learners may be provided opportunities in pairs /groups / individually and encouraged to — • participate actively and undertake initiatives of care, share empathy, leadership by workingtogether in groups e.g. in different indoor/outdoor/lo cal/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/diff erently abled around them. • enquire/care	The learner — voices opinion on issues observed/ experienced in family/ school/ neighbourhoode.g. on stereotypes(making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, child rights(schooling, • creates collage, designs, models, rangolis, posters, • records her observations /experiences/info rmationfor objects, activities, phenomena, places visited

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			who cannot go to school because of some difficulty? Would you like to help such a child? How will you help?		about participation of female members in stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc	- records her observations /experiences/info rmationfor objects, - 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 - Positive attitude for all - Helpful - Interpersonal relationship - Problem solving



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: IV
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 (7 days)	<u>Topic:</u> <u>Chapter - 3</u> <u>A Trip to Bhopal</u> <u>Sub Topics:</u> - Numbers beyond 9999 - Face value and place value - Comparing and Ordering Numbers - Forming Numbers - Roman Numbers	- Course book - Placards - PPT - Chalk Board explanation - Intra class quiz competition - Group discussion - Mental Math activity - Computer aided modules with animations and presentations on	<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. <u>Inter disciplinary linkage (With Social Studies):</u> Population of other states was displayed and arranged in ascending & descending order <u>Art Integrated project</u> Storytelling and enacting of place value <u>Skill assessment</u> To be able to read, write and order whole	- 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	<u>P K testing</u> Knowledge of numbers less than 10,000 <u>Ice breaking placard session</u> Session started with a number game - 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	<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
March (23 days)		1) Place Value 2) Expanded form & Short form 3) Ascending & Descending Order 4) Successor & Predecessor 5) Roman Numerals https://www.youtube.com/watch?v=a				

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		4FX14zb3E4 (Building numbers up to 10,000) https://www.youtube.com/watch?v=P E0vvn4U 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&vl=en (Rounding numbers) Group discussion	numbers up to 10,000		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 identify and form the smallest and largest numbers using the given digits	- 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 <i>Skill and value learnt</i>

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					To be able to identify and round off the given numbers to nearest 10,100 & 1000	<u>for life</u> The learner is able to read, write, order whole numbers up to 10,000
	<u>Topic</u> <u>Chapter- 3</u> <u>Addition</u> <u>Sub Topics</u> - Addition by Regrouping - Rules of addition - Properties of addition - Word problems	- 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=cE-yrJv4TEs (Addition by regrouping) https://www.youtube.com/watch?v=OaTlgGp5zmo (Adding Multi-Digit Numbers)	<u>Experiential learning:</u> Enactment of place value through story of four families. <u>Art integration:</u> Design a Snake and ladder game. <u>Skill assessment:</u> 1) Recognize and add numbers in any order and get the same result.	- 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	<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	<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) Group discussion			missing addends To solve word problems step by step (Understanding, Planning, Doing, Checking)	Planning, Doing, Checking) <u>Skill and value learnt for life</u> The learner is able to recognize, add numbers in any order and get the same result and solve problems using the regrouping properties of addition.
April (25 days)	<u>Topic</u> <u>Chapter 3</u> <u>Subtraction</u> <u>Sub Topics</u> - Subtraction of 5- and 6-digit numbers. - Rules of subtraction. - Properties of Subtraction - Checking subtraction by addition - Word problems	- 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>	- 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. - To subtract 4 – digit numbers without & with carry over - To find different	<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

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		subtraction) https://www.youtube.com/watch?v=aK3FKEZJKec (Relationship between addition & subtraction) https://www.youtube.com/watch?v=wwex3QpucJ8 (Solving word problems) 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 - 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)	- Add and subtract numbers together - Estimate the difference - To solve word problems step by step (Understanding, Planning, Doing, Checking) <u>Skill and value learnt for life</u> The children will be able to calculate money left after spending.
	<u>Topic</u> <u>Chapter 11</u> <u>Tables and Shares</u> <u>- Multiplication</u> <u>Sub Topics</u> Multiplication by 10's &	- Course book - PPT - Chalk board explanation - Computer aided modules	<u>Experiential Learning</u> To understand and learn the multiplication tables from 2 – 12	- Questions to practice the concept taught - Worksheets based on the	P K Testing <u>Ice breaking session</u> Session started with a table quiz.	The learner is able to understand and learn the multiplication tables from 2 – 12

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	100's • Properties of Multiplication • With regrouping • Multiplication by a 2 – digit number • Multiplication by a 3 – digit number • Word problems	with animations and presentations https://www.youtube.com/watch?v=dPksJHBZs4Q (Concept of multiplication) https://www.youtube.com/watch?v=SXDCz5_XX3Q (Properties of multiplication) https://www.youtube.com/watch?v=8g6EJX_qLSU (Multiplication by 10) https://www.youtube.com/watch?v=20aHQOG_8M (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	<u>Inter disciplinary linkage (With Science):</u> Germination of a seed To understand and apply the properties of multiplication <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.	concept taught • 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	• 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)	• understand and apply the properties of multiplication • solve word problems step by step (Understanding, Planning, Doing, Checking) <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.

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		problems) Group discussion				
May (21 days)	<u>Topic</u> <u>Chapter 11</u> <u>Division</u> <u>Sub Topics</u> - 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	- Course book - PPT - Group discussion - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=2muobEZUaIE (Concept of division) https://www.youtube.com/watch?v=i8m5pXREAv0 (Division is repeated subtraction) https://www.youtube.com/watch?v=PIF3RcS8F6k (Properties of division) https://www.youtube.com/watch?v=PQiwWvtxO-Q (Relationship between multiplication & division)	<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>Inter disciplinary linkage (With Hindi):</u> <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.	- 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	- P K Testing <u>Ice breaking session</u> 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 Dividend = (Q x D) + R - To divide by a	The learner will be able to - understand and apply the properties of division by grouping - calculate the quotient & remainder where divisor is 10 - check the answer using the formula Dividend = (Q x D) + 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

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		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 • 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 • Solve word problems step by step (Understanding, Planning, Doing, Checking) <u>Skill and value learnt for life</u> The learner will develop the skill “sharing is caring”.
	<u>Topic</u> <u>Factors and multiples</u> <u>Sub Topics</u> • Methods to find factors • Properties of	Course text book • Blackboard • Chalk • Duster • PPT • Computer aided modules with	<u>Experiential learning:</u> Gather information about the ancient Greek mathematician Eratosthenes	<u>The L.O. will be assessed with:</u> • Oral tests • Written tests • Exercises from the text book	<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>	<u>The learners will be able to:</u> • Find factors and multiples • Use divisibility

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July (22 days)	factors - Divisibility rules - Prime and composite numbers - Prime factorization - HCF - Multiples - LCM - Relation between HCF and LCM - Problems on HCF and LCM	animations and presentations - 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/watch?v=eCQZ45huSM8	Using the sieve of Eratosthenes - Find all prime numbers between 1 - 100 - Find 3 pairs of co – prime numbers - Find two pairs of twin – prime numbers - Circle the smallest composite number - Circle the only prime number that is even as well as prime - 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: Analytical and critical thinking</u> To be able to apply the concepts of factors and multiples in daily	- Worksheets/assignments - Mental Math activities - MCQ's quizzes Unit test (pen and paper test)	<u>opportunities in pairs/groups/ individually and encouraged to —</u> - 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	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

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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_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)	life		HCF and LCM Solve problems on HCF and LCM	

August (22 days)	Topic Chapter 9 <u>Halves and Quarters</u> <u>Fractions</u> <u>Sub Topics</u> - 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	- Course book - PPT - Group discussion 4 sticks, 2 slices of bread, Beads, pencils, books - Paper cutouts in various shapes - Origami sheets - Chocolate bars/ colored water to be divided in fractions - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=DnFrOetuUKg (Introduction to fractions) https://www.youtube.com/watch?v=WaNDqcQlsA (Concept of numerator) https://www.youtube.com/watch?v=odjg9aOiHo (Concept of denominator) https://www.youtube.com/watch?v=hwADHMo9uY (Fraction song) https://www.youtube.com/watch?v=XjFQ8dpNItQ (Types of fractions)	<u>Project:</u> Collect the data of number of boys and girls in all classes from I – V 1) represent it as a fraction 2) Identify the type of fraction <u>Experiential Learning</u> Paper folding activity to understand the concept of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ <u>Inter disciplinary linkage</u> (With Social Studies): Cooking one balanced meal using appropriate quantity of body building foods, energy giving foods and protective foods. <u>Art integration:</u> Draw and divide a pizza in such a way that it is equally distributed among 6 friends including you.	- Worksheets - Daily assignments on the topic taught - 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	<u>PK testing</u> <u>Ice breaking session</u> - Session started with distributing 1 glass of coloured water into four glasses. - 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, Planning,	- The learner will be able to - 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) - Skill and value learnt for life - 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

	Topic <u>Chapter – 1</u> <u>Building with Bricks</u> <u>Chapter - 5</u> <u>The Way the World Looks</u> <u>Chapter – 8</u> <u>Carts and Wheels</u> <u>Geometry</u> <u>Sub Topic</u> - Point, Line, line segment, and ray - Perpendicular, parallel, and Intersecting lines - Angles - Closed and open figures - Perimeter - Circle - Relation between radius and diameter of a circle	https://www.youtube.com/watch?v=cwZ528Ea63Y (Comparing fractions) https://www.youtube.com/watch?v=C1dGmnS7g-4 (Ordering fractions) https://www.youtube.com/watch?v=JB1N9RAFRs (Addition & subtraction of fractions) - Course book - 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 https://www.youtube.com/watch?v=w6eTDfkvPmo (Shapes song) https://www.youtube.com/watch?v=1VSun4wX7UQ (Line, line	<u>Experiential Learning:</u> The children will be given clay and asked to make various shapes. <u>Inter disciplinary linkage:</u> (With Science) Children will be asked to identify the shape of celestial bodies (sun, moon, stars, planets) <u>Art Integrated project:</u> Look around and draw a collage using various shapes. Also identify congruent shapes and include in the collage. <u>Skill assessment</u> To develops aesthetic sense by discovering symmetries in shapes like triangles, circles and quadrilaterals.	- Identify different types of lines in the surroundings around them - Collect objects of various shapes - Mental Math Activity - Questions to practice the concept taught - Worksheets based on the concept taught - MCQ's based on the topics taught - The L.O. will be assessed with a pen & paper & oral test	Doing, Checking) <u>Ice breaking activity</u> - Look around and see to find different shapes around us - 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, congruent shapes,	- The learner will be able to - Identify plane figures - Identify and describe representation of points, straight lines, 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 - Skill and value learnt for life 1) The learner will be able to identify plane and curved surfaces, open and closed figures, congruent shapes,

		segment, ray) https://www.youtube.com/watch?v=X5kRBYXHji4 (Congruent shapes) https://www.youtube.com/watch?v=fBMiH3W774o (Circles, and different elements of circles)			open and closed figures - To identify and describe solid figures: Cube, cuboid, cone, cylinder & sphere - Identify and draw a pair of figures which has same shapes and sizes	solid figures and measure
September (24 days)	<u>Topic Chapter 2</u> <u>Long and Short</u> <u>Chapter 12</u> <u>How Heavy?</u> <u>How Light?</u> <u>Chapter 7</u> <u>Jugs and Mugs</u> <u>Measurement</u> <u>Sub Topics</u> Conversion of metres into	- 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	- Questions to practice the concept taught - Worksheets based on the concept taught - Mental Math	<u>Ice breaking session</u> Session started with discussing how people use to	- The learner will be able to: - Convert units of lengths from centimeters to metres or vice

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	centimeters • Conversion of centimeters into metres • Measuring long distances • Measuring weight (mass) • Measuring capacity	Apple, Pan balance • 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=ukzMclLr-8s (Measuring length) https://www.youtube.com/watch?v=K1mYpyFDcbI (Measuring weight) https://www.youtube.com/watch?v=QMpkm4dAB4w (Measuring capacity)	<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 <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 <u>Art integration:</u> Draw containers with different measures and show the container containing maximum liquid and container containing the least liquid.	activity • 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) • 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 • 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
					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)	millilitres and vice versa • To solve word problems step by step (Understanding, Planning, Doing, Checking) <u>Skill and value learnt for life</u> 1) The learner will be able to measure length, weight and capacity of various commodities being used in daily life 2) Will be able to differentiate between various units of measurement. 3) Compares objects as heavier/lighter than using simple balance.

	<u>Topic</u> <u>Chapter 4</u> <u>Time</u> <u>Sub Topics</u> - 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	- Course book - Digital clock, Analog clock - Group discussion - PPT - Chalk board explanation - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=IBBQXBhSNUu (Digital clock & Analog clock) https://www.youtube.com/watch?v=f4_IgXrrqYE (Telling time song) https://www.youtube.com/watch?v=NRmARI7Gm4k (Telling time) https://www.youtube.com/watch?v=h3EijzVNEmA (Quarter past & quarter to) https://www.youtube.com/watch?v=CH-A9E_zwu8 (Convert hour to minutes) https://www.youtube.com/watch?v=QPsHrgviznQ (Convert between months and years)	<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 <u>Experiential Learning:</u> The children will be guided to prepare time table showing their daily routine. <u>Inter disciplinary linkage (With Social Studies):</u> Children will be 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. <u>Skill assessment:</u> 1) Reading time 2) Relationship between the different units of time	- 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	<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 - To study and observe the different hands of a clock	<u>Skill assessed</u> The learner is able to - 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 <u>Skill and value learnt for life</u> 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

October (21 days)	Topic Chapter 10 The Junk Seller Money Sub Topics • Writing in rupees and paise • Converting rupees to paise • Converting paise to rupees • Addition and subtraction of money • Multiplication and division of money	• 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 between rupees & paise) https://www.youtube.com/watch?v=_ACXqF8wUec (Addition & Subtraction of money) https://www.youtube.com/watch?v=NDD9qOnaVmk (Multiplication of money) https://www.youtube.com/watch?v=V9pByOJcmLM (Division of money)	Project: Collect information about the currencies of 10 countries. Experiential Learning: Game monopoly will be played to give them exposure for handling money Inter disciplinary linkage (With Social Service): 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. Art integration: Draw currency notes and coins of various denominations of at least 5 countries	• 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	• 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 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	• 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 amounts of money • To perform multiplication while dealing with money • To perform division while dealing with money • <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.
	Topic Chapter 10	• Course book • Computer	Project: Study the pattern of a	• Exercises based on patterns given in	• P K Testing • <u>Ice breaking</u>	• The learner will be able to

	<u>Patterns</u> <u>Sub Topics</u> - Symmetrical shapes - Completing halves of the shapes - Tiling patterns - Number and patterns - More patterns	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)	chess board and note down the pattern <u>Experiential Learning:</u> Look for patterns in your surroundings and note them down. Study the patterns. <u>Inter disciplinary linkage (With Social 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 <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	the text book. - The L.O. will be assessed with a Written & Oral test - MCQ's based on the topics taught	<u>session</u> Session started with showing a few patterns - 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 patterns in figures	- 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 patterns in figures <u>Skill and value learnt for life</u> The learner will be able to use the knowledge of patterns to make a beautiful Rangoli on Diwali.
November (11 days)	<u>Topic</u> <u>Chapter - 14</u> <u>Data Handling</u> <u>Sub Topics</u> Pictographs	- Course book - PPT - Group discussion - Chalk board explanation - Computer aided modules with animations and	<u>Project:</u> Read the information given in the bar graph and answer the questions that follow <u>Experiential Learning:</u> Collect information about the favorite	- Exercises based on patterns given in the text book. - The L.O. will be assessed with a Written & Oral test	- To learn about representing data or information - To interpret the data given in the form of pictograph, pie chart, bar graph	- The learner will be able to - To learn about representing data or information - To interpret the data given in the form of pictograph, pie chart, bar graph

		presentations https://www.youtube.com/watch?v=IpvokCxEJQ (Concept of pictorial representation) https://www.youtube.com/watch?v=wMWgmfpCrCE (Pie charts) https://www.youtube.com/watch?v=CdjRnTm76N8(Representing data using bar graphs) https://www.youtube.com/watch?v=6omMS4zPGJM(Identifying graphs)	sport of children in classes I, II. & III. Represent the information as tally marks <u>Inter disciplinary linkage (With Science):</u> Represent the amount of the gases found in the atmosphere in the form of a pie chart <u>Art integration:</u> Draw a pictograph to show the favorite vegetable of a group of people using the information provided. 1 smilie =5 people Potato = 30 people Lady's finger = 25 Spinach = 15 Capsicum= 10		To represent the given data using tally marks	- To represent the given data using tally marks <u>Skill and value learnt for life</u> 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.
November	Revision					
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 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 DAYS)	ANTHROPOMETRIC MEASUREMENTS	• Stadiometer • Weighing machine	Inter disciplinary linkage: (With EVS, English and Hindi)	• Reflection • Student's feedback • Teacher's feedback	Height Weight	• Data collection of height& Weight • Measurement of weight is most reliable criteria of assessment of health and nutritional status of children.
MARCH (26 DAYS)	Physical Exercises Calisthenics Jogging, Running Simple stretching	• 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.	• Assessment • Testing • Weekly Targets	Demonstration method Learning by doing various drills Introducing Videos	• Knowledge about Good for health and Fitness. • Base for sports performances • Importance of warm up, rest and sleep. • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
APRIL (23 DAYS)	Warm-Up Exercises General warm-up exercises - Toe-to-head - Head-to-toe	• Stop watches • open space measuring tape	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic	• Assessment • Testing • Weekly Targets	Demonstration method, Learning by doing various drills Introducing Videos	• Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration and discipline in life. • Displays different ways to manage

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Speed Sprinting, Running in Variation		body movements.		Games & Sports - Soccer - Cricket	stress and aggression.
MAY (26 DAYS)	Food and Nutrition What are the harmful effects of junk food? Power Vertical jump Standing broad jump Running long Jump	- Pictures of wholesome food and junk food / Charts - Posters. - Magazines. - 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.	- 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 - Table Tennis - Basketball	- 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 (23 DAYS)	MALNUTRITION What is malnutrition and its causes? What are the effects of malnutrition? COUPLING MOTOR ABILITY	- Pictures - Study materials - Mats or Soft surface with	Inter disciplinary linkage: (With EVS, English and Hindi), Malnutrition and causes of malnutrition. Inter disciplinary	- Oral Assessment, - MCQ'S, quiz, - Crossword puzzle, - Tests, Assignment (CW & HW) - Assessment, - Testing	Discussion Forward roll Backward roll Forward roll and Leg split Backward roll and leg split Cartwheel	- Malnutrition and causes of malnutrition - Deficiency problems, obesity. - Explain the need of nutrition food as pertinent to health. - Developing flexibility 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
	Flexibility and balance	carpet/dari on it.	linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	Weekly Targets	Games & Sports Gymnastics	balance Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
AUGUST (24 DAYS)	COORDINATION	- Mats or Soft surface with carpet/Dari on it - Open space/Indoor	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	- Assessment, - Testing - Weekly Targets	Rolling with partners (double/triple) Free play (informal games & sports)	- Developing Coordination Abilities. - Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
SEPTEMBER (16 DAYS)	RHYTHM AND REFLEXES Reaction time Responding to Command Responding to rhythm	- Whistle - Clapper	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	- Assessment - Testing - Weekly Targets	Positions of 'On your marks' and 'Go' Positions of Attention, stand at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot (Kadam Tal) Games & Sports - Tennis - Badminton	- Developing Rhythm and Reflexes - Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life
OCTOBER (27 DAYS)	FOOD HYGIENE AND STORAGE Which is the food	- Pictures - Food items in Mid-day meals Programs	Inter disciplinary linkage: (With EVS, English and Hindi), Basics of food storage and	- Oral Assessment - MCQ'S, quiz - Crossword puzzle	Demonstration Discussion Games & Sports	Explain the need of nutrition food as pertinent to health. Basics of food storage 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
	items that get spoilt soon and which don't?		hygiene	Tests, Assignment (CW & HW)	Hockey	hygiene. Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
NOVEMBER (19 DAYS)	ACADEMIC REVISION					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Music
Classes: I - V
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	- 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	- 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 aaspaashaikhuda) Sub topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation	Practice of the Song	- Learners will be explained the proper rhythm - Learners will be involved in Practice	Children will be able to sing & appreciate music
April 2 Days	Topic: Song Sub- topic: National anthem	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem	- Learners will be involved in daily practice - Introduction of the Author of National Anthem - Performed in morning assembly	- Practically they will learn to use music instruments - Feeling of patriotism
May 8 Days	Topic: Song (Tu Hi Ram) Sub- topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Assessment of the lyrics & Rhythm - Singing along with metronum Tabla	- 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	Musical Instruments Assembly book	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Evaluating music & musical performance	- Making them understand the relationship between music, the other arts and discipline outside of the art - Performed in morning assembly	- Students will learn new technique of using instruments - Students will improve singing skills
July 8 Days	Topic: Introduction of teen Taal	Musical Instruments	- Group discussion - Introduction of teen Taal (16 beats)	- 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	Musical Instruments	- Practice of song - Detailed explanation of Rhythm & Notes	Evaluation of musical performance	Learners will be explained the use of different notes & Rhythm	- A feeling of patriotism - Use of musical instruments according to different notes
Sep 8 Days	Topic: 10 That's	- Smart board (audio/visual) - Music instruments	- Group Discussion - Introduction of different that's in music	Practice of that's	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Oct 8 Days	Topic: Song Sub-Topic- <i>Aye maalikterebande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song	Performed in Music Class	Promote participation and Performance in singing
Nov 8 days	Topic: Alankaar	Musical Instruments	- Group Discussion - Introduction of new	Practical assignment with musical	The learners will be involved in	Children will learn 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
			taal's	instrument	daily practice Different type of Alankaar introduced	alankaars

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: IV-VI
Session 2022

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: - Form - Tone - Texture - Lines	- Books - Wikipedia	- Live Demonstration - Practical's	Assessment of practical work.	- 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 basses. - Video will be shown on origami art for kids. https://en.m.wikipedia.org/wiki/Child_art	- 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.

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
May 8days	Theme: People based Topic: Painting Sub Topic: - Form - Pattern - Texture - Color	- Books - Black board	- Live Demonstration - Practical's	Assessment of practical work.	- 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 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: - Forms - Proportion - Motor skills - Observations skills	- Books - YouTube	- Experiment with different kinds of form and shape. - Skill assessment	Assessment of practical work.	- 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	- 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

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
					NsHqI_4 - 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. - 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 - Folk Art Sub-topic: - Form - Proportion - Expression - Color - Principles of art(Balance, rhythm,	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.	- 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

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
					A project would be given on any current situation which will be executed in any folk style.	regional traditional art.
August 8days	Topic /Theme: Environment /people/object/tradit ion based - Still life study Sub-topic: - Form - Shape - Tone - Texture - Color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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	- 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: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things	• Newspaper • Magazine	• Live Demonstration on making collage. • Daily practice as a hand on experience.	• Assessment of practical work.	• 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.	• 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

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: V

Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 5 days	<u>Literature</u> Marigold Unit 1 The Ice Cream Man (Poem)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalk board • Digitizer • Video https://youtu.be/KnmVX-NK9GY	• <u>Experiential Learning:</u> Visit to an Ice-cream parlour Data collection JAM Session Reflective Paragraph Writing Report Writing Ice-cream Making activity • <u>Inter-disciplinary linkage</u> (With EVS, Technology & Mathematics) The History of Ice-cream, how ice cream is made in a factory, Shapes: children will make paper cones from circles and semi-circles. • <u>Art Integration:</u> Learners will be asked to draw and colour their dream ice cream. They will	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Interactive session to build the connect and to get to know the child. To do a quick revision of what the child has done in the previous class. To appreciate the child's effort of making a project and speaking about the holidays. 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 - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • Recite the poem with expressions and intonation. • Appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. Develop the power of imagination • Spell the words correctly when

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			speak about it using interesting describing words. • <u>Skill Assessment:</u> LSRW and Critical Thinking Skills		The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • Infer the meaning of unfamiliar words by reading them in context • Use a dictionary for reference • Participate in activities that involve the use of English language	dictation is given. • Develop reference skills in both printed and electronic mode. • Relate to the fun and creativity involved in making paper objects. • Connect ideas that they have inferred, through recitation and interaction, with their personal experiences. • Answer coherently in written or oral form to questions in English based on the text and life experiences. • Use synonyms and antonyms

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	<u>Composition</u> Letter Writing	- Explanation by the teacher <u>Computer Aided Teaching</u> (using PPT, Extramarks) - Classroom discussion - Video related to letter writing will be shown https://youtu.be/qO92of2fFqY BBC Compacta	<u>Experiential Learning</u> Children will be asked to write a letter to their best friends/ grandparents <u>Inter disciplinary linkage (Hindi and Social Studies)</u> History of communication was taught <u>Writing skills</u> will be assessed by letter writing.	Quiz (HW) writing of an Informal letter in their notebooks. (CW) Discussion on how people used to communicate in old times.	- 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 there. Letter writing will then be introduced to them. - The children will be provided opportunities in pairs/groups/ individually and encouraged to– - Answer the questions asked - Find out different forms of writing (informal letter and application)	The following skills of the students are enhanced: - Writing skills - Creative writing - Critical thinking - Life skills - Students learn the skill of letter writing – invitation, thank you letters, etc. - Students know about the Postal system, its working and importance. - 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.

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	<u>Composition</u> Application Writing	- Explanation by the teacher <u>Computer Aided Teaching</u> (using PPT, Extramarks) - Classroom discussion - Video related to application writing will be shown https://youtu.be/v1pFjm17h-c BBC Compacta	Inter disciplinary linkage (Hindi) Writing skills will be assessed by Application writing.	Class Quiz based on Application Writing (HW) writing of an application	- The children will be provided opportunities in pairs/groups/individually and encouraged to– - Answer the questions asked - Find out different forms of writing (informal letter and application)	The following skills of the students are enhanced: - Writing skills - Problem solving - Creative writing - Critical thinking - 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 informal format

March 23 Days	<u>Literature</u> Marigold Unit 1 Wonderful Waste! (Story)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	<u>Experiential Learning:</u> Cooking Activity Recipe writing <u>Inter disciplinary linkage</u> (With EVS) 5Rs of Waste Management, Food and Culture of Kerala <u>Art integration:</u> Learners will be asked to prepare a chart or any useful item for their class from best out of waste. <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Ice breaker activity/question 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • Read text with comprehension, locate details and sequence of events. • Read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • Spell the words correctly when dictation is given. • Develop reference

					tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference • Participate in activities that involve the use of English language	skills in both printed and electronic mode. • Connect ideas that they have inferred, through reading and interaction, with their personal experiences. • Answer coherently in written or oral form to questions in English based on the text and life experiences. • Use synonyms and antonyms

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Literature</u> Marigold Unit 2 Teamwork (Poem)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	<u>Experiential Learning:</u> Team Game/Activity Reflection/Group Discussion <u>Inter disciplinary linkage</u> (With Sports) Discussing different types of games – indoor and outdoor <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Ice-breaker activity/question Entry-Exit Cards Activity 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: Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • recite the poem with expressions and intonation. • appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode.

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					- Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	- connect ideas that they have inferred, through recitation and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 2 Flying Together (Story)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer	<u>Experiential Learning:</u> Bird watching Role play <u>Inter disciplinary linkage</u> (With EVS) Discussion on birds and animals, tree conservation <u>Art integration:</u> Story writing with pictures/Comic strip <u>Skill Assessment:</u>	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test - Quiz / MCQs	Ice-breaker activity/question Introduction of the topic followed by brain storming activities– - PPT and Digital Content would be shared. - Guided practice followed by Independent Practice	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners

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		Videos	LSRW and Critical Thinking Skills	Oral test	- Questions/answers, Proverbs to be discussed in the classroom. Techniques to be used- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - - Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context	- read text with comprehension, locate details and sequence of events. - read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs - spell the words correctly when dictation is given. - develop reference skills in both printed and electronic mode. - connect ideas that they have inferred, through reading and interaction, with

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					- use a dictionary for reference - Participate in activities that involve the use of English language, Clap Word Game (for syllables)	- their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 3 My Shadow (Poem)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer - Videos	<u>Experiential Learning:</u> Learners will make a comparative study and analyze the changes in shadows based on the availability of light. <u>Inter disciplinary linkage</u> (With EVS) Light, Sun, Moon, The concept of light and shadow <u>Art integration:</u> Shadow puppetry <u>Skill Assessment:</u>	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test - Quiz / MCQs - Oral test	Ice-breaker activity/question 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.	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - recite the poem with expressions and intonation.

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			LSRW and Critical Thinking Skills		- Introduction to the poet Techniques to be used - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - - Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference	- appreciate poetic language, rhyme and rhythm and share English songs, poems, games, riddles, stories, tongue twisters etc. - spell the words correctly when dictation is given. - develop reference skills in both printed and electronic mode. - relate to the fun and creativity involved in making paper objects. - connect ideas that they have inferred, through recitation and interaction, with their personal experiences. - answer coherently in

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					Participate in activities that involve the use of English language	written or oral form to questions in English based on the text and life experiences. use synonyms and antonyms
	<u>Grammar</u> - 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.	- Explanation by the teacher <u>Computer Aided Teaching</u> (using PPTs and Extramarks) - Videos on related grammar topics will be shown. Nouns: https://youtu.be/aolmjyuViO8 Adjectives: https://youtu.be/5ZkMbLkGims Articles: https://youtu.be/4iKjfjNvbJw Types of Sentences: https://youtu.be/g9_DQOwETMo BBC Compacta	<u>Project / Art Integration</u> To make and draw a chart of Nouns and its types with examples <u>Experiential learning:</u> - Children will be made to write a paragraph and will be asked to identify various nouns and Adjectives in it. <u>Interdisciplinary linkage</u> (Hindi – Nouns and Adjectives being taught in Hindi) <u>Art Integration:</u> Role Play to introduce Framing questions <u>Skill Assessments:</u> <u>Reading skills</u> <u>Speaking skills</u> <u>Writing skills</u>	<u>Class Test /Quiz</u> based on nouns/Types of Sentences/Adjectives/Articles/ Writing Words in Alphabetical Order/ Framing Questions/ Jumbled Sentences/ Reading Comprehension <u>Discussion and writing</u> of exercises related to the grammar structures. <u>Worksheets</u> based on nouns/Types of Sentences/Adjectives/Articles/ Writing Words	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 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 Alphabetical Order:	The following skills of the students are enhanced: - Reading skills - Speaking skills - Writing skills - 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

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				in Alphabetical Order/ Framing Questions/ Jumbled Sentences/ Reading Comprehension	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. 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. • 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 of nouns, adjectives. articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc.	• Students use meaningful grammatically correct sentences to describe and narrate incidents, and for framing questions.

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April 25 Days	<u>Literature</u> Marigold Unit 3 Robinson Crusoe discovers a Footprint (Story)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	<u>Experiential Learning:</u> Adventure Field Trip, Book Reading and Story Telling <u>Inter disciplinary linkage</u> (With EVS) Islands, Seashore <u>Art integration:</u> Drawing different types of Footprints <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test • Unit tests I (Postponed due to pandemic)	Ice breaking activity 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • read text with comprehension, locate details and sequence of events. • read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given.

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					- Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference Participate in activities that involve the use of English language	- develop reference skills in both printed and electronic mode. - connect ideas that they have inferred, through reading and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 4 Crying (Poem)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook	<u>Experiential Learning:</u> Creating a Memorabilia <u>Inter disciplinary linkage</u> (With EVS)	(CW) Discussion and (HW) writing of Q&A	Ice-breaking activity Introduction of the Topic – PPT and Digital Content would be shared.	The following skills of the students are enhanced: - Reading skills - Listening skills

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		• Online Whiteboard/Chalkboard • Digitizer • Video https://youtu.be/KnmVX-NK9GY	Water Conservation and Harvesting <u>Art integration:</u> Students will design a poster on Water Harvesting <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	• Guided practice followed by Independent Practice • Questions/answers to be discussed in the classroom. Techniques to be used - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context	• Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • recite the poem with expressions and intonation. • appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • relate to the fun and creativity involved in making a poster • connect ideas that they have

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					- infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	inferred, through recitation and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 4 My Elder Brother (Story)	PDF/Textbook Computer Aided Teaching (Extramarks, PPT) Marigold Workbook Online Whiteboard/Chalkboard Digitizer Videos	<u>Experiential Learning:</u> Role play & Discussion, Diary Entry <u>Inter disciplinary linkage</u> (With Hindi) Munshi Premchand <u>Art integration:</u> Learners will make their daily schedule on chart paper. <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(CW) Discussion and (HW) writing of Q&A Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing Class Test Quiz / MCQs Oral test	Ice breaking activity 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause,	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - read text with comprehension, locate details and sequence of events.

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					Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference • Participate in activities that involve the use of English language	• read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • connect ideas that they have inferred, through reading and interaction, with their personal experiences. • answer coherently in

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						written or oral form to questions in English based on the text and life experiences. • use synonyms and antonyms
	<u>Literature</u> Marigold Unit 5 The Lazy Frog (Poem)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	<u>Experiential Learning:</u> Story telling <u>Inter disciplinary linkage</u> (With EVS) Life cycle of a Frog <u>Art integration:</u> Origami Jumping Frog <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Ice-breaking activity 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 - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • recite the poem with expressions and intonation. • appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc.

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					The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference • Participate in activities that involve the use of English language	• spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • relate to the fun and creativity involved in making paper objects. • connect ideas that they have inferred, through recitation and interaction, with their personal experiences. • answer coherently in written or oral form to questions in English based on the text and life experiences. • use synonyms and antonyms

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	<u>Grammar and Composition</u> Pronoun Tenses Diary Entry Message Writing	- Explanation by the teacher <u>Computer Aided Teaching</u> (using PPT, Extramarks) - Video on Pronouns: https://youtu.be/ZY3U25QMxS8 - Video on Tenses: https://youtu.be/PQG_gYFePD4 - Video on Diary Entry https://youtu.be/byKiv9BgLKo BBC Compacta	Project/Experiential learning/Art Integration: Children will be asked to maintain a Personal Diary and decorate it. 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	Class Test /Quiz based on pronouns/tenses/ diary entry/message writing Discussion and writing of exercises related to the grammar topics. Worksheets based on pronouns/tenses	- Lesson will be introduced with ice breaking activities: Pronouns: Children will be given some sentences starting with their own names and then asked to remove the names and repeat the same sentences. Then the topic will be introduced. Tenses: Children will be asked to talk about their daily routine and then talk about only a day before that day. Then the topic will be introduced after stating how the two descriptions used different types of verbs. 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. Message Writing: Through asking various questions based on their previous knowledge. - The children will be able to use Pronouns and verbs, correctly in speech and writing	The following skills of the students are enhanced: - Speaking skills - 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

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					- 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	tenses in speaking and writing. The students write Diary entry and Messages in English from verbal, visual clues, with appropriate punctuation marks and linkers in correct format.
May 21 Days	<u>Literature</u> Marigold Unit 5 Rip Van Winkle (Story)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer - Videos	<u>Experiential Learning:</u> Playing/Discussing the games mentioned in the chapter <u>Art integration:</u> Making picture cards, kite-shaped bookmark <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test - Quiz / MCQs - Oral test	Ice breaking activity 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - read text with comprehension, locate details and sequence of events.

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					Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference • Participate in activities that involve the use of English language	• read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • connect ideas that they have inferred, through reading and interaction, with their personal experiences. • answer coherently in written or oral form to

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					Discuss the Proverb – 'Time and Tide wait for no man'.	questions in English based on the text and life experiences. use synonyms and antonyms
	<u>Literature</u> Marigold Unit 6 Class Discussion (Poem)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer - Videos	<u>Experiential Learning:</u> through class discussion <u>Inter disciplinary linkage</u> (With General Knowledge) Discussion on National Bravery Awards <u>Art integration:</u> Picture prompts <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test - Quiz / MCQs - Oral test	Ice-breaking activity 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 - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to -	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - recite the poem with expressions and intonation. - appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. - spell the words correctly when

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					- Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	dictation is given. - develop reference skills in both printed and electronic mode. - connect ideas that they have inferred, through recitation and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 6 The Talkative Barber (Story)	PDF/Textbook Computer Aided Teaching (Extramarks, PPT)	<u>Experiential Learning:</u> Book Reading/Story Telling (Arabian Nights, Tenali Raman, Akbar-Birbal, etc.) Descriptive Writing (Process – How to) <u>Inter disciplinary</u>	(CW) Discussion and (HW) writing of Q&A Writing of Difficult words, Word-Meanings and Making	Ice breaking activity Introduction of the Topic – - PPT and Digital Content would be shared. - Guided practice	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills

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		• Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	linkage (With Social Studies) Cultural link – Folk Tales <u>Art integration:</u> Emojis and reactions <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	followed by Independent Practice • Questions/answers to be discussed in the classroom. Techniques to be used- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context	• Problem solving • Creative writing • Critical thinking The learners • read text with comprehension, locate details and sequence of events. • read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode.

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					- infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	- connect ideas that they have inferred, through reading and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 7 Topsy-turvy Land (Poem)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer - Videos	<u>Experiential Learning:</u> Tidying up, JAM Session <u>Inter disciplinary linkage</u> (With EVS) Clean surroundings <u>Art integration:</u> Poster making (how you keep your room) <u>Skill Assessment:</u>	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test	Ice-breaking activity Introduction of the Topic – - PPT and Digital Content would be shared. - Guided practice followed by Independent Practice	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking

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			LSRW and Critical Thinking Skills	• Quiz / MCQs • Oral test	• Questions/answers to be discussed in the classroom. Techniques to be used - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference	The learners • recite the poem with expressions and intonation. • appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • relate to the fun and creativity involved in making a poster. • connect ideas that they have inferred, through recitation and interaction, with their personal experiences.

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					Participate in activities that involve the use of English language	- answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Grammar and Composition:</u> Verbs Subject Verb Agreement Paragraph writing Reading Comprehension	- Explanation by teacher <u>Computer Aided Teaching</u> (using Extramarks) Video on verbs: https://youtu.be/z96-ZkIpQZQ Video on Subject verb agreement: https://youtu.be/6L2XVxI1SmQ	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 Creative writing Critical thinking Life skills	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	- 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 activities which involve English - language use, such as role play, enactment, dialogue and	The following skills of the students are enhanced: Speaking skills Writing skills Problem solving Creative writing Critical thinking Life skills The students identify and use verbs correctly in their speech and writing. - The students write using appropriate punctuation marks. - The students write paragraphs in English from verbal, visual

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					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.	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 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.....

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June 12 days	Revision Unit Test - 1	- Explanation by the teacher <u>Computer Aided Teaching</u> (using Extramarks /PPT) - Classroom discussion	Written practice of all the topics	Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests	- Students will use strategies for revising and editing their work. - Students will collaborate with peers to revise their work.	The students devise strategies to revise and edit them work. brush up and reinforce what they have learnt.
July 22 Days	<u>Literature</u> Marigold Unit 7 Gulliver's Travels (Story)	PDF/Textbook Computer Aided Teaching (Extramarks, PPT) Marigold Workbook Online Whiteboard/Chalkboard Digitizer Videos	<u>Experiential Learning:</u> Story telling (Meeting a giant for the first time) <u>Inter disciplinary linkage</u> (With General Knowledge) Giants in the world <u>Art integration:</u> Draw or paint your favourite scene from the story and write 10 lines about that scene. Present your drawing and explain why you chose that scene. <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(CW) Discussion and (HW) writing of Q&A Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing Class Test Quiz / MCQs Oral test	Ice breaking activity 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to -	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - read text with comprehension, locate details and sequence of events. - read independently in English – storybooks, headlines, news

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					- Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference Participate in activities that involve the use of English language	items, advertisements, etc. talk about it and compose short paragraphs - spell the words correctly when dictation is given. - develop reference skills in both printed and electronic mode. - connect ideas that they have inferred, through reading and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences.

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						use synonyms and antonyms
	<u>Literature</u> Marigold Unit 8 Nobody's Friend (Poem)	- PDF/Textbook - Computer Aided Teaching (Extramarks, PPT) - Marigold Workbook - Online Whiteboard/Chalkboard - Digitizer - Videos	<u>Experiential Learning:</u> Discussion – Effect of sharing on friendship <u>Inter disciplinary linkage</u> (With Value Education) <u>Art integration:</u> Picture prompts <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(CW) Discussion and (HW) writing of Q&A - Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing - Class Test - Quiz / MCQs - Oral test	Ice-breaking activity 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 - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - - Discuss and present orally, and then write answers to text-based	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - recite the poem with expressions and intonation. - appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. - spell the words correctly when dictation is given.

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					questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language <u>Great emphasis will be laid on voice modulation to enable the students to catch the mood of the poem.</u>	- develop reference skills in both printed and electronic mode. - relate to the fun and creativity involved in making paper objects. - connect ideas that they have inferred, through recitation and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 8 The Little Bully	PDF/Textbook	<u>Experiential Learning:</u> Discussion on bullying <u>Inter disciplinary linkage</u>	(CW) Discussion and (HW) writing of Q&A	Ice breaking activity Introduction of the Topic – PPT and Digital	The following skills of the students are enhanced: Reading skills

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	(Story)	• Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	(With Value Education) <u>Art integration:</u> Draw and write a conversation of a person getting bullied by another and how you are going to help him/her. <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Content would be shared. • Guided practice followed by Independent Practice • Questions/answers to be discussed in the classroom. Techniques to be used- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother	• Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • read text with comprehension, locate details and sequence of events. • read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given. • develop reference

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					tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	skills in both printed and electronic mode. - connect ideas that they have inferred, through reading and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 9 Sing a Song of People (Poem)	PDF/Textbook Computer Aided Teaching (Extramarks, PPT) Marigold Workbook Online Whiteboard/Chalkboard Digitizer	<u>Experiential Learning:</u> Paragraph Writing - Being late <u>Inter disciplinary linkage</u> (With EVS) City Life <u>Art integration:</u>	(CW) Discussion and (HW) writing of Q&A Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing	Ice-breaking activity Introduction of the Topic – - PPT and Digital Content would be shared. - Guided practice followed by Independent Practice	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing

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		Videos	Poster making – 'The importance of time' Skill Assessment: LSRW and Critical Thinking Skills	Class Test Quiz / MCQs Oral test	- Questions/answers to be discussed in the classroom. Techniques to be used - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - - Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs - Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context	- Critical thinking The learners - recite the poem with expressions and intonation. - appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. - spell the words correctly when dictation is given. - develop reference skills in both printed and electronic mode. - relate to the fun and creativity involved in making a poster. - connect ideas that they have inferred, through recitation and interaction, with

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					- use a dictionary for reference - Participate in activities that involve the use of English language	their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Grammar</u> Adverbs Reported Speech	- Explanation by teacher <u>Computer Aided Teaching</u> (using PPT, Extramarks) <u>Classroom discussion</u> Video on adverbs: https://youtu.be/yFPS8yTS_Gw Video on Reported Speech https://youtu.be/rcxyt sa8Cbl	Project - Children will be asked to make charts of Adverbs and Reported Speech and decorate it. 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	Class Test /Quiz based on Adverbs/ Reported Speech Discussion and writing of exercises related to the grammar topics. Worksheets based on Adverbs/ Reported Speech Exercises based on Adverbs/ Reported Speech.	- Lesson will be introduced with ice breaking activities: Adverbs: Lesson will be introduced by asking questions based on their previous knowledge. 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. - The children will be provided opportunities in pairs/groups/ individually and encouraged to–	1. The following skills of the students are enhanced: Speaking skills Writing skills Creativity Critical thinking Life skills - 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

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			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- Speaking skills Writing skills Creativity Critical thinking Life skills		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 of nouns, adjectives. articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc.	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 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.....

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August 22 Days	<u>Literature</u> Marigold Unit 9 Around the World (Story)	• PDF/Textbook • Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	<u>Experiential Learning:</u> Book Reading Article Writing – Your best journey, A Place you really want to visit Drawing/Pasting Pictures of Flag, important monuments, etc. of those places <u>Inter disciplinary linkage</u> (With EVS) USA, France, Seven Wonders of the World <u>Art integration:</u> Map making Paper boats <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• (CW) Discussion and (HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	Ice breaking activity 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- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • read text with comprehension, locate details and sequence of events. • read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when

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					- Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference Participate in activities that involve the use of English language	dictation is given. - develop reference skills in both printed and electronic mode. - connect ideas that they have inferred, through reading and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold	PDF/Textbook	<u>Experiential Learning:</u> Write a detailed characters sketch of a	(CW) Discussion and	Ice-breaking activity Introduction of the	The following skills of the students are

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	Unit 10 Malu Bhalu (Poem)	• Computer Aided Teaching (Extramarks, PPT) • Marigold Workbook • Online Whiteboard/Chalkboard • Digitizer • Videos	person who encourages and inspires you. <u>Inter disciplinary linkage</u> (With EVS) Discussion on animals found in the Arctic region <u>Art integration:</u> Card Making Activity <u>Skill Assessment:</u> LSRW and Critical Thinking Skills	(HW) writing of Q&A • Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing • Class Test • Quiz / MCQs • Oral test	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 - Brain storming, Discussion, Questions (Pose, Pause, Pounce & Bounce), Reflection, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother	enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • recite the poem with expressions and intonation. • appreciate poetic language and share English songs, poems, games, riddles, stories, tongue twisters etc. • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • relate to the fun and creativity involved in

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					tongue/surroundings/cultural context - infer the meaning of unfamiliar words by reading them in context - use a dictionary for reference - Participate in activities that involve the use of English language	making paper objects. - connect ideas that they have inferred, through recitation and interaction, with their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms
	<u>Literature</u> Marigold Unit 10 Who will be Ningthou? (Story)	PDF/Textbook Computer Aided Teaching (Extramarks, PPT) Marigold Workbook Online Whiteboard/Chalkboard	<u>Experiential Learning:</u> Class discussion, Video of Manipur <u>Inter disciplinary linkage</u> (With EVS) Manipur – language and culture, Environment <u>Art integration:</u> Draw a poster to show why it is important to take care of the environment.	(CW) Discussion and (HW) writing of Q&A Writing of Difficult words, Word-Meanings and Making Sentences, Paragraph Writing Class Test	Ice breaking activity 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.	The following skills of the students are enhanced: - 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
		• Digitizer • Videos	<u>Skill Assessment:</u> LSRW and Critical Thinking Skills	• Quiz / MCQs • Oral test	Techniques to be used- Brain Storming, Group Discussion, Probing Questions (Pose, Pause, Pounce & Bounce), Think-Pair-Share, Dictogloss, MCQs The learners will be provided opportunities in pairs/groups/individually and encouraged to - • Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • Relate ideas, proverbs and expressions that they have heard to those in their mother tongue/surroundings/cultural context • infer the meaning of unfamiliar words by reading them in context • use a dictionary for reference	The learners • read text with comprehension, locate details and sequence of events. • read independently in English – storybooks, headlines, news items, advertisements, etc. talk about it and compose short paragraphs • spell the words correctly when dictation is given. • develop reference skills in both printed and electronic mode. • connect ideas that they have inferred, through reading and interaction, with

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					Participate in activities that involve the use of English language	their personal experiences. - answer coherently in written or oral form to questions in English based on the text and life experiences. - use synonyms and antonyms

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	<u>Grammar</u> Conjunctions Interjections Notice Writing	- Explanation by the teacher <u>Computer Aided Teaching</u> (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	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/Interjection s/notice writing) Skill Assessment- Writing skills Creative writing Critical thinking Life skills	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	- 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 and dramatisation of stories read and heard - to learn grammar in a context and integrated manner (such as use of nouns, adjectives. articles.)	The following skills of the students are enhanced: Writing skills Creative writing Critical thinking Life skills The students identify and use conjunctions and interjections 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 various verbs and are able to write the correct verb according to the subject. - The students use meaningful grammatically correct sentences

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					enrich vocabulary through crossword puzzles, word chain, dumb charades etc.	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..... - Students write notice in correct format.

September 24 Days	<u>Grammar</u> Editing the passage Prepositions Paragraph writing Reading Comprehension Revision for Unit test Unit Test - 2	• Explanation by the teacher • <u>Computer Aided Teaching</u> (using Extramarks) • Classroom discussion • Video related to prepositions https://youtu.be/1Ex0sBf18i4	• 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 – Students will be paired and asked to explain the concepts to each other and ask questions. (Prepositions) • Skill Assessment- Speaking skills Writing skills Creative Writing Critical thinking will be assessed by the Prepositions game: https://youtu.be/f2MkzbUpt-c https://youtu.be/TRjeyEM7SG0	• Class Test /Quiz based on Prepositions/ Editing the passage. • Discussion and writing of exercises related to Prepositions/ Editing the passage. • Worksheets based on Prepositions • Exercises based on Prepositions/ Editing the passage. • Revision and Unit Test	• 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 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 of nouns, adjectives. articles.) • enrich vocabulary through crossword puzzles, word chain, dumb charades etc.	1. The following skills of the students are enhanced: • Speaking skills • Writing skills • Creative Writing • Critical thinking • The students identify and use prepositions 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 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....

Month/ No. of working days	Topic/Sub-topic	Teaching 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 - 21 Days	Revision - Reported Speech - Tenses - Adjectives - Adverbs - Articles - Verbs - Subject Verb Agreement	- Explanation by the teacher <u>Computer Aided Teaching</u> (using /Extramarks / PPT) - Classroom discussion	Written practice of all the topics	- Oral discussion - Written worksheets - Quizzes - Revision Tests	- Students will use strategies for revising and editing their work. - Students will collaborate with peers to revise their work.	The students - 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	- Explanation by the teacher <u>Computer Aided Teaching</u> (using Extramarks /PPT) - Classroom discussion	Written practice of all the topics	Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests	- Students will use strategies for revising and editing their work. - Students will collaborate with peers to revise their work.	The students devise strategies to revise and edit them work. - collaborate with their peers to revise. - learn to manage them time during exams. - brush up and reinforce what they have learnt feel more confident and equipped to approach exams with less anxiety and stress.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
December 13 Days	Final Examination	•	•	•	•	•

पाइनग्रोव स्कूल, धर्मपुर
 संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
 वार्षिक शिक्षाशास्त्र योजना : हिन्दी
 कक्षा : पाँच
 सत्र: 2022-23

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक 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 (05 दिन)	भाषा, वर्णमाला और मात्राएँ	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/Xtypskztqp0 https://youtu.be/3NDEA2F1UO4	आनुभविक ज्ञानार्जन गतिविधि- – - बिना बोले अपनी बात कहने के लिए कहा जाएगा। - सभी व्यंजनों से बनने वाले शब्दों के कटआउट्स दिखा कर पहचानने के लिए कहा जाएगा। कला समेकित ज्ञानार्जन - व्यंजनों से बनने वाले शब्दों का सचित्र वर्णन करने के लिए कहा जाएगा। कौशल मूल्यांकन वाचन कौशल - व्यंजनों का सस्वर सामूहिक अभ्यास करवाया जाएगा।	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - पूर्व ज्ञान परीक्षण - डम्शराज भूमिका – किसी भी भाषा को सीखने के लिए अक्षरों का ज्ञान अति आवश्यक है 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 - 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 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
			लेखन कौशल-व्यंजनों की सहायता से रेलगाड़ी बनाने के कार्य दिया जाएगा			- नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए कला संबंधी - वाचन कला का सुधार - चित्रकला कला का सुधार
मार्च (23 दिन)	पाठ - 01 राख की रस्सी	- पाठ्य पुस्तक - रिमझिम - 05 - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चॉक - डस्टर https://www.youtube.com/watch?v=9mW4pYnDBY&t=2s	आनुभविक ज्ञानार्जन गतिविधि— - भारत के पड़ोसी देशों को मानचित्र पर दिखाना 'होशियार' और 'चालाक' में क्या अंतर है? - विषय पर चर्चा कला समेकित ज्ञानार्जन – - पाठ की अभिनयात्मक प्रस्तुति कौशल मूल्यांकन – वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल प्रश्नों के उत्तर लिखना	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - भारत के पड़ोसी देशों के नाम पूछे जाएँगे - किसी कार्य को करने के लिए या समस्या को हल करने के लिए व्यक्ति के पास किस प्रकार की योग्यता होनी चाहिए? - व्यावसायिक कुशलता क्या होती है? विषय की घोषणा विषय विस्तार	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना कला संबंधी - रचनात्मकता का विकास - वाचन कला का सुधार - अभिनय कला का 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
			बहुविषयक सहलग्नता सामाजिक अध्ययन से जोड़ते हुए भारत के भौगोलिक विभाजन पर चर्चा करना।		पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति	- समालोचनात्मक कौशल का विकास नैतिक मूल्य - दूसरों की मदद करने की भावना का विकास - दूसरों की होशियारी और समझदारी का सम्मान करने की भावना का विकास - दूसरों की मदद कर सुख का
	पाठ – 02 फसलों के त्योहार	- पाठ्य पुस्तक - रिमझिम - 05 - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चॉक - डस्टर https://www.youtube.com/watch?v=jZ4hP_tdnew	आनुभविक ज्ञानार्जन गतिविधि— - घर पर मकर संक्रांति मनाने के तरीकों पर जानकारी एकत्रित करना। कला समेकित ज्ञानार्जन - एक रंग - बिरंगी पतंग बनाना कौशल मूल्यांकन – वाचन कौशल - - पाठ का सस्वर वाचन	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - भारत की ज्यादातर जनसंख्या गाँवों में रहती है। वे लोग अपना जीवनयापन करने के लिए क्या करते हैं? - भारत त्योहारों का देश है। क्या फसलों से जुड़े हुए भी कुछ त्योहार होते हैं?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल 'विविधता हमारे देश की पहचान है' - विषय पर चर्चा बहुविषयक सहलग्नता - भारत के मानचित्र पर विभिन्न राज्यों में फसलों के त्योहारों को अंकित करना		- लोहड़ी, मकर-संक्रांति आदि त्योहारों पर चर्चा विषय की घोषणा विषय विस्तार पठन अभ्यास चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति	- रचनात्मकता का विकास - चित्रकला कला का सुधार - समालोचनात्मक कौशल का विकास नैतिक मूल्य - विभिन्न राज्यों की संस्कृति के प्रति सम्मान की भावना का विकास
	पाठ - 03 खिलौनेवाला	- पाठ्य पुस्तक - रिमझिम - 05 - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चॉक - डस्टर https://www.youtube.com/watch?v=nOCi4LBZ6HA https://www.youtube.com/watch?v=3VkwBTnHSY	आनुभविक ज्ञानार्जन गतिविधि— - अपने मनपसंद खिलौने को खरीदने से लेकर उसके साथ अब तक के अपने अनुभवों को सांझा करना कला समेकित ज्ञानार्जन – विभिन्न प्रकार के फेरीवालों की आवाज़ें निकालने का अभिनय करना कौशल मूल्यांकन – वाचन कौशल -	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - बच्चे अपना ज्यादातर समय किस प्रकार बिताते हैं? - बचपन में माता - पिता तथा अन्य लोग हमें उपहार में क्या देते हैं? - आपका मनपसंद खिलौना कौन - सा है तथा क्यों?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार 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
			कविता का सस्वर वाचन • लेखन कौशल प्रश्नों के उत्तर लिखना • समालोचनात्मक कौशल - हम कई ऐसे त्योहार मनाते हैं जो बुराई पर अच्छाई की जीत पर बल देते हैं। ऐसे त्योहारों पर चर्चा।		• खेलौने बेचने वाले फेरीवाले को क्या कहते हैं? • विषय की घोषणा • विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न पुनरावृत्ति	• रचनात्मकता का विकास • वाचन कला का सुधार • अभिनय कला का सुधार • समालोचनात्मक कौशल का विकास नैतिक मूल्य • फेरीवालों के प्रति तथा उनके कार्य के प्रति सम्मान की भावना का विकास बुराई पर अच्छाई की जीत की भावना का विकास
	रचनात्मक लेखन औपचारिक पत्र (बीमारी के कारण तथा भाई की शादी के लिए अवकाश पत्र) अनुच्छेद लेखन गणतंत्र दिवस, होली	• हिंदी व्याकरण - वाटिका • पावर पॉइंट प्रस्तुति • चॉकबोर्ड • डस्टर • चॉक https://youtu.be/EHAUpKXF	आनुभविक ज्ञानार्जन गतिविधि- • घर पर पुराने पत्रों को ढूंढ कर उन्हें पढ़ना • कला समेकित ज्ञानार्जन • पत्र भेजने के लिए लिफाफा बनाना • तिरंगे का चित्र बनाना • रंगोली बनाना कौशल मूल्यांकन -	• मौखिक परीक्षा • लिखित परीक्षा • बहुवैकल्पिक प्रश्न • खाली स्थानों की पूर्ति करना	• आइस -ब्रेकिंग गतिविधि- बच्चों से निम्नलिखित प्रश्न पूछे जाएंगे: - • अपने विचारों को दूसरों तक पहुँचाने के लिए आप क्या करते हैं? • प्राचीन समय में सन्देश भेजने के लिए किन - किन	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - • विषय संबंधी • पठन कौशल का विकास • 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
		https://youtu.be/GcO_lhrFic0 https://youtu.be/gG-dxj_Skz8 https://youtu.be/Tkh5CZJ4j3E	वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए भारत की आजादी तथा उसके गणतंत्र होने पर चर्चा करना।		तरीकों का प्रयोग किया जाता था? - पत्र लेखन और अनुच्छेद लेखन में भाषा के किन रूपों का प्रयोग किया जाता है? विषय की घोषणा विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति	भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - विचारों को सुव्यवस्थित करने में सुधार - पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी - 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।

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	संज्ञा व उसके भेद	- 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/jh1sRcVkFOI https://youtu.be/MbFs8EOrVMc	आनुभविक ज्ञानार्जन गतिविधि- - कक्षा की वस्तुओं के नाम और भेद बताना कला समेकित ज्ञानार्जन संज्ञा पर कविता रचना, संज्ञा रे, संज्ञा रे, तेरे बिना हम कैसे रचे, आजा रे, आजा रे शब्दों के सहारे आजा, https://youtu.be/0AdLZJeWZY0	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- पहेलियाँ पूछी जाएगी 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 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 भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट	आनुभविक ज्ञानार्जन गतिविधि - एक ही अर्थ प्रकट करने वाले शब्दों को पूछा जाएगा कला समेकित ज्ञानार्जन	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- चित्र दिखा कर एक ही वस्तु के अलग-अलग नाम पूछे जाएंगे विषय की घोषणा	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - 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
		- डस्टर https://youtu.be/b2JLZMA49zE https://youtu.be/yHCbBNi69eI https://youtu.be/4vP96uPNO_Y	- पर्यायवाची शब्दों के चित्र बनाना कौशल मूल्यांकन - वाचन कौशल - - शब्द अंताक्षरी वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा		विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- लेखन कौशल का विकास - वाचन कौशल का विकास होगा - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबन्धी - भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे। - समालोचनात्मक कौशल का विकास
	व्याकरण (लिंग , वचन और मुहावरे)	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर	आनुभविक ज्ञानार्जन अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना कला समेकित ज्ञानार्जन	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि बच्चों से निर्मलिखित प्रश्न पूछे जाएँगे:- मिठाईवाले की दुकान पर मिठाइयाँ वचन के कौन से भेद को दर्शाते हैं ?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय सम्बन्धी - 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
		• https://youtu.be/w hO-GONEI6M • https://youtu.be/S NwDBAi3yi8 • https://youtu.be/D PK9pd03WxQ	• लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल • व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन • लेखन कौशल उत्तरपुस्तिका में लिंग, वचन और मुहावरे लिखना समालोचनात्मक कौशल • यदि लिंग , वचन और मुहावरे न होते तो भाषा कैसी होती – विषय पर चर्चा बहुविषयक सहलग्नता हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा		• पुल्लिंग आदमी होते हैं या औरत आप स्त्रीलिंग हैं या पुल्लिंग • चित्र दिखा कर मुहावरे पूछे जाएँगे • विषय की घोषणा • विषय विस्तार • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	• लेखन कौशल का विस्तार • वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी • चित्र कला का विकास • समालोचनात्मक कौशल का विकास
अप्रैल (25 दिन)	पाठ - 04 नन्हा फनकार	• पाठ्य पुस्तक - रिमझिम - 05 • पावर पॉइंट प्रस्तुति • चॉकबोर्ड • चॉक	आनुभविक ज्ञानार्जन गतिविधि- • घर पर नक्काशीदार चीज़ों की सूची बनाना • घर में उपलब्ध औज़ारों की सूची	• मौखिक परीक्षा • लिखित परीक्षा • खुले अंत वाले प्रश्न • रिक्त स्थान • किसने किससे कहा • शब्द लड़ी	आइस - ब्रेकिंग गतिविधि - • स्वतंत्रता से पहले भारत पर किसका शासन था?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे 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
		डस्टर https://www.youtube.com/watch?v=G8xyR0mSTfc https://www.youtube.com/watch?v=sotUs3b5QY	बनाना तथा उनके प्रयोग की जानकारी इकट्ठी करना कला समेकित ज्ञानार्जन - विभिन्न प्रकार के फेरीवालों की आवाज़ें निकालने का अभिनय करना कौशल मूल्यांकन – वाचन कौशल - कविता का सस्वर वाचन लेखन कौशल प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - लोगों के एक जगह से दूसरी जगह जाकर बसने के क्या कारण हो सकते हैं? - चर्चा करना बहुविषयक सहलग्नता - मुगल साम्राज्य के शासक अकबर के बारे में जानकारी प्रदान करना	बहुवैकल्पिक प्रश्न	- मुगल साम्राज्य के सबसे प्रसिद्ध शासक कौन थे? - हिन्दुओं, मुसलमानों तथा ब्रिटिश लोगों की इमारतों में क्या अंतर है? विषय की घोषणा विषय विस्तार चर्चा संबंधित प्रश्न पूछना खुले अंत वाले प्रश्न पुनरावृत्ति	- लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना कला संबंधी - रचनात्मकता का विकास - वाचन कला का सुधार - अभिनय कला का सुधार - समालोचनात्मक कौशल का विकास नैतिक मूल्य - हर प्रकार के कार्य के प्रति सम्मान की भावना का विकास किसी के द्वारा किए गए कार्य को सराहने 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पाठ - 05 जहाँ चाह वहाँ रह	- पाठ्य पुस्तक - रिमझिम - 05 - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - चॉक - डस्टर https://www.youtube.com/watch?v=PNphpmh0fqk https://www.youtube.com/watch?v=HhrJAvzTeEY	आनुभविक ज्ञानार्जन गतिविधि— - किसी दिव्यांग व्यक्ति के साथ हुए अपने अनुभव को साझा करने के लिए कहा जाएगा - बिना हाथों का प्रयोग किए एक पूरा दिन अपने दैनिक कार्य करने का प्रयास करना तथा अपने अनुभव सांझा करना। कौशल मूल्यांकन – वाचन कौशल - - पाठ का सस्वर वाचन लेखन कौशल - - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - कहानी पढ़कर तुम्हारी सोच में जो परिवर्तन आए उन्हें इला को पत्र लिखकर बताओ।	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस - ब्रेकिंग गतिविधि- - यदि आप अपने कार्यों को करने के लिए अपने शरीर के अंगों का प्रयोग न कर पाएँ तो क्या होगा? - जो व्यक्ति किसी शारीरिक कमी के साथ पैदा हुआ हो, क्या वे जीवन में पीछे रह जाते हैं? - कुछ ऐसे व्यक्तियों के नाम बताइए जो शारीरिक रूप से कमजोर होते हुए भी अपने कार्यों के लिए जाने जाते हैं? 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 - 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। - समालोचनात्मक कौशल का विकास नैतिक मूल्य - शारीरिक रूप से विकलांग बच्चों के प्रति प्रेम, सहानुभूति और संवेदनशीलता की भावना का विकास - हर व्यक्ति के प्रति सम्मान की भावना का विकास - अपंग किन्तु समर्थ लोगों से प्रेरणा ले 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
						आसाधारण जीवन जीने के लिए प्रेरित होंगे
	रचनात्मक लेखन अनौपचारिक पत्र (मित्र को जन्मदिन पर बुलाने के लिए पत्र) अनुच्छेद लेखन (राष्ट्रीय ध्वज)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चॉकबोर्ड - चाक - डस्टर	आनुभविक ज्ञानार्जन गतिविधि- - घर पर पुराने पत्रों को ढूंढ कर उन्हें पढ़ना कला समेकित ज्ञानार्जन - तिरंगे का चित्र बनाना कौशल मूल्यांकन – वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - अपने मित्र को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए स्वतंत्रता	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण 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: - विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - विचारों को सुव्यवस्थित करने में सुधार - पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे 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/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			पूर्व तथा स्वतंत्रता पश्चात के तिरंगे में अंतर करना			पत्र को कलात्मक ढंग से प्रस्तुत करना

	शब्द भण्डार (पर्यायवाची और विलोम शब्द) • व्याकरण • दृश्य श्रवण साधनों का प्रयोग • पावर पॉइंट प्रेजेंटेशन • वीडियो • एक्स्ट्रा मार्क्स • श्याम पट्ट • डस्टर • https://youtu.be/b2JLZMA49zE • https://youtu.be/yHCbBNi69eI • https://youtu.be/4vP96uPNO_Y	आनुभविक ज्ञानार्जन गतिविधि – • पढ़े गए पाठ से पर्यायवाची और विलोम शब्दों को ढूँढना कला समेकित ज्ञानार्जन • पर्यायवाची शब्दों के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन - वाचन कौशल – • शब्द अंताक्षरी वाचन लेखन कौशल • शब्द भण्डार को अपनी उत्तरपुस्तिकाओं में लिखना समालोचनात्मक कौशल • पर्यायवाची तथा विलोम शब्दों का भाषाई कौशल विकसित करने में योगदान पर चर्चा	• मौखिक परीक्षा • लिखित परीक्षा • खुले अंत वाले प्रश्न • शब्द लड़ी • बहुवैकल्पिक प्रश्न	• 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	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को 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 होंगे कला संबंधी • भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे • 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
मई (21 दिन)	पाठ - 06 एक चिट्ठी का सफर	- पाठ्यपुस्तिका फुहार - दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर https://www.youtube.com/watch?v=3alanUf1nkc	आनुभविक ज्ञानार्जन गतिविधि- - अपने घर का पता याद करना व लिखने का अभ्यास करना । - इंटरनेट की सहायता से डाक - टिकटों का संग्रह कर एक कोलाज बनाना । कला समेकित ज्ञानार्जन - एक पोस्टकार्ड बनाना कौशल मूल्यांकन – वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - प्राचीन काल के सन्देश भेजने तथा आज के समय में सन्देश भेजने की प्रक्रिया में क्या अंतर है? - विषय पर चर्चा - पत्र एक जगह से दूसरी जगह तक	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - हम अपने सन्देश दूसरे लोगों तक किस तरह पहुँचाते हैं? - यदि कोई पत्र सही जगह नहीं पहुँचता तो उसका क्या कारण होता है? - यदि किसी पत्र पर सही पता या सही नाम न लिखा हो तो क्या होगा? - नाम न होने से क्या - क्या समस्याएँ आ सकती हैं? 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 सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - दूसरे के विचारों के प्रति सम्मान 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
			पहुँचने के लिए किस - किस प्रक्रिया से गुज़रता है? - विषय पर चर्चा बहुविषयक सहलग्नता सामाजिक अध्ययन से जोड़ते हुए डाक टिकट के इतिहास के बारे में जानकारी प्राप्त करना			डाकघर तथा उससे जुड़े लोगों के कठिन परिश्रम के प्रति सम्मान की भावना का विकास

	पाठ - 07 डाकिए की कहानी कुँवर सिंह की ज़बानी	- पाठ्यपुस्तिका फुहार - दृश्य श्रव्य साधनों का प्रयोग (PPt) - श्यामपट्ट - चाक - डस्टर https://www.youtube.com/watch?v=ROIzJLEs6aQ https://www.youtube.com/watch?v=OdqSkbDJYYo	आनुभविक ज्ञानार्जन गतिविधि- - अपने आस - पास रहने वाले किसी कर्मचारी का साक्षात्कार लेना। कला समेकित ज्ञानार्जन – अपने क्षेत्र के डाकघर का काल्पनिक चित्र बनाना। कौशल मूल्यांकन – वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - साक्षात्कार के लिए प्रश्नावली बनाना समालोचनात्मक कौशल - यदि डाकिए न हो तो पत्र या सन्देश एक स्थान से दूसरे स्थान तक कैसे पहुँचेंगे? - चर्चा करना। बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए भौगोलिक स्थिति को देखते हुए ऐसे पाँच क्षेत्रों के नाम लिखो जहाँ डाक पहुँचाने में कठिनाई होती हो।	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने किससे कहा - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - प्राचीन काल में एक स्थान से दूसरे स्थान तक सन्देश कैसे पहुँचाए जाते थे? - आज कल के समय में सन्देश पहुँचाने के क्या तरीके हैं? - डाकिया कौन होता है? वह क्या - क्या कार्य करता है? 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 सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - कुँवर सिंह के ज़ज़्बे के प्रति सम्मान की भावना का विकास। - प्रत्येक कर्मचारी तथा कार्य के प्रति सम्मान 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	रचनात्मक लेखन अनौपचारिक पत्र (ग्रीष्मकालीन शिविर के लिए जा रहे छोटे भाई को सेहत का ध्यान रखने के लिए कहते हुए पत्र) अनुच्छेद लेखन (प्रातः काल भ्रमण)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चॉकबोर्ड - चाक - डस्टर https://www.youtube.com/watch?v=6C9BWp5_gAQ	आनुभविक ज्ञानार्जन गतिविधि- - घर पर पुराने पत्रों को ढूंढ कर उन्हें पढ़ना कला समेकित ज्ञानार्जन - एक सुंदर प्राकृतिक दृश्य बनाना कौशल मूल्यांकन – वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - अपने छोटे भाई को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता - शारीरिक शिक्षा से जोड़ते हुए भ्रमण के	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण 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: - विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - विचारों को सुव्यवस्थित करने में सुधार - पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी पत्र को कलात्मक ढंग से प्रस्तुत 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			स्वास्थ्य लाभों पर चर्चा			
	सर्वनाम और क्रिया	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/MbFs8EOOrVMc https://youtu.be/RdqXOIUUIwY	आनुभविक ज्ञानार्जन गतिविधि - अपनी दिनचर्या कौशल मूल्यांकन – वाचन कौशल - अपनी मां की दिनचर्या सुनाएं लेखन कौशल - अपनी दिनचर्या लिख कर क्रिया शब्द छाँटिए	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- अपने मित्र के बारे में जानकारी दीजिए विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ 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 होंगे कला संबंधी - वाचन कला का सुधार - लेखन कौशल का विकास होगा
	विशेषण	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन)	आनुभविक ज्ञानार्जन गतिविधि –	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि – अपने मित्रों की कौन-कौन सी बातें आपको पसंद या नापसंद है?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/AvakIFgvDPQ	- बच्चे अपने मित्रों के गुणों के बारे में चर्चा करेंगे कला समेकित ज्ञानार्जन – - अभिनय द्वारा अपने किसी प्रिय के खास गुण को बताना कौशल मूल्यांकन वाचन कौशल - विशेषण शब्दों का प्रयोग करते हुए भाषाई कौशलों का विकास करना लेखन कौशल - विशेषण शब्दों का प्रयोग करते हुए वाक्यों का निर्माण करना	- विशेषण, संज्ञा, सर्वनाम शब्द छांटना	विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय संबंधी - 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। कला संबंधी - वाचन कला का सुधार - अभिनय कला का सुधार - लेखन कौशल का विकास होगा। नैतिक मूल्य - प्रत्येक व्यक्ति में कोई न कोई गुण होता है
	विराम चिन्ह	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट	आनुभविक ज्ञानार्जन गतिविधि- अपनी - अपनी बात कला समेकित ज्ञानार्जन – कौशल मूल्यांकन –	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहुवैकल्पिक प्रश्न - दिए हुए वाक्यों में विराम चिन्ह लगाना	आइस -ब्रेकिंग गतिविधि- बिना रुके बोलने के लिए कहना विषय की घोषणा विषय विस्तार - पठन अभ्यास	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - 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
		- डस्टर https://youtu.be/PejBjvmgF0A https://youtu.be/wKuUGx10488	- विराम चिन्ह के चिन्हों के चित्र बनाना लेखन कौशल - विराम चिन्हों का प्रयोग हुये अनुच्छेद लिखना बहुविषयक सहलग्नता - आर्ट अध्यापक की सहायता से कक्षा में विद्यार्थियों से सुंदर चित्र बनवाना		- चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- 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 - अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे - लेखन कला का विकास - सर्जनात्मक कला का सुधार
	व्याकरण (लिंग , वचन और मुहावरे)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=nWrPtvYx6lg&feature=youtu.be	आनुभविक ज्ञानार्जन - अपने आस पास की चीजों को दिखाकर उनके लिंग व वचन के बारे में बताना कला समेकित ज्ञानार्जन - लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण  विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न	विषय सम्बन्धी - लिंग , वचन और मुहावरों का ज्ञान - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने

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			व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन लेखन कौशल उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना		पुनरावृत्ति	शब्द भण्डार में वृद्धि करना कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	अनेक शब्दों के लिए एक शब्द तथा अनेकार्थक शब्द	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/4vP96uPNO_Y	आनुभविक ज्ञानार्जन गतिविधि – - प्रतिदिन अपनी सेवा प्रदान करने वाले लोगों को संक्षिप्त में क्या कहते हैं? कला समेकित ज्ञानार्जन - ऐसे व्यक्तियों के नाम का एक चार्ट बनाएँगे जिन की सेवाओं के बिना जीवन कठिन है कौशल मूल्यांकन – लेखन कौशल शब्द अंताक्षरी बनाना	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - प्रतिदिन अपनी सेवा प्रदान करने वाले लोग कौन-कौन हैं? - क्या एक शब्द का केवल एक ही अर्थ होता है? - जिन शब्दों के एक से अधिक अर्थ होते हैं तो ऐसे शब्दों को क्या कहते हैं? - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न	पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे 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 हुए कला संबंधी - वाचन कला का सुधार - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					पुनरावृत्ति	- कम शब्दों में बात करने की कला विकसित करेंगे - प्रभावशाली शब्दों में बात करने की कला विकसित करेंगे
जुलाई (22 दिन)	पाठ – 07 वे दिन भी क्या दिन थे	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=A_A36r5WXXo	आनुभविक ज्ञानार्जन गतिविधि- - अपने बीते हुए दिनों के बारे में सोचना तथा उनमें से किस समय के बारे में 'वे दिन भी क्या दिन थे' कहना चाहोगे पर वाचन गतिविधि। - आजकल की ऑनलाइन कक्षाओं तथा पाठ में बताई गई पढ़ाई के तरीके में समानताएँ तथा अंतर बताना। कला समेकित ज्ञानार्जन- - अपनी एक डायरी का निर्माण करना कौशल मूल्यांकन – वाचन कौशल	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने किससे कहा - शब्द लड़ी - बहुवैकल्पिक प्रश्न	आइस -ब्रेकिंग गतिविधि- - आज के समय तथा पुराने समय में क्या अंतर है? - आज के समय में कार्य करना पुराने समय के मुकाबले में आसान हो गया है। कैसे? - भविष्य में मशीनें और क्या - क्या कार्य करने में सहायता कर सकेगी? - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न	पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे विषय संबंधी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी - वाचन कला का सुधार - सर्जनात्मक कला का सुधार - 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
			- पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल 50 साल बाद इनमें क्या - क्या बदलाव आएगा: - - फिल्मों में - गाँव की हालत में - तुम्हारी परिचित किसी नदी में - स्कूल में बहुविषयक सहलगनता - कंप्यूटर विज्ञान से जोड़ते हुए कंप्यूटर की अलग - अलग जनरेशन के बारे में जानकारी प्रदान करना		पुनरावृत्ति	नैतिक मूल्य - साथ मिलकर काम करने की भावना का विकास - पुस्तकों के प्रति सम्मान की भावना का विकास - मशीनों के लाभ तथा हानियों के प्रति जागरूकता
	पाठ – 09 एक माँ की बेबसी	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट	आनुभविक ज्ञानार्जन गतिविधि- मौन अभिनय करते हुए अपनी बातों को समझाने का प्रयास करते हुए गतिविधि करना	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना	आइस -ब्रेकिंग गतिविधि- अध्यापक / अध्यापिका विद्यार्थियों से किसी दिव्यांग या मूक - बधिर व्यक्ति से	पाठ के अंत में विद्यार्थी निम्नलिखित बिंदु समझने में सक्षम होंगे विषय संबंधी - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		डस्टर https://www.youtube.com/watch?v=Nswj6ho7WPQ https://www.youtube.com/watch?v=kRq94ncEwF8	- बच्चों को मूक बधिर लोगों के समाचार दिखाना कला समेकित ज्ञानार्जन - - कक्षा में कोई मौन नाटक करवाया जाएगा कौशल मूल्यांकन - वाचन कौशल - कविता का सामूहिक वाचन लेखन कौशल - माँ की विशेषताओं को दर्शाते हुए पाँच वाक्य लिखना समालोचनात्मक कौशल - कवि ने बच्चे को टूटा खिलौना क्यों कहा है? - चर्चा करना बहुविषयक सहलग्नता - स्कूल डॉक्टर के साथ किसी व्यक्ति के मूक - बधिर होने के कारणों पर चर्चा की जाएगी।	बहुवैकल्पिक प्रश्न	उसकी मुलाकात के बारे में अनुभवों को पूछेगा / गी। विद्यार्थी अपने अनुभव सांझा करेंगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे कला संबंधी समालोचनात्मक कौशल का विकास नैतिक मूल्य - दिव्यांग लोगों के प्रति सहानुभूति व संवेदनशीलता की भावना का विकास - असहाय बच्चों की सहायता के लिए प्रेरित करना - मूक - बधिर बच्चों की भावनाओं का सम्मान करना - असहाय व्यक्ति का मज़ाक न उड़ाना

महीना /कार्य दिवसों की संख्या	विषय / 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
	रचनात्मक लेखन औपचारिक पत्र (जुर्माना माफी के लिए पत्र तथा स्कूल छोड़ने के लिए त्याग प्रमाण पत्र) अनुच्छेद लेखन (राखी, भारत की ऋतुएँ)	- हिंदी व्याकरण - वाटिका - पावर पॉइंट प्रस्तुति - चॉकबोर्ड - डस्टर - चॉक	आनुभविक ज्ञानार्जन गतिविधि- - घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना कला समेकित ज्ञानार्जन - रंग - बिरंगी राखी बनाना कौशल मूल्यांकन – वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - प्रधानाचार्य को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता सामाजिक अध्ययन से जोड़ते हुए भारत की विभिन्न ऋतुओं का	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण 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: - विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - विचारों को सुव्यवस्थित करने में सुधार - पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी - पत्र 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
			भारत की कृषि पर प्रभाव पर चर्चा			नैतिक मूल्य भारत में मनाए जाने वाले त्योहारों के प्रति सम्मान की भावना।
	व्याकरण सर्वनाम	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स	आनुभविक ज्ञानार्जन - पाठ के एक अंश में संज्ञा शब्दों के स्थान पर प्रयोग होने वाले शब्दों को छांटना कला समेकित ज्ञानार्जन - एक कहानी लिखना जिसमें सर्वनाम शब्द छांटना कौशल मूल्यांकन वाचन कौशल - वाक्यों का पठन लेखन कौशल - सर्वनाम का प्रयोग करते हुए वाक्यों का निर्माण करना समालोचनात्मक कौशल - संज्ञा तथा सर्वनाम में अंतर करना बहुविषयक सहलग्नता	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - वाक्य निर्माण रेखांकित करना	आइस ब्रेकिंग गतिविधि - पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पत्र लेखन व अनुच्छेद लेखन पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			हिंदी तथा अंग्रेजी में दोनों के महत्त्व पर चर्चा			समालोचनात्मक कौशल का विकास
	व्याकरण काल	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/OtX66KZJN9w	आनुभविक ज्ञानार्जन गतिविधि- - अपने बचपन तथा आज के समय और भविष्य के बारे में बताना कला समेकित ज्ञानार्जन - अपने जीवन के उद्देश्य पर एक कविता लिखना कौशल मूल्यांकन वाचन कौशल - केवल भूतकाल काल का प्रयोग कर कहानी वाचन लेखन कौशल - केवल भविष्य काल का प्रयोग कर एक गद्यांश लिखना समालोचनात्मक कौशल - यदि हम अपनी बातों को एक ही प्रकार से	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना दिए गए वाक्यों में काल छांटना	- पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - 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 कला सम्बन्धी - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बोलते तो क्या होता ?- पर चर्चा बहुविषयक सहलग्नता अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा			
अगस्त (22 दिन)	पाठ – 10 एक दिन की बादशाहत	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=_AJeB9HWe_Y&t=31s	आनुभविक ज्ञानार्जन गतिविधि- - माता - पिता के घर के छोटे - मोटे कार्यों में मदद करना कला समेकित ज्ञानार्जन - - पाठ की अभिनयात्मक प्रस्तुति कौशल मूल्यांकन – वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - अगर तुम्हें घर में एक दिन के लिए सारे अधिकार दे दिए जाएँ तो तुम क्या - क्या करोगे? - चर्चा करना।	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि क्या आप अपने कार्य स्वयं करते हैं? हमारे माता - पिता किन कार्यों में हमारी मदद करते हैं? यदि हमें माता - पिता वाले अधिकार मिल जाएँ तथा वे लोग बच्चे बन जाएँ तो क्या होगा? - 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: - विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - अभिनय 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			अधिकार तथा कर्तव्य में क्या अंतर है? - विषय पर चर्चा।			- समालोचनात्मक कौशल का विकास नैतिक मूल्य - बड़ों के प्रति सम्मान की भावना का विकास - अधिकारों के साथ - साथ कर्तव्यों के प्रति जागरूकता का विकास
	पाठ - 11 चावल की रोटियाँ	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=UsAa6OKimmw	आनुभविक ज्ञानार्जन गतिविधि- - घर के बड़ों की सहायता से रोटियाँ बनाना सीखना कला समेकित ज्ञानार्जन - - पाठ की अभिनयात्मक प्रस्तुति कौशल मूल्यांकन - वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने कहा - किससे कहा? - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - आपने दूसरों से या अपने भाई - बहनों से कौन - कौन सी चीज़ें छुपाई हैं? - विषय पर बच्चे अपने विचार सांझा करेंगे। - 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: - विषय सम्बन्धी - 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 - 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
			- कोको ने अपने दोस्तों से चावल की रोटियाँ छुपा कर ठीक किया या नहीं? - चर्चा करना बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए भारत में किन राज्यों में धान की खेती सर्वाधिक होती है? - के विषय में जानकारी प्राप्त करना			- वाचन कला का विकास - अभिनय कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - दोस्तों के साथ चीज़ों को सांझा करने की भावना का विकास - झूठ न बोलने की भावना का विकास
	पाठ - 12 गुरु और चेला	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=E93PIbwHu74&t=627s	आनुभविक ज्ञानार्जन गतिविधि- 'अंधे नगरी चौपट राजा' नाटक दिखाना कला समेकित ज्ञानार्जन - इंटरनेट की सहायता से भारत की प्राचीन काल की मुद्राओं के चित्र एकत्रित कर उसका कोलाज बनाना कौशल मूल्यांकन – वाचन कौशल	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने कहा - किससे कहा? - शब्द लड़ी - पंक्तियाँ पूरी करना बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - जब आप कोई चीज़ खरीदते हैं तो दुकानदार को उसके बदले में क्या देते हैं? - भारत की मुद्रा क्या है? - ब्रिटेन की मुद्रा क्या है? - हर सामान की कीमत अलग -	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - 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

महीना /कार्य दिवसों की संख्या	विषय / 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
			- पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - टका पुराने ज़माने का सिक्का है आजकल सब चीज़ें एक रूपए किलो मिलने लगे तो उससे किस तरह के फायदे या नुकसान होंगे? - सामूहिक चर्चा बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए भारतकी मुद्राओं में आने वाले परिवर्तनों की जानकारी देना		अलग क्यों रखी जाती है? - विषय की घोषणा - विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- रचनात्मकता का विकास - वाचन कला का विकास - कम्प्यूटर सम्बन्धी दक्षता का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - सूझ बूझ का जीवन में महत्त्व की भावना का विकास - गुरु की सीख को अपनाने की भावना का विकास
	रचनात्मक लेखन अनौपचारिक पत्र (व्यायाम का महत्त्व बताते हुए छोटी बहन को पत्र, छात्रावास में पढ़ रहे पुत्र को समय का सदुपयोग बताते हुए पत्र)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चॉकबोर्ड - चाक - डस्टर	आनुभविक ज्ञानार्जन गतिविधि- घर पर पुराने पत्रों को ढूँढ कर उन्हें पढ़ना कला समेकित ज्ञानार्जन	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण - विषय की घोषणा - विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	अनुच्छेद लेखन (स्वतंत्रता दिवस)		- तिरंगे झंडे का चित्र बनाना कौशल मूल्यांकन – वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - अपने छोटे भाई को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल - पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा बहुविषयक सहलग्नता - स्वतंत्रता प्राप्ति के लिए विभिन्न स्वतंत्रता सैनानियों द्वारा किए गए कार्यों पर चर्चा		खुले अंत वाले प्रश्न पुनरावृत्ति	- लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - विचारों को सुव्यवस्थित करने में सुधार - पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबन्धी - पत्र को कलात्मक ढंग से प्रस्तुत करना
	व्याकरण (लिंग , वचन और मुहावरे)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर	आनुभविक ज्ञानार्जन अपने आस पास की चीजों को दिखाकर उनके	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति	पूर्व ज्ञान परीक्षण	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - 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
		- एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=nWrPtYx6lg&feature=youtu.be	लिंग व वचन के बारे में बताना कला समेकित ज्ञानार्जन - लिंग , वचन और मुहावरों पर आधारित चित्र बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए लिंग , वचन व मुहावरों का सस्वर वाचन लेखन कौशल - उत्तरपुस्तिका में लिंग , वचन और मुहावरे लिखना	तालिका पूरी करना	 विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	- 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 कला सम्बन्धी - चित्र कला का विकास - समालोचनात्मक कौशल का विकास
	शब्द भण्डार (पर्यायवाची , विलोम शब्द और अनेक शब्दों के लिए एक शब्द)	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - श्यामपट्ट - चाक - डस्टर - एक्स्ट्रा मार्क्स https://www.youtube.com/watch?v=yHCbBNi69eI&feature=youtu.be	आनुभविक ज्ञानार्जन - पढ़े गए पाठ से पर्यायवाची, विलोम शब्द और अनेक शब्दों के लिए एक शब्द को ढूंढना कला समेकित ज्ञानार्जन - अनेक शब्दों के लिए एक शब्द का प्रयोग करते	- मौखिक परीक्षा - लिखित परीक्षा - बहुविकल्पीय प्रश्न - खाली स्थानों की पूर्ति - तालिका पूरी करना	पूर्व ज्ञान परीक्षण विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द 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
			हुए के चित्र बनाकर चार्ट बनाना कौशल मूल्यांकन वाचन कौशल - व्याकरण में दिए गए पर्यायवाची , विलोम शब्द और अनेक शब्दों के एक शब्द का सस्वर वाचन लेखन कौशल - शब्द भण्डार को अपनी उत्तर पुस्तिकाओं में लिखना समालोचनात्मक कौशल - पर्यायवाची , विलोम शब्द तथा अनेक शब्दों के लिए एक शब्द का भाषाई कौशल विकसित करने में योगदान पर चर्चा बहुविषयक सहलग्नता - अंग्रेजी तथा हिंदी भाषा में दोनों के महत्त्व पर चर्चा			- लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
सितम्बर (2- दिन)	पाठ - 13 स्वामी की दादी	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=hplYd9AX1U https://www.youtube.com/watch?v=IDwhUEYezig	आनुभविक ज्ञानार्जन गतिविधि - आपकी दादी माँ या नानी माँ के पास उनके ज़माने की जो चीज़ें उपलब्ध हैं - उनके बाएँ में जानकारी प्राप्त करना - दादी माँ से कहानी सुनना कला समेकित ज्ञानार्जन - - दादी माँ से सम्बंधित किसी गाने या कविता को गा कर सुनाना कौशल मूल्यांकन - वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल "स्वामीनाथन दादी के पास बहुत प्रसन्न और सुरक्षित महसूस	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने कहा - किससे कहा? - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - दादी अम्मा, दादी अम्मा मान जाओ गीत सुनाना - सभी अपनी दादी माँ के साथ अपने अनुभवों को कक्षा में सांझा करेंगे - 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: - विषय सम्बन्धी - 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 - रचनात्मकता का विकास - वाचन कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - बुजुर्गों के प्रति सम्मान की भावना का विकास - बुजुर्गों तथा बच्चों के बीच के सम्बन्ध 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कर रहा था।" हम कब असुरक्षित महसूस करते हैं ? - चर्चा करना बहुविषयक सहलग्नता सामाजिक अध्ययन से जोड़ते हुए सब - मजिस्ट्रेट तथा उसके कार्यों की जानकारी प्रदान करना।			समझना तथा उसके प्रति सम्मान की भावना का विकास
	पाठ – 14 बाघ आया उस रात	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=fgoUX_vFDeo https://www.youtube.com/watch?v=Ou_DBca3E0	आनुभविक ज्ञानार्जन गतिविधि - बाघ तथा उसकी अन्य प्रजातियों पर एक वीडियो दिखाना कला समेकित ज्ञानार्जन - अपने मनपसंद जानवर का चित्र बनाना कौशल मूल्यांकन – वाचन कौशल - कविता का सस्वर वाचन लेखन कौशल	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - किसने कहा - किससे कहा? - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - बच्चे सर्कस देखने से जुड़े अनुभवों को सांझा करेंगे। - सर्कस के जानवर तथा जंगल के जानवर में क्या अंतर है? - सर्कस, चिड़ियाघर तथा जंगल के बाघ की दिनचर्या कैसी होती होगी? - विषय की घोषणा - विषय विस्तार - चर्चा	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - 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 - वाचन कला का 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=vO9TS3Yys0w https://www.youtube.com/watch?v=GZmDuC2pJ6A https://www.youtube.com/watch?v=FK3dav4bA4s	- प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - लुप्त हो रही प्रजातियों के लिए सरकार द्वारा उठाए गए कदमों पर चर्चा - बाघ संरक्षण पर एक लेख लिखना बहुविषयक सहलग्नता - सामाजिक अध्ययन से जोड़ते हुए 'प्रोजेक्ट टाइगर' पर चर्चा		- संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- सर्जनात्मक कला का सुधार - समालोचनात्मक कौशल का विकास नैतिक मूल्य - जानवरों के प्रति संवेदनशीलता की भावना का विकास - मानव तथा पशुओं के बीच आत्मीय सम्बन्ध स्थापित करना
	रचनात्मक लेखन अनुच्छेद (दिवाली, बाल दिवस) संवाद लेखन	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चॉकबोर्ड - चाक - डस्टर	आनुभविक ज्ञानार्जन गतिविधि- - घर पर दीपावली मनाने से सम्बंधित अनुभवों को सांझा करना कला समेकित ज्ञानार्जन - भगवान राम से जुड़े किसी अंश की अभिनयात्मक प्रस्तुति कौशल मूल्यांकन – वाचन कौशल –	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण 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: - विषय संबंधी - पठन कौशल का विकास - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			● अनुच्छेद व संवादों के उदाहरणों को पढ़ना लेखन कौशल ● किसी विषय पर संवाद लिखना ● अनुच्छेद लिखना समालोचनात्मक कौशल ● अनुच्छेद लेखन व संवाद लेखन के तरीकों पर चर्चा			भंडार में वृद्धि करने में सक्षम होंगे ● पत्र व अनुच्छेद लेखन कौशल में विकास ● विचारों को सुव्यवस्थित करने में सुधार ● संवाद लेखन के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे
	पाठ - 15 बिशन की दिलेरी	● पाठ्य पुस्तक ● दृश्य श्रवण साधनों का प्रयोग ● पावर पॉइंट प्रेजेंटेशन) ● वीडियो ● श्याम पट्ट ● डस्टर https://www.youtube.com/watch?v=E5aFaVDvpo https://www.youtube.com/watch?v=Uucpw7	आनुभविक ज्ञानार्जन गतिविधि ● सिद्धार्थ (गौतम बुद्ध) से जुड़ी घायल हंस की कहानी का वीडियो दिखाना कला समेकित ज्ञानार्जन ● फर्स्ट ऐड बॉक्स बनाना कौशल मूल्यांकन – वाचन कौशल ● पाठ का सस्वर वाचन लेखन कौशल	● मौखिक परीक्षा ● लिखित परीक्षा ● खुले अंत वाले प्रश्न ● रिक्त स्थान ● किसने कहा - किससे कहा? ● शब्द लड़ी ● पंक्तियाँ पूरी करना बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि ● आपके घर के आस - पास कौन से पक्षी देखने को मिलते हैं? ● पक्षियों की आवाज़ें सुनकर उनके बारे में क्या अनुमान लगाया जा सकता है? ● बीमार होने पर आपके घर में क्या घरेलू उपचार किए जाते हैं?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी ● 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

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		YJNEs&list=RDQMBH YGb1Fk6HM&start_radio=1	- प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - घायल तीतर अगर तुम्हें मिला होता, तो क्या तुम उसे पालते या अच्छा होने पर छोड़ देते। क्यों? बहुविषयक सहलग्नता - विद्यालय के डॉक्टर की सहायता से फर्स्ट ऐड बॉक्स में रखी जाने वाली ज़रूरी चीज़ों के बारे में जानकारी प्राप्त करना - पर्यावरण अध्ययन से जोड़ते हुए तीतर के विषय में जानकारी एकत्रित करना		- क्या ये उपचार घायल पक्षी पर भी किए जा सकते हैं? - विषय की घोषणा - विषय विस्तार - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कला का सुधार - सर्जनात्मक कला का सुधार - समालोचनात्मक कौशल का विकास नैतिक मूल्य - पक्षियों के प्रति दयाभाव का विकास - किसी घायल प्राणी के प्रति सहानुभूति की भावना का विकास - दूसरों की मदद कर सुख का अनुभव करना सीखेंगे पर्यावरण के प्रति प्रेम की भावना का विकास
अक्टूबर (2 दिन)	पाठ – 16 पानी रे पानी	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर	आनुभविक ज्ञानार्जन गतिविधि- - पानी की कमी या बाढ़ से जुड़े अनुभवों को सांझा करना - आपके घर में पानी कहाँ से आता है तथा कितना खर्च होता है -	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि मनुष्य को जीवन जीने के लिए किन - किन चीज़ों की आवश्यकता होती है?	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार

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		https://www.youtube.com/watch?v=aSjbaIVU1ks https://www.youtube.com/watch?v=ktD021fkC4 https://www.youtube.com/watch?v=TqRAgsxZaMs	विषय पर घर के बड़ों से बातचीत करना । कला समेकित ज्ञानार्जन - • 'पानी की समस्या या बचत' पर नारा लेखन गतिविधि करवाना कौशल मूल्यांकन – वाचन कौशल • पाठ का सस्वर वाचन लेखन कौशल • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल • पानी हमारी ज़िन्दगी में महत्वपूर्ण तो है ही, मुहावरों की दुनिया में भी उसकी खास जगह है । पानी से सम्बंधित मुहावरे इकट्ठे करना तथा उनका अर्थ ढूँढना बहुविषयक सहलग्नता • पानी के संकट के कौन - कौन से कारण		• पृथ्वी का कितना भाग जल से ढका हुआ है? • पानी किन - किन कारणों से दूषित हो रहा है? • पानी की कमी संकट क्यों है? • विषय की घोषणा • विषय विस्तार • चर्चा • संबंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	• वाचन कौशल का विस्तार • नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना कला सम्बन्धी • वाचन कला का सुधार • सर्जनात्मक कला का सुधार • समालोचनात्मक कौशल का विकास नैतिक मूल्य • प्राकृतिक स्रोतों को सुरक्षित रखने के प्रति जागरूकता का विकास • 'जल ही जीवन है' की भावना का विकास प्रकृति के प्रति प्रेम की कभावना 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			हो सकते हैं? - चर्चा करना			
	पाठ - 17 छोटी - सी हमारी नदी	- पाठ्य पुस्तक - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन) - वीडियो - श्याम पट्ट - डस्टर https://www.youtube.com/watch?v=t9wUhE1iCWM	आनुभविक ज्ञानार्जन गतिविधि- - विभिन्न नदियों के वीडियो दिखाना - आपने यदि कोई नदी देखी है तो उससे जुड़े अनुभव सांझा करना - नदी पर एक कविता लिखना कला समेकित ज्ञानार्जन - - नदी का एक सुन्दर - सा चित्र बनाना कौशल मूल्यांकन - वाचन कौशल - पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - लॉक डाउन के दौरान गंगा नदी साफ़ हो गई थी, इसके क्या - क्या कारण थे? कोई नदी	- मौखिक परीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - रिक्त स्थान - शब्द लड़ी - पंक्तियाँ पूरी करना - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - पानी के मुख्य स्रोत कौन - कौन से हैं? - नदियों का निर्माण कैसे होता है? - नदियों के क्या - क्या लाभ हैं? - 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: - विषय सम्बन्धी - 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 - वाचन कला का सुधार - सर्जनात्मक कला का सुधार - समालोचनात्मक कौशल का विकास नैतिक मूल्य - प्राकृतिक स्रोतों को सुरक्षित रखने के प्रति जागरूकता 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
			क्यों प्रदूषित होती है?- विषय पर चर्चा करना बहुविषयक सहलग्नता सामाजिक अध्ययन से जोड़ते हुए हिमालय से निकलने वाली नदियों के विषय में जानकारी			'जल ही जीवन है' की भावना का विकास - प्रकृति के प्रति प्रेम की भावना का विकास
	रचनात्मक लेखन औपचारिक पत्र / अनौपचारिक पत्र (छात्रवृत्ति प्राप्त करने के लिए प्रार्थना पत्र, परीक्षा में सफलता प्राप्त करने के लिए मित्र को पत्र) अनुच्छेद लेखन	- दृश्य श्रव्य साधनों का प्रयोग (PPT) - चॉकबोर्ड - चाक - उस्टर	आनुभविक ज्ञानार्जन गतिविधि- - घर पर पुराने पत्रों को ढूंढ कर उन्हें पढ़ना कला समेकित ज्ञानार्जन - तिरंगे झंडे का चित्र बनाना कौशल मूल्यांकन – वाचन कौशल – - पत्रों तथा अनुच्छेद के उदाहरणों को पढ़ना लेखन कौशल - अपने छोटे भाई को पत्र लिखना - अनुच्छेद लिखना समालोचनात्मक कौशल	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - खाली स्थानों की पूर्ति करना	आइस -ब्रेकिंग गतिविधि- पूर्वज्ञान परीक्षण 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: - विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम होंगे - पत्र व अनुच्छेद लेखन कौशल में विकास - 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/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- पत्र लेखन के चरणों पर चर्चा - अनुच्छेद लेखन के तरीकों पर चर्चा			- पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे कला संबंधी - पत्र को कलात्मक ढंग से प्रस्तुत करना
	अपठित गद्यांश	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रा मार्क्स - श्याम पट्ट - डस्टर https://youtu.be/VQH6CA_MSYo	आनुभविक ज्ञानार्जन गतिविधि – - अपठित गद्यांश को पढ़ कर / सुन कर उसका सारांश समझ कर प्रश्नों का उत्तर बताना कला समेकित ज्ञानार्जन कौशल मूल्यांकन लेखन कौशल - अपठित गद्यांश को पढ़ कर प्रश्नों का उत्तर लिखना बहुविषयक सहलग्नता - कला अध्यापक की सहायता से किसी अपठित गद्यांश को	- मौखिक परीक्षा - लिखित परीक्षा - बहुवैकल्पिक प्रश्न - दिए हुए वाक्यों में विराम चिह्न लगाना - विश्लेषण, संज्ञा, सर्वनाम शब्द छांटना	आइस -ब्रेकिंग गतिविधि – एक गद्यांश पढ़ कर सुनाया जाएगा और उस पर आधारित प्रश्न विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	अंत में बच्चे निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी - 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। - बोध कौशल का विकास होगा

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			पढ़ कर / सुन कर उसका चित्र बनाना			● एक गद्यांश को पढ़ कर / सुन कर उसका सारांश समझना सीखेंगे कला संबंधी ● वाचन कला का सुधार ● सर्जनात्मक कला का सुधार ● लेखन कौशल का विकास होगा। ● रचनात्मक कौशल का विकास ● कल्पनात्मक कौशल का विकास
	पाठ - 18 चुनौती हिमालय की	● पाठ्य पुस्तक ● दृश्य श्रवण साधनों का प्रयोग ● पावर पॉइंट प्रेजेंटेशन) ● वीडियो ● श्याम पट्ट ● डस्टर https://www.youtube.com/watch?v=mulrECcE5kU	आनुभविक ज्ञानार्जन गतिविधि- ● पहाड़ी क्षेत्र की अपनी किसी यात्रा के अनुभव सांझा करना ● अमरनाथ गुफा का वीडियो दिखाना कला समेकित ज्ञानार्जन ● इंटरनेट की सहायता से पहाड़ों की तस्वीरों का कोलाज बनाना कौशल मूल्यांकन – वाचन कौशल	● मौखिक परीक्षा ● लिखित परीक्षा ● खुले अंत वाले प्रश्न ● रिक्त स्थान ● शब्द लड़ी ● पंक्तियाँ पूरी करना ● बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि ● भारत के नक्शे में लेह - लद्दाख ढूँढना। ● पहाड़ी क्षेत्र की अपनी किसी यात्रा के अनुभव सांझा करना ● अमरनाथ गुफा का वीडियो दिखाना ● विषय विस्तार	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे: - विषय सम्बन्धी ● 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
		https://www.youtube.com/watch?v=7cnNbELcm0Y	- पाठ का सस्वर वाचन लेखन कौशल - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - बर्फ से ढकी चट्टानी पहाड़ों के उदास और फीके लगने की क्या वजह हो सकती है? वैसे ही घर, बाज़ार, स्कूल, खेत कब उदास और फीके लगते हैं - चर्चा करना। बहुविषयक सहलग्नता - गणित विषय से जोड़ते हुए हिमालय तथा अन्य पर्वतों की ऊँचाई मीटर में पता करना		- चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	कला सम्बन्धी - वाचन कला का सुधार - सर्जनात्मक कला का सुधार - कंप्यूटर सम्बन्धी दक्षता का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - प्रकृति के नैसर्गिक सौंदर्य के प्रति प्रेम की भावना का विकास - प्रकृति के प्रति प्रेम की भावना का विकास
नवंबर 11 दिन	पुनरावृत्ति कार्य					
दिसम्बर	वार्षिक परीक्षा					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: V
Session 2022-23

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 (5 days)	<u>Chapter 1:</u> <u>The Fish Tale</u> <u>Sub Topics</u> - 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	- Course text book & Workbook - 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 https://www.youtube.com/watch?v=DVjJ3haSx7Y (Full chapter explained) https://www.youtube.com/watch?v=DLJOEcmJBE (Reading and writing numbers up to crore) https://www.youtube.com/watch?v=DLJOEcmJBE	<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 <u>Experiential learning:</u> Write the date of birth of 10 friends/relatives in Hindu Arabic and Roman numerals <u>Inter disciplinary linkage (With Social Studies)</u> Find the difference between the most populated state and least populated state of the country. <u>Skill assessment</u> <u>Analytical and evaluation skills</u> To be able to read,	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ quizzes	<u>Ice breaking session</u> - P K Testing Session will be started with discussing the importance of numbers in our daily life <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - 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	<u>The learners will be able to:</u> - 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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Roman numerals	m/watch?v=Jd0Hzyc1SMk (Roman numerals) https://www.youtube.com/watch?v=k6G-MBQQ-co (Rounding off numbers)	write and order whole numbers up to 9-digit numbers		- 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	
March (7 days)	<u>Chapter 12:</u> <u>Data Handling</u> <u>Sub Topics</u> - Collection and handling data - Tally charts - Pictographs - Bar graphs - Pie chart/ Circle graph	- Course text book & Workbook - 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 https://www.youtube.com/watch?v=BmVOX5oL9Nw (Introduction to the chapter) https://www.youtube.com/watch?v=niXv72AVnuo (Tally	<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>Skill Assessment:</u> <u>Management and organizational skills</u> To be able to collect, interpret and organize	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session</u> - P K Testing 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> - Represent data with the help of pictographs and bar graphs - Draw and interpret pie chart/circle graphs	<u>The learners will be able to:</u> - Represent data with the help of pictographs and bar graphs - Interpret pie chart/circle graphs - Explain tally marks

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March (16 days)	<u>Chapter 13</u> <u>Multiplication & Division</u> <u>Sub Topics</u> - 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 - Multiplying with multiples of 10 - Properties of division - Division of large numbers - Division by exponents of 10 - Problem solving skills - Estimation in the	marks) - Course text book & Workbook - 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 https://www.youtube.com/watch?v=JpJOW8L-IsQ (Introduction to the chapter) https://www.youtube.com/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_L	data <u>Experiential learning:</u> Calculate the amount of tuck bought in a month <u>Inter disciplinary linkage:</u> 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 <u>Skill assessment:</u> <u>Evaluation and critical thinking</u> 1) To be able to read, write, order and recognise the properties of the four fundamental operations. 2) To be able to establish a relationship between the four fundamental	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ quizzes	- Create tally marks <u>Ice breaking session</u> - P K Testing Session will be started with testing the previous knowledge about the four fundamental operations <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - The learners will be able to - Understand the properties of addition - Add large numbers - Understand properties of subtraction - Subtract large	<u>The learners will be able to:</u> - 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 exponents of 10 - Problem solving skills - Estimation in the number operations - Usage of BODMAS

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	number operations Usage of BODMAS	4A (Multiplication is repeated addition) https://www.youtube.com/watch?v=PIF3RcS8F6k (Properties of division) https://www.youtube.com/watch?v=M0YHpVigG8M (Division is repeated subtraction) https://www.youtube.com/watch?v=HKjKhuVAVKs (Order of operations DMAS) https://www.youtube.com/watch?v=WMEHIwy eUY8 (Mixed operation to solve story sums)	operations to solve DMAS sums.		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	
April (22 days)	<u>Chapter 4:</u> <u>Fractions</u> <u>Sub Topics</u>	Computer aided modules with animations and presentations	<u>Experiential Learning:</u> To find the fraction of boys and girls to the	<u>The L.O. will be assessed with:</u> Oral tests	<u>Ice breaking session:</u> P K Testing The session will be	<u>The learners were able to:</u> Define fraction

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	- Fraction is a part of a whole - Representation of fractions in given shapes - Find fraction for the given ratio - Types of fractions - Like - Unlike - Unit - Proper - Improper - Mixed - Equivalent - Comparing and ordering fractions - Addition and subtraction of unlike fractions - 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	- Paper cutouts in various shapes - Origami sheets - Chocolate bars to be divided in fractions https://www.youtube.com/watch?v=9hZkk73nJY (Introduction to the chapter) https://www.youtube.com/watch?v=jRVBION-hIc (Types of fractions) https://www.youtube.com/watch?v=BiCUCqiWUlo (Equivalent fractions) https://www.youtube.com/watch?v=-imFslMIN1g (Convert improper fraction to mixed number) https://www.youtube.com/watch?v=shpf9krdXQQ (Convert mixed number into improper fraction) https://www.youtube.com/watch?v=1thX9Qml0Ks (Addition of fractions) https://www.youtube.com/watch?v=RIhwfqULbAE (Addition of unlike fractions) https://www.youtube.com/watch?v=QjaF8xZLBjQ (Subtraction of fractions)	total students in each class of your school . <u>Inter disciplinary linkage: (With all subjects)</u> What fraction of marks did you obtain in various subjects in recent exam? <u>Skill assessment:</u> <u>Critical thinking</u> To be able to read, write, differentiate, identify different types of fractions and represent them as a part of a whole	- Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ's quizzes - Unit test I (pen and paper test) (Postponed due to pandemic)	started with an origami activity to represent various fractions <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Define fraction - Represent fractions in given shapes - Find fraction for the given ratio - Define and identify types of fractions - Like - Unlike - Unit - Proper - 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	- Represent fractions in given shapes - Find fraction for the given ratio - Define and identify types of fractions - Like - Unlike - Unit - Proper - 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

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	- Multiplication of fractions - Division of fractions - Word problems based on four fundamental operations	https://www.youtube.com/watch?v=zPOSnD02DQc (Subtract unlike fractions) https://www.youtube.com/watch?v=LU3R2JE5cU (Multiplying fractions) https://www.youtube.com/watch?v=nMZJKGyu-Kk (Dividing fractions) https://www.youtube.com/watch?v=aNQXhknS_wrl (Reducing fractions to lowest term)			- Convert mixed fraction into improper fraction - Convert improper fraction into mixed fraction - Multiply fractions - Divide fractions - Solve word problems based on four fundamental operations	- Convert mixed fraction into improper fraction - Convert improper fraction into mixed fraction - Multiply fractions - Divide fractions - Solve word problems based on four fundamental operations
May (15 Days)	<u>Chapter 6:</u> <u>Factors and multiples</u> <u>Sub Topics</u> - Methods to find factors - Properties of factors - Divisibility rules - Prime and composite numbers - Prime factorization - HCF - Multiples - LCM - Relation	- Course text book & Workbook - Blackboard - Chalk - Duster - PPT - Computer aided modules with animations and presentations - 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)	<u>Experiential learning:</u> Gather information about the ancient Greek mathematician Eratosthenes Using the sieve of Eratosthenes 1) Find all prime numbers between 1 - 100 2) Find 3 pairs of co – prime numbers 3) 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	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session</u> - P K Testing The session will be started with a quiz on dodging tables and skip counting <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Find factors and multiples - Use divisibility rules of 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	<u>The learners will be able to:</u> - 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)

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	between HCF and LCM Problems on HCF and LCM	https://www.youtube.com/watch?v=CqrYYiffPr0 (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/watch?v=YoReJQkg8X8 (LCM by prime factorization method) https://www.youtube.com/watch?v=OqnCOi4A17E (LCM using common division method) https://www.youtube.com/watch?v=GpiCwG9d4Mk (HCF by prime factorization method) https://www.youtube.com/watch?v=qd9zBIiE0 (HCF by continued division method) https://www.youtube.com/watch?v=A4Z7GahjFWc (Relationship	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 life		- 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	Explain the relation between HCF and LCM Solve problems on HCF and LCM

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		between LCM & HCF of given numbers) https://www.youtube.com/watch?v=KgZ-GbtCLu0 (Solving story problems using LCM & HCF)				
May (6 Days)	<u>Chapter 5 & Chapter 7</u> <u>Symmetry and Patterns</u> <u>Sub Topics</u> - Symmetry - Symmetry in plane shapes - Tessellation - Reflection - Slides, flips and turns - Patterns	- Course text book & Workbook - Blackboard - Chalk - Duster - PPT - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=9nWYReH4eoE (Symmetry in plane shapes) https://www.youtube.com/watch?v=7GiKeeWSf4s (Tessellation) https://www.youtube.com/watch?v=-0wDI6xM3zw (Reflection) https://www.youtube.com/watch?v=RcPBFSf7EEE (Slides, flips and turns) https://www.youtube.com/watch?v=CTnlzii46YA	<u>Experiential learning:</u> The learner will be asked to identify different patterns in his/her surrounding and classify them into symmetrical and asymmetrical objects <u>Art integrated project:</u> The learner will be asked to draw a pattern	<u>The L.O. will be assessed with:</u> - Oral tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session</u> - P K Testing The session will be started with taking the children around the surrounding and will be asked to observe various objects and make a note of it. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Define symmetry - Define patterns - Name the objects identified by them - Classify them as symmetrical or asymmetrical	<u>The learners will be able to:</u> - Identify symmetrical shapes and their lines of symmetry - Draw the lines of symmetry of plane shapes - Recognize and explore the properties of tessellations - Recognize reflection symmetry of figures - Recognize the slides, flips and turn of shapes - Identify and analyze patterns in nature and numbers

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		(Patterns)				
June				Unit I test (Pen & paper test)		
July (15 days)	<u>Chapter 2:</u> <u>Shapes and Angles</u> <u>Sub Topics</u> - Increase knowledge of the shapes around us - Understand the properties and usage of various shapes - Line - Line segment - Ray - Angle - Triangle - Quadrilatera l - Regular polygons - Circle (radius, diameter, chord, center, interior, exterior) - Parallel lines - Intersecting	- 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 different shapes and studied - Forming polygons with matchsticks - Observation of shapes around us	<u>Experiential Learning:</u> Study the shadows of buildings for angles Check shapes of things used in life like chocolate bars, bangles etc <u>Inter disciplinary linkage: (With Social Studies)</u> Study pyramids which will help understand pyramids of Egypt <u>Skill assessment:</u> <u>Analytical and critical thinking</u> To be able to define, identify and use the knowledge about the different shapes gained in day-to-day life.	<u>The L.O. will be assessed with:</u> - 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	<u>Ice breaking session:</u> - P K Testing The session will be started with a tour of the school campus to observe different shapes. <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Have increased knowledge of the shapes around us - Understand the properties and usage of various shapes - Line - Line segment - Ray - Angle - 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	<u>The learners will be able to:</u> - Have increased knowledge of the shapes around us - Understand the properties and usage of various shapes - Line - Line segment - Ray - Angle - 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

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	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 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	and study them. e.g. -Globe (sphere), water bottle (cylinder), Birthday cap (cone), brick (cuboid), die (cube) etc. https://www.youtube.com/watch?v=J-kLTQPNnPc (Introduction to the chapter) https://www.youtube.com/watch?v=JUcSkGdq2p8 (Types of angles) https://www.youtube.com/watch?v=BdipJceH7 (Open and closed figures)			- 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 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	• 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 and edges of 3D shapes

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	between a square and rectangle				on the basis of angles and sides Difference between a square and rectangle	
July (7 days)	Chapter 9 Visualizing Solids <u>Sub Topics</u> Faces, vertices and edges of 3D shapes	https://www.youtube.com/watch?v=24Uv8Cl5hVI (2 D shapes) https://www.youtube.com/watch?v=61IZpLRnXUM (3 D shapes)	<u>Experiential Learning:</u> The art of Origami is used to create 2D and 3 D shapes with paper	- Exercises from the text book - Worksheets	Faces, vertices and edges of 3D shapes	<u>The learners will be able to:</u> Identify Faces, vertices and edges of 3D shapes
August (17days)	Chapter 10: Decimals <u>Sub Topics</u> - Reading and writing decimals - Converting decimals - Place values of decimals - Expanded form of decimals - Like and unlike decimals - Comparing decimals - Addition of decimals - Subtraction of decimals	- Course text book & Workbook - Blackboard - Chalk - Duster - PPT - Computer aided modules with animations and presentations - Graph paper - Chocolate bars to be divided in fractions and further into decimals 10 X 10 square grids for representing different place values https://www.youtube.com/watch?v=dDufGC2YwvU (Introduction of	<u>Experiential learning:</u> Read the information printed on all the tuck items you have purchased in this week. See if you find decimals being used anywhere? <u>Skill assessment:</u> <u>Critical thinking and reasoning skills</u> To be able to define, compare, classify decimals including building a deeper understanding of decimals	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the text book - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session:</u> - P K Testing Session will be started with a group discussion about their height and weight <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - Read and write decimals - Write the place values of decimals - Expand the	<u>The learners will be able to:</u> - 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

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	- Multiplication of decimals - Division of decimals	decimals) https://www.youtube.com/watch?v=2BFu6fib9sA (Place value of decimals) https://www.youtube.com/watch?v=RrVRtUGajdE (Convert decimals to fractions) https://www.youtube.com/watch?v=do_lbHId2Os (Convert fraction to decimal) https://www.youtube.com/watch?v=nmaUyeKpwSM (Adding decimals) https://www.youtube.com/watch?v=joF4sYmuC88 (Subtracting decimals) https://www.youtube.com/watch?v=3H9DYeR5Wmg (Multiplying decimals) https://www.youtube.com/watch?v=RdIbi6NX9pY (Dividing decimals)			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	
August (5 days)	Chapter 8: Mapping your Way <u>Sub Topics</u> - Understanding maps - Directions - Cardinal	- Course text book & Workbook - PPT - Computer aided modules with animations and presentations https://www.youtube.com/watch?v=UbOQMjWAw0Q (Mapping skills)	<u>Inter disciplinary linkage: (With Social Studies)</u> Name 5 states each of every direction <u>Experiential Learning</u>	- Oral tests - Exercises from the text book - Worksheets - Assignments - MCQ's quizzes	<u>Ice breaking session:</u> P K Testing The learner will be asked whether he/she is familiar with the terms such as "Map", "Directions", "Cardinal Directions",	<u>The learner will be able to:</u> - Define directions - Differentiate between Directions and Cardinal directions - Locate places on a map - Reach a destination

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	directions - Calculating Distances - Reaching destinations	https://www.youtube.com/watch?v=jHTkosr0cuQ (Directions)	Count the number of steps you take to reach the classroom from your dormitory		“Names of directions” <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> Define the various terms associated with mapping skills	using directions
September (24 days)	<u>Chapter 3:</u> <u>Perimeter & Area</u> <u>Sub Topics</u> - Define perimeter, area and volume - 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	- Course text book & Workbooks - Blackboard - Chalk - Duster - PPT https://www.slideshare.net/sflsnc/9-perimeter-area-volume-5566207 - Computer aided modules with animations and presentations - Examples from daily life https://www.youtube.com/watch?v=AAy1bsazc_gM (Define perimeter with examples) https://www.youtube.com/watch?v=xCdXURX_MdFY (Define area with examples) https://www.youtube.com/watch?v=gNg77aqxiF8 (Understanding volume)	<u>Experiential Learning:</u> The children will be divided into groups and guided to calculate the perimeter and area of 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	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the Textbook - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session:</u> - P K Testing The session will be started with asking the children if they have heard these terms before. If yes, where? <u>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</u> - Define perimeter and area - 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	<u>The learners will be able to:</u> - 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

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		https://www.youtube.com/watch?v=LZxXUb9iAZc (Define volume with a song)	able to read, write, solve and apply the concepts		triangle - Calculate area of rectangle - Calculate area of square - Calculate area of triangle - Calculate area of figures not covered in whole squares	
October (10 days)	<u>Chapter 11:</u> <u>Measurement</u> <u>Sub Topics</u> - Metric measures - Conversion of metric measures - Different units and the decimal system - Operations on metric measures - Average - Temperature	- Course text book & Workbook - Blackboard - Chalk - Duster - PPT - Computer aided modules with animations and presentations - Examples from daily life - Weighing scale - Ruler - Thermometer https://www.youtube.com/watch?v=ZNX-a-5jGeM (Introduction to the chapter) https://www.slideshare.net/sdonaton/tools-used-for-measurement (Tools used for measurement PPT) https://www.slideshare.net/Worserbay/measuring	<u>Experiential Learning:</u> - Visit to the school dining hall. - Measure the weight of the pulses, rice, vegetables, fruits, milk etc being used to prepare meals in the school kitchen. - Record the readings in a tabular form - Convert the bigger unit to smaller unit <u>Inter disciplinary linkage: (With Social Studies)</u> - Note the minimum and maximum temperature of a particular city for a week from the newspaper.	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the Textbook - Worksheets - Assignments - Mental Math activities - MCQ's quizzes - Unit III test (Pen and paper test)	<u>Ice breaking session:</u> - P K Testing The session will be started by showing them objects of various lengths, widths, weights and a thermometer <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - Find the relationship between different metric measures - Convert higher units into lower units of metric measure and vice versa	<u>The learner will be able to:</u> - Understand the difference between heat and temperature - 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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		-length-23317518?next_slideshow=1 (Measuring length PPT) https://www.youtube.com/watch?v=cKbmVLv-FRo (Units of distance) https://www.youtube.com/watch?v=dNcJ4-JVN5M (Measuring distance) https://www.slideshare.net/MMoiraWhitehouse/measuring-length-9342297?next_slideshow=2 (Measuring 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	2) Calculate the average minimum and maximum temperature		- 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	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
		unit to other) https://www.youtube.com/watch?v=DZYhvMCFE5Q (Concept of average)				
October (7 days)	<u>Chapter 14</u> <u>Volume</u> <u>Sub Topics</u> - Volume of cuboid - Volume of cube	- Course text book & Workbook - Blackboard - Chalk - Duster - PPT - Computer aided modules with animations and presentations - Examples from daily life https://www.youtube.com/watch?v=gNg77aqxiF8 (Understanding volume) https://www.youtube.com/watch?v=LZxXUb9iAZc (Define volume with a song)		<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the Textbook - Worksheets - Assignments - Mental Math activities - MCQ's quizzes	<u>Ice breaking session:</u> - P K Testing The session will be started by showing them various objects and identify them as cube and cuboid <u>The learner may be provided opportunities in pairs/groups/individually and encouraged to —</u> - Identify cubes and cuboids they find in their surroundings - Calculate volume of cuboid - Calculate volume of cube	<u>The learner will be able to:</u> - Understand the difference between cube and cuboid - Calculate volume of cuboid - Calculate volume of cube
November (11 days)	Revision	-	-	<u>The L.O. will be assessed with:</u> - Oral tests - Written tests - Exercises from the Textbook &	-	-

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
				Workbook • 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: ENVIRONMENTAL
STUDIES Class: V
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MC Qs /Quizzes/Tests)	Pedagogic al Processes	Learning Outcomes
February 5 days	Ch-1 Super Senses	PPT Smart class -Extra marks Blackboard Duster Chalk YouTube videos <u>Links:</u> https://www.youtube.com/watch?v=B556XIMx43E https://www.youtube.com/watch?v=UIXz8nQXWoQ https://www.youtube.com/watch?v=RNjeQ_o2eI	<u>Project/Experiential learning:</u> - Guessing the object's name by smelling them. - Observation- ant's movement in a line and note down their behavior in different situations. - Group Discussion. - Mono acting of sounds of different animals. <u>Practical:</u> To put ear on a desk, tap the desk and feel the vibrations and then feel the vibration without putting the ear on the desk.	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test - Map test - Reading articles and to find out amazing facts about animals. - Recognize the birds and animals by the sound. - To write different things which we get from the plants and animals.	<u>Ice breaking session:</u> The children were told to observe their surrounding and tell everyone any 2 things that they can see, hear, smell or touch instantly. <u>Examining previous knowledge -</u> - Ask the children how they use their sense organs in their daily life - Have they seen their pets using their sense organs and how?	The students will understand that: - Observe different animals and their special behavior. - Identify different smells whether it is good or bad. - To understand the importance and need of different eye sights in humans and animals. - Identify the different modes of communication in animals. - To find out sleeping and awakening time of different animals. - Identify the animals and their parts for which they are hunted. - To know about

			<u>Art integrated/Interdisciplinary linkage:</u> • Origami activity. • Draw and color the animal parts like tusks, horns, skin etc • Math – time concept <u>Skill Assessment:</u> • Loud Reading Written assignment (Question/and			National Parks in India. • Compare the Senses of humans and animals. The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Critical thinking •Usage of the 5 Sense organs

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					<u>Lecture –discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained through which students will understand the importance of Sense organs in the life of animals, birds and humans. ▪ Sensitization toward animals. ▪ Love and care for nature. ▪ Environmental sensitivity. ▪ To protect the wild animals. ▪ Sensitization toward disabled people (lacking one or more sense organs).	

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March 23 days	Ch-2 A Snake Charmer's Story	PPT Blackboard Duster Chalk Story Telling <u>Links</u> https://www.youtube.com/watch?v=wgy2NmD5c-4 https://www.youtube.com/watch?v=oWzO9s1YNbk https://www.youtube.com/watch?v=Cf2qpXb811A https://www.youtube.com/watch?v=xIIxjtTJrq4	<u>Experiential learning/ Interdisciplinary linkage:</u> - How the snake venom is important in the field of science? <u>Art Integrated/Practical Skill Assessment:</u> - Loud reading - Written assignment Question/answer - Make a snake puppet with socks, origami. - Role play of snake charmers - Draw a snake rangoli. - Art (rangoli) - Making a model of been. - Making a “been”	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test	<u>Ice breaking session: Examining previous knowledge:</u> - The teacher makes the sound of ‘hiss’ and the children have to identify the name of the animal. - Children were asked to share their experiences about the animals they are afraid of. <u>General discussions/Interactive dialogues:</u> - Love for nature and developing harmless attitude towards animals. - Social behavior. - Self-confidence. - Empathy - Sensitivity towards animals	The students will understand that: - Observation, identification of various kinds of snakes. - Explanations about poisonous fangs, ducts etc. - Animal’s products used by us. - To be sensitive about cruelty to animals and realize that people who depend on animals for their livelihood are not necessarily cruel to them. - Important of snakes

					Brain storming <u>Lecture -discussion</u> Learn about the different type of snakes, Relationship, and interdependence between snake – charmers and snakes.	
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
			<u>Skill Assessment:</u> Loud reading Written assignment (Question/answer s)			of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

April 25 days	Ch – 3 From Tasting to Digesting	PPT Smart class-Extra marks Blackboard Duster Chalk <u>Links:</u> https://www.youtube.com/watch?v=RdEwKAK8fAE https://www.youtube.com/watch?v=8FqHRDIUdlM	<u>Experiential learning/Interdisciplinary linkage:</u> • Student will perform the activity based on tasty food habits. • Pictures of tongue and digestive system will be shown to the students.	• Written assignments • Oral discussion on question answers • MCQs(daily) • Written Test • Oral Test	<u>Ice breaking session (curiosity-based questions):</u> The children will be told to bring any 5 things from their kitchen which have different tastes and identify the taste by tasting them.	<u>Students will understand that:</u> • To know importance of healthy food habits • To know about energy and strength giving food • To understand the steps of good digestion. • Students will know how digestion takes.

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
		https://www.youtube.com/watch?v=tehrq6-3S7o	<u>Practical:</u> - Students will Taste few food items and make a table showing taste of these items. - To follow weekly menu card that is based on healthy food like fruits milk etc. to meet a doctor and get information about glucose. - Fireless Cooking Activity done. <u>Art integrated/Project:</u> - Draw and colour the Taste Bud - Students will be motivated to collect some quotes and make poster on balanced diet.		<u>Examining previous knowledge:</u> Children will be asked to name their favourite food items. <u>General discussions/Interactive dialogues:</u> Connecting real life situations which they have experienced in the kitchen with their parents at home. Brain storming <u>Lecture –discussion</u> With the help of PPT, videos and lecture discussion method students will understand: - Do you like only one kind of taste or different ones? - Why should we chew food properly? - Why should we eat sprouts? - How do you	- Students will ask to express their views about proper food or healthy food - Students will be motivated to prefer - Homemade Food. - Importance of Balanced Diet in our life. - Students will be aware of proper food which provide energy and strength to our body. <u>The following skills of the students are enhanced:</u> - Reading skills - Speaking skills - Writing skills - Problem solving - Critical thinking

			<u>Activity:</u> - Teacher will perform this activity. Things Taste Sweet- Chat – Samosa – Pickles - Ice cream – Chocolate- Chapatti - - Students will identify the various parts of tongue to recognize the taste. <u>Skill Assessment:</u> - Loud reading Written assignment (Question/answers)		recognize a food item with your eye closed? - Does the taste change as you chew the food for some time? - Teacher will ask the question by showing the pictures of tongue like a. Which part of our tongue taste sweet? b) Which part of our tongue taste bitter? - What do you understand by balanced 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
			Students will ask to express their views about proper food or healthy food.			
	Ch-4 Seed and Seed	PPT Smart class- Extra marks YouTube Videos Blackboard Duster Chalk Videos of growing baby plants PPT or video on photosynthesis Links: https://www.youtube.com/watch?v=rrY9V8q2ZfU https://www.youtube.com/watch?v=kEuddbcvtkQ https://www.youtube.com/watch?v=ym-	<u>Experiential learning/ Interdisciplinary linkage:</u> <u>Kitchen activity:</u> Roti making Separating different seeds, used in the kitchen (<u>lentils, spices etc.</u>) <u>Project:</u> - Germination Activity in a pot with rajma seeds <u>Art integrated:</u> - Draw and colour the Stages of Germination	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test	<u>Ice breaking session:</u> The children were told to go to the kitchen and get any 2 seeds that is used in their homes. <u>General discussions/Interactive dialogues:</u> Connecting real life - Developing scientific attitude and logical reasoning - To know about growth and development of a living being - To know the value of food in life and how food is	Students will understand: - Why soaking is required for some food items. - Develop skills of recording growth of plant - To be inquisitive about food of a plant - To identify different modes of dispersal - To classify seeds into various categories - To be able to understand chain of life.

		IntvLm4M https://www.youtube.com/watch?v=TE6xptjgNR0	Skill Assessment: Loud reading Written assignment (Question/answers)		prepared.	
				-		

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Brainstorming <u>Lecture –discussion</u> With the help of PPT and videos the chapter will be explained in which students will learn: •Ability to know essential thing to grow for any living being • To understand various food chains • Love and care for natural environment • Asking questions related to the pictures or videos shown • Students will express their feelings about natural environment.	• To know what all is needed for a growth of a plant. • To know about different types of plants like pitcher plant, Venus fly trap etc. <u>The following skills of the students are enhanced:</u> •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

May 21 days	Ch-5 A Seed Tells a Farmer's Story	Storytelling method PPT Blackboard Duster Chalk Videos Short films based on farmers life. <u>Links:</u> https://www.youtube.com/watch?v=S85WEk2lhVE https://www.youtube.com/watch?v=GFtkCbEt5sc https://www.youtube.com/watch?v=F0Az8R4t70o https://www.youtube.com/watch?v=heU7J2580ug	<u>Practical:</u> - Growing saplings and look after them - Prepare compost at home. <u>Inter disciplinary linkage:(Science and Math's)</u> - Debate on whether the changes in agricultural practices have been beneficial for growing food. - Ppt or video clipping on cultivation of crop - A field trip (to a nearby poly house) and report preparing a small kitchen garden at home. - Find out names of pesticides and crops on which they are applied.	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test	<u>Ice breaking session (curiosity-based questions):</u> Children will be shown some seeds which they eat in their daily life in the raw form and they identify them.	The students will understand and know that: - Different food habits in various places /cultures and to know about the technologies, process and method involved in the journey of the seed - Conservation of crop for next year - Differentiate and compare changes in agricultural practice over the years. - Need for modern techniques of irrigation. - knowledge of the difference between manure and fertilizers - Identify different food items made from the same grain.

			Art Integration: Draw and, write names and paste pictures of water wheel sprinkler etc.			

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
			<u>Skill Assessment:</u> Loud reading Written assignment (Question/answer s)		<u>Examining previous knowledge:</u> <u>Ask them questions like:</u> - Have they ever travelled by train? - What are the things they could see from the window while travelling? - The children shared their experiences. <u>General discussions/Interactiv e dialogues:</u> Connecting real life examples Brain storming <u>Lecture – discussion</u> - With help of PPT, videos and lecture- discussion method, students	The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

					will understand: • To develop an understanding about grains and pulses which are used at our homes. • Develop love for nature and different plants. • To develop a sense of respect for food. • Collaboration with other students in various aspects. • To sensitize about importance of food and struggle faced by farmers.	

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
	Ch-6 Mangoes Round the Year	PPT Smart class -Extra marks Blackboard Duster Chalk Videos <u>Links:</u> https://www.youtube.com/watch?v=5zmZ36YBVxw https://www.youtube.com/watch?v=mM26hPDik1I https://www.youtube.com/watch?v=Vknb5W33XyI	<u>Activity:</u> 1. Identify the five characteristics of spoilt food. 2. Reading the information given on the pack i.e., date of expiry, date of manufacture. etc. <u>Practical:</u> - Cut a piece of fruit in half and discuss with learners how you can preserve the fruit so the other half can be eaten the next day. - Write down the recipe of making mango shake, pickles, and mango jam. - Group activity- Questioning on the activity done by students and their observation	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test	<u>Ice breaking session/Previous knowledge testing:</u> Asking children to name about their favourite fruit and name the different varieties of mangoes they know, or they have eaten. <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brain storming</u> <u>Lecture –discussion</u> With the help of PPT, videos and lecture, discussion method. - How does food spoil? - How do we know that food is spoilt? - What happens if you eat spoilt	After completion of the chapter, students will understand that: - Food that is not kept properly can get spoilt. - Ways to identify spoilt food. - Describe ways to prevent food spoilage. - To know food items prepared from ripe /unripe mangoes and methods to preserve the prepared food items. - Food Preservation techniques The following skills of the students are enhanced:

			- Students are asked to bring wrappers of such eatables which contain preservatives. <u>Experiential learning/ Interdisciplinary linkage/Project:</u> - Bread mould investigation- to find out conditions that encourage mould to grow on bread by placing a piece of bread in various places - Two packed foods placed on table, one with expiry date and other with fresh date and students being asked to identify spoilt food. - On a table, display the following items: - A can of food - A bag of frozen		food? - Have you ever suffered food poisoning? - How will you analyze if food is properly preserved? - Name a pickle prepared by your mother at home. - Make a list of all the several types of pickles that you know about?	- Reading skills - Speaking skills - Writing skills - Problem solving - Critical thinking - Abstract thinking - Scientific aptitude

			vegetables – A vacuum-packed food – A bag of dried fruit. Which of the preservation groups each food belongs to: canned, frozen, vacuum-packed, and dried? <u>Skill Assessment:</u> • Loud reading Written assignment (Question/answers)			

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
June (UNIT TEST)						
July 22 days	Ch-7 Whose Forests?	PPT Use of globe. Wall map of the world Atlas Smart class -Extra marks Blackboard Duster Chalk Links: https://www.youtube.com/watch?v=NixgZolXnFA	<u>Project/ Art Integrated:</u> - Divide the class in groups. Each group will find information on the given topics about life in the several types of forests in India. They will display information in the form of chart/ collage or model. - Ask students to get information from their parents about – places where there were trees / forest	- Written assignments - Oral discussion on question answers - Written Test - Oral test - Map test	<u>Ice breaking session (curiosity-based questions):</u> Video in Forest shown to the children <u>General discussions/Interactive dialogues:</u> Connecting real life situations	Students will Understand: - Students will be able to understand the uses of the forest and life of people living in the forest (Adivasi). - Able to listen, carefully and communicate - Able to collect information. - Able to express their views on destruction of forest and protection of the environment. - Understand the rules and

		https://www.youtube.com/watch?v=LD1-BEzPKVg https://www.youtube.com/watch?v=7JXPu4qZ1kM	earlier but now there are no trees. Why were trees cut and now what is there today? - Organize VANMAHOT ASAV in school premises. - Make ornaments using leaves and forest products. - Collect information about various kinds of trees available in your locality. - Nature Walk with the children <u>Inter disciplinary linkage:</u> - Debate on “the need and problems associated with Deforestation,” collect relevant reports from internet.			regulations of forest Act. - A various dance forms of India. - Identify the distribution of forest in India. Developing the habit of caring and sharing for others. - To develop attachment towards environment and nature. - To develop awareness about forest. - Need of forest, forest products.

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
		https://www.youtube.com/watch?v=4aq1kjhetQI	• Environment-forest. • English-Reading and spellings • Art and craft-Drawing and poster making on Deforestation and Afforestation <u>Skill assessment:</u> • Loud reading Written assignment (Question/answers)		<u>Brain storming</u> <u>Lecture –discussion</u> With the help of PPT, videos and lecture discussion method, students will be made to understand that- • What is deforestation? • What is the language of KUDUK community? • Make a list of forest products. • Make a list of tribal festivals and tribal dances. • Locate Jharkhand in map of India. • Love and respect the other's culture.	•The traditional winter house for the Inuit is a house made of blocks of ice called igloo. The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

Ch-8 Every Drop Counts	PPT Smart class -Extra marks Blackboard Duster Chalk Videos <u>Links:</u> https://www.youtube.com/watch?v=xgFk5tFci https://www.youtube.com/watch?v=32NptBB7 https://www.youtube.com/watch?v=SSgePjH3 https://www.youtube.com/watch?v=HLJl6MDu CWQ	<u>Inter disciplinary linkage:</u> - Name some Festivals Which are related to water. - What are the Diverse ways to Get water in your house. - Label in picture (Water tank, roof Top, underground water, seeping, Pipes, rainfall) <u>Art Integration:</u> - Draw and label water cycle. <u>Project/ Experiential learning:</u> - Making poster on "SAVE WATER". (I) This bill is From _____ date to _____. (ii) Methods of Water harvesting in your Surroundings. - Students read a	Written assignments Oral discussion on question answers MCQs(daily) Written Test Oral test	<u>Ice breaking session:</u> Children are asked to jump, skip, and run in the class wherever they are standing for a minute or two. After the activity they are asked how to they feel and what do they want to drink? <u>General discussions/ Interactive dialogues:</u> Connecting real life situations. *Habit to use water Judiciously. * Habit of storing water. *Habit of turn Off the tap when Not in use. *Read and find information from Various bill. <u>Brainstorming</u> <u>Lecture-discussion</u> With the help of PPT, videos and lecture discussion	The students will understand that: To enable the students about several ways of conserving rainwater. Able to differentiate between step well and lake. To know the importance of water conservation and the method of water Harvesting. To enable the students about several ways of conserving rainwater. Able to differentiate between step well and lake. To know the importance of water conservation and the method of water Harvesting. How earth soak water and how it reaches to well and step well. Diverse sources of water and problem faces by us due to lack of water now a days.

			story and answer the questions concerning water use. • Survey of water taps and tanks present in the school. • Students will bring Water bill or any bill and collect information from it. • Student construct their own water filtration system.			

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<u>Skill Assessment:</u> • Reading of the chapter Written assignment (Question/answers)			The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking
	Ch-9 Experiments With Water	E. Book Storytelling method PPT Blackboard Duster Chalk Videos <u>Links</u> https://www.youtube.com/watch?v=uVJhyyONI	<u>Project:</u> • Learners will be given a project to make a PPT on 'Awareness of Personal Hygiene and Cleanliness of Surrounding. <u>Research Work:</u> Why do things float in dead sea?	• Written assignments • Oral discussion on question answers • MCQs(daily) • Written Test • Oral test	<u>Ice breaking session:</u> A bottle of chilled water will be kept on the windowpane and the children would be told to observe what they see and speak. <u>Storytelling:</u> Story of Mahatma Gandhi (Dandi March will be narrated)	The students will understand that: • To identify the objects that floats and sinks in water. • Concept of evaporation • Three forms of water

		Qg https://www.youtube.com/watch?v=qdJx1_cawB8 https://www.youtube.com/watch?v=CpJbpMxCmeQ https://www.youtube.com/watch?v=60Big9Ut6Mc	<u>Activity:</u> • Take a glass of simple water and other of highly salted. Put one egg in each glass and see the difference. • Put a drop of water, honey and oil on a lid. Tilt it. See which one of them flows fat. • Put a glass of water on a table in the class. Paste a market record sheet. Observe the water level every day and mark date wise. • Recite the poem on water. <u>Art integrated:</u> • Draw, colour and label the 3 forms of water.			• To understand the term soluble and insoluble • Few things dissolve, few things do not dissolve, and few things partially dissolve in water. • On heating liquids evaporate.

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
			<u>Skill Assessment:</u> • Reading of the chapter Written assignment (Question/answers)		<u>Brainstorming Lecture –discussion</u> With the help of PPT, videos and lecture discussion method students will understand: 1. Which will float-empty plastic bottle or filled one? Why? 2. Why does Lemon floats in salty water? 3. Why Iron nails sink in water but Katori floats? 4. Why does water flow faster than oil? 5. How can we convert a sinker into a floater? Give example. 6. What are the things we use to dry in sunlight at our home? 7. Guess who I am: a. I float on water and carry lots of people on me.	The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical Thinking

					b. I am a water body, but you will never draw in me.	

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
	Ch- 10 Sunita in Space	PPT Smart class -Extra marks Blackboard Duster Chalk Links: https://www.youtube.com/watch?v=B3j5jTx8NtE https://www.youtube.com/watch?v=DsUB8aATlrE https://www.youtube.com/watch?v=XF2cRZJv_VU https://www.youtube.com/watch?v=ixgAX31s4RM https://www.youtube.com/watch?v=UG3w3boGiS8 https://www.youtube.com/watch?v=eT1PtARA7ZM https://www.youtube.com/watch?v=RJ2bQWH6GCM	<u>Experiential learning/Activity:</u> - Showing globe and to locate different countries on the globe. - Locating India and its neighboring countries on globe - Observe Constellation in the evening (Saptarishi /Orion etc.)	Written assignments Oral discussion on question answers MCQs (daily) Written Test Oral test	<u>Ice breaking session:</u> The children will be shown a globe and they will speak about it. <u>General discussions/Interactive dialogues:</u> Connecting real life. Understanding of causes of day and night. Able to understand the reason of changing shapes of moon. Knowledge about gravitational force Understanding of tides in sea. Understanding of concept why two-wheeler does not fall when it moves.	Students will understand that:
			<u>Project:</u> <u>PPT making and Flip Teaching</u> on different celestial bodies.			- To understand the concept of shape of Earth, Planets, Satellites, Stars, Moon, and spaceship. - To get information about Sunita William & Kalpana Chawla and their experiences in space. - To know about the solar system. - Learners will appreciate distinct phases of moon.
			<u>Inter disciplinary(English)/ Art integrated:</u>			To know about women astronauts of India and their experience in the space

			• Draw pictures of sky at daytime and nightttime.		<u>Brain storming</u> <u>Lecture -discussion</u> With the help of PPT, videos and lecture discussion method the chapter will be explained in which students will understand: Q.1 Where do we live on the Earth or in the Earth? Q.2 Why the shape of the moon is different on different days? Q.3 Why the moon rises and sets at various times on different day? Q.4 Write about Sunita William's experiences of living in space? Q.5 Why can stars be seen mostly at night?	

August 22 days	Ch-11 What If It Finishes?	PPT Smart class -Extra marks Blackboard Duster Chalk Links: Kinds of pollution What causes pollution? https://www.youtube.com/watch?v=A9-tsHp1aEs https://www.youtube.com/watch?v=CYJBHioD2WE	<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- Natural Resources Petrol Diesel kerosene Coal minerals etc. <u>Role Play:</u> - Organizing play in classroom on the importance of renewable sources of energy <u>Project:</u> - Students will conduct ‘Swachh Bharat Abhiyaan’ in school. They	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test	<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 else mother earth gives us that we need in our daily life? <u>General discussions/Interactive dialogues:</u> Connecting real life situations. Q1. Make a list of vehicles around you and write the fuel used by them. Q2. Name some renewable sources of energy? Q3 What is the present	Students will understand that:

			will lead a cleanliness drive on one Sunday along with other classes. <u>Inter disciplinary (English)/ Art integrated:</u> • Group discussion on experience of students on roads e.g. - noise made by vehicles and ill effects of smoke. <u>Art Integration:</u> • Making paper bags • Design your own vehicle		cost of 1litre petrol and diesel? Q4Write some ways to save fuel? Q5. What are the main causes of air pollution? Q6. What is petroleum? Name some of its byproducts. Q7. Why should we use alternate sources of energy?	

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
			<u>Skill Assessment:</u> • Loud reading Written assignment (Question/answer s)		<u>Brain storming:</u> 1. Rohan must travel 30km daily by his bike through crowded roads. From few days he is suffering from lungs infection. What can be the possible cause? Q2. Reena's mother always prefer bus over her private vehicle to travel within the city. Why? <u>Lecture -discussion</u> With the help of PPT, videos and lecture discussion method the chapter will be explained in which students will understand: 1. Avoid pollution 2. Say no to poly bags 3. Conserve the natural resources	The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

	Ch-12 A Treat for Mosquitoes	PPT You tube Smart class - Extra marks Blackboard Duster Chalk	<u>Experiential learning/ Interdisciplinary linkage:</u> • Interaction with the School RMO • To show how blood test is done and visit to doctors regarding some problems or diseases.	• Written assignments • Oral discussion on question answers • MCQs(daily) • Written Test • Oral test	<u>Ice breaking session:</u> • The children will be asked to share their experiences when bit by a mosquito. • How do they feel? • What happens to their skin?	The students will understand that: • Students will get the knowledge about diseases spread by mosquitoes and their preventive measures. • They will also learn about healthy food habits and blood test. • Awareness about cleanliness. • Awareness about the dangers of stagnant water. • Awareness about • Preventive measures against Mosquitoes. • Awareness about bad effects of Mosquito bite and diseases spread by other animals.

Month No of working days	Topic/Sub-topic	Teaching 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>Project:</u> - Survey your school and area near your home weather stagnant water is collected or not. - Make a chart along with a meaningful slogan on preventive measures against MALARIA, DENGUE and CHIKUNGUNYA. <u>Art integrated:</u> - Make a poster with a message to keep your surroundings clean.		<u>General discussions/Interactive dialogues:</u> Connecting real life situations <u>Story telling</u> <u>Brainstorming:</u> <u>Lecture –discussion</u> With the help of PPT, videos and lecture-discussion method, the chapter will be explained in which students will understand: 1) Cleanliness and hygiene of School, home and neighborhood. 2) Development of the child in the primary years of his life. 3) Strive to improve the health. 4) Importance of proper hand wash 5) What can you do so that Mosquitoes do not breed in your house, school, and neighborhood?	The following skills of the students are enhanced: Reading skills Speaking skills Writing skills Problem solving Critical thinking

			<u>Skill Assessment:</u> • Loud reading Written assignment (Question/answers)		6) What is the importance of IRON in our body? 7) What is the importance of blood test? 8) Explain the life cycle of Mosquitoes? 9) What is the importance of a balanced diet?	

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Ch –13 When the Earth Shook?	PPT You tube Smart class - Extra marks Blackboard Duster Chalk Links: https://www.youtube.com/watch?v=vMO6hXhf_Cg https://www.youtube.com/watch?v=NWVRyCwLQN8 https://www.youtube.com/watch?v=dJpIU1rSOFY https://www.youtube.com/watch?v=hlePrsXTGxQ	<u>Experiential learning/Activity:</u> • Mock drill • 1. Collect the phone numbers of a. fire station b. nearby hospital c. ambulance d. police station etc and write in the notebook. • At times when people have lost their homes and all their belongings, what kind of help would you offer to them? <u>Inter disciplinary linkage (English)/Art integrated:</u> • Collect the paper cuttings	• Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test	<u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brain storming</u> • What do you understand by nature? • When did you heard of earthquake recently? • How can we keep ourselves safe during earthquake? • Talk to the students about what all can be done if there is a natural disaster? <u>Lecture -discussion</u> With the help of PPT, videos, lecture-discussion method students will understand that: • The child should understand the	Students will understand that: • Meaning of natural calamities or natural disasters. • To identify the names of various natural disasters. • Students should come to know how to save themselves during earthquake. • To observe the harmful effect of earthquake. • Disaster management

			from newspaper or magazines about natural calamities. • <u>Collage Making</u> Topic: Environment Awareness Programme		value of life and be able to think about safety measures during any natural calamity and other risky situations. • Managing self in disaster, to get an idea, whom to call in a particular situation.	

September 24 days	Ch-14 A Shelter So High	PPT You tube Smart class - Extra marks Blackboard Duster Chalk Links: https://www.youtube.com/watch?v=XGR0SM27JBg https://www.youtube.com/watch?v=iACm6_7VcNc	<u>Experiential learning/ Activity:</u> - Mark the state enroute Mumbai to Kashmir in the map of India and write their capital. - Group Activity – discussion on difficulties faced by people in high altitude area <u>Inter disciplinary linkage (English)/Art integrated:</u> - Write a paragraph on a ‘Journey undertaken by you.’ - Draw and list 5 ways in which animals help us.	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test - Oral test - Map work	<u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brain storming</u> <u>Lecture -discussion</u> With the help of PPT, videos, lecture-discussion method students will understand that: - About Courage - Empathy towards people living in hard terrains. - Taking care of animals - Unity in diversity	Students will understand that: - Children will be aware of different lifestyles pertaining to different. - terrains especially hilly, snow-covered areas (High altitude areas) - Variation in availability of material and economic status of high-altitude areas - Mapping skill would be developed by spotting the states. - To understand the life of people living in hilly areas - To know about cold desert like Leh - Learners will get information

			<u>Skill Assessment:</u> • Loud reading Written assignment (Question/answers)			about different types of houses.

Month No of working days	Topic/Sub-topic	Teaching 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 following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking
	Ch-15 Up You Go!	PPT You tube Blackboard Duster Chalk <u>Links:</u> https://www.youtube.com/watch?v=GKnxfa-NvzU https://www.youtube.com/watch?v=UEtkppAnJAc	<u>Inter disciplinary linkage (English)/Experiential Learning/ Activity:</u> • Draw pick of mountains and make list the hilly regions of India. • Make a list of tools needed for climbing mountains • Make list of responsibilities • Of a group	•Written assignments •Oral discussion on question answers •MCQs(daily) •Written Test •Oral test	<u>Ice breaking session:</u> Students were asked questions about their experiences if they have ever visited a hill station and their experience in school as well <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Story telling</u> <u>Brainstorming</u> <u>Lecture –discussion</u> With the help of PPT, videos and lecture-discussion method, chapter will be	The students will understand: • To be able to observe the geographical diversity of India • To be able to classify the challenges of different adventurous act. • To be able to know responsibilities • Of members in a camp • Discovery of fact

		https://www.youtube.com/watch?v=ec6kc6EHZCI https://www.youtube.com/watch?v=RZqF3GMA_1M https://www.youtube.com/watch?v=hAIGgG6f-LA	leader in your own words. - Collect information about two mountaineers - Write any adventurous event happened in your life. - Ted Talk by Cdr.Rana on Mountaineering and Adventure <u>Skill Assessment:</u> - Loud reading Written assignment (Question/answers)		explained through. - What is your aim of life? - Which things are required for climbing mountains? - Write five sentences about Bachendri Pal - What are the responsibilities of a group leader? - List the languages spoken in India. - What do you know about Rippling? What should be the body position while climbing?	- To able to know about mountaineers - To be able to read autobiography of famous personalities and try to write their own. The following skills of the students are enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Critical thinking
	Ch- 16 Blow Hot Blow Cold	PPT You tube Blackboard Duster Chalk	<u>Inter disciplinary linkage (English)/Experiential Learning/ Activity:</u> Experiments	- Written assignments - Oral discussion on question answers - MCQs(daily) - Written Test	<u>Ice breaking session:</u> Children will be given a balloon and they will be asked to blow it.	<u>The students will understand:</u> - The different ways of blowing - Use blowing in

			on Air and water <u>Art Integration:</u> • Origami (Making paper whistle and spiral snake) • <u>Experiential learning:</u> Yoga: Breathing techniques	• Oral test	<u>General discussions/Interactive dialogues:</u> Connecting real life situations <u>Story telling</u> <u>Brainstorming</u>	different situations • Using blow in daily life • Importance of breathing pattern in our lives • Importance of Yoga in our daily life • Idea of air flow in different directions The following skills of the students are enhanced: • 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
October 21 days	Ch- 17 Who Will Do This Work?	PPT You tube Smart class - Extra marks Blackboard Duster Chalk <u>Links:</u> https://www.youtube.com/watch?v=NC_zc1pIK7o https://www.youtube.com/watch?v=XHaFgXGVt5A https://www.youtube.com/watch?v=wy9J-qSNtxg https://www.youtube.com/watch?v=wy9J-qSNtxg	<u>Activity:</u>	•Written assignments •Oral discussion on question answers •MCQs(daily) •Written Test •Oral test	<u>Ice breaking session:</u>	The students will understand:
			1. Students will draw the things used for the cleanliness in their homes. 2. Collect and paste the pictures of different occupations. 3. Students will prepare a list of things which are used for cleanliness in their school. 4. Find out the names of some great people who have worked for the betterment of the people.		1. Questionnaire related to daily habits. 2. List any five works which you have done yesterday towards cleanliness.	1. Children will be made aware of the cleanliness. 2. Learners will come to know dependence of society on essential services.
					<u>General discussions/Interactive e dialogues:</u> Connecting real life situations <u>Story telling</u> <u>Brainstorming</u> <u>Lecture -discussion</u> With the help of PPT, videos and lecture discussion method students will understand that:	3. Choice of work as a societal value. 4. To know about different professions people, adopt in our surroundings for their livelihood.
			5. Read Mahatma Gandhi's autobiography, story of Valmiki boy who was discriminated in		1. Always keep your surroundings clean. 2. Healthy mind	5. To know about our duties towards the society as a citizen of India. 6. To understand that boys & girls are equal.

		com/watch?v=Sk-wUXhFCac	the school because of parent's occupation. <u>Music:</u> 1. Gandhiji's favourite song (bhajan in Gujarati) is given below. Try to understand the meaning of these lines. Think about these lines. □□□□□□ जन , पर मन न <u>English:</u> - Debate on- Should the work done by children, men and women be the same? <u>Skill Assessment:</u> - Loud reading Written assignment		lives in healthy body. 3. Cooperation 4. Community work 5. Equality	7. Dignity of labour. The following skills of the students are enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Critical thinking

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Ch –18 No Place for Us	PPT You tube Smart class - Extra marks Blackboard Duster Chalk Show the rivers and dams on the map. <u>Links:</u> https://www.youtube.com/watch?v=94Q5G9ys9b0 https://www.youtube.com/watch?v=p15cowTOpHc https://www.youtube.com/watch?v=LIsdoBqVB1U https://www.youtube.com/watch?v=bCq_2mpMijo	Activity: • Observation of surroundings. • Interview of any migrant. • Make a map of any one river. • Art: Draw your dream village in your note book.	• Written assignments • Oral discussion on question answers • MCQs (daily) • Written Test • Oral test	<u>Ice breaking session:</u> • Students will be asked to list all the problems faced while shifting from one place to another. • How is life in the village different from that of cities? <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brain storming</u> <u>Lecture –discussion</u> With the help of PPT videos and lecture discussion method students will understand that:	Students will understand: • To be able to understand the problems faced while changing the place. • To know about major rivers and dams build on it. • Development of Map reading skill. • Awareness about the problems of rural areas. • Building of dams, bridges, factories are encouraged in the name of development and progress. But not all people get benefit from this

					▪ The problems of rural area. ▪ Love and care for others. ▪ Sensitize students towards migrants ▪ Awareness about the difficulties faced on the place of construction (in the name of development). ▪ Awareness of justice and equality for all.	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Critical thinking
	Ch-19 Walls Tell Us Stories?	PPT You tube Smart class - Extra marks Blackboard Duster Chalk <u>Links:</u> https://www.youtube.com/watch?v=tcdWntLfPwQ https://	<u>Art integrated/Project:</u> • Reading the map of Golconda Fort- learns the direction, show map of Golconda Fort, and help students to identify direction and various places in the fort. <u>Activity:</u> • Making of posters/slogan on monuments to keep	• Written assignments • Oral discussion on question answers • MCQs(daily) • Written Test • Oral test	<u>Ice breaking session:</u> Video will be shown on different monument of the world. <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brainstorming Lecture –discussion</u> With the help of PPT	Students will understand: • Observation & reporting. • Appreciates the lifestyle of people of olden days. • Historical importance of various places /monuments. • Reading maps. • Identification& classification • Able to know

		www.youtube.com/watch?v=W75NkHnNWL0 https://www.youtube.com/watch?v=lYcTbUF83KA	them safe and clean. Collection of ancient items like coins, pots etc.		- Importance of our historical places and their protection. - Love and respect for India's rich cultural heritage. - Safety and security of public property. - Develops the quality of leadership. - Develops the sense of cooperation.	about the forts with special reference to 'Golconda Fort'.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential I I/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			<u>Experiential learning:</u> <u>JAM:</u> Children will speak on their visit to any historical place. <u>Skill Assessment:</u> •Loud reading Written assignment (Question/answers)			• Able to know about main four directions. • To know about different type of metals like bronze, brass, and copper etc. • Discovery of facts. • To be able to understand how fort was built, places from where materials came, skills of craft persons. The following skills of the students are enhanced: •Reading skills •Speaking skills •Writing skills •Problem solving •Critical thinking

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experientia l l/Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Ch :20 Like Father, Like Daughter	PPT You tube Smart class - Extra marks Blackboard Duster Chalk	<u>Experiential Learning</u> - Interviewing Family members (Grandparents, parents, siblings cousins) <u>Art Integration:</u> - Making a FAMILY TREE	- Written assignments - Oral discussion on question answers - MCQs (daily) - Written Test - Oral test	<u>Ice breaking session:</u> Video will be shown on Family and questions asked about the children's family members <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>Brainstorming Lecture –discussion</u> With the help of PPT children will be able to - Gender Sensitivity - Appreciates the lifestyle of people of olden days. - Family bonds and values - Role of heredity and environment on an individual's growth and development	Students will understand: - Gender Sensitivity - Appreciates the lifestyle of people of olden days. - Family bonds and values - Role of heredity and environment on an individual's growth and development - Differences and similarities between family members

					• Differences and similarities between family members	The following skills of the students are enhanced: •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 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 DAYS)	ANTHROPOMETRIC MEASUREMENTS	• Stadiometer • Weighing machine	Inter disciplinary linkage: (With EVS, English and Hindi)	• Reflection • Student's feedback • Teacher's feedback	Height Weight	• Data collection of height& Weight • Measurement of weight is most reliable criteria of assessment of health and nutritional status of children.
MARCH (26 DAYS)	Physical Exercises Calisthenics Jogging, Running Simple stretching	• 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.	• Assessment • Testing • Weekly Targets	Demonstration method Learning by doing various drills Introducing Videos	• Knowledge about Good for health and Fitness. • Base for sports performances • Importance of warm up, rest and sleep. • Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
APRIL (23 DAYS)	Warm-Up Exercises General warm-up exercises - Toe-to-head - Head-to-toe	• Stop watches • open space measuring tape	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic	• Assessment • Testing • Weekly Targets	Demonstration method, Learning by doing various drills Introducing Videos	• Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration and discipline in life. • Displays different ways to manage

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Speed Sprinting, Running in Variation		body movements.		Games & Sports - Soccer - Cricket	stress and aggression.
MAY (26 DAYS)	Food and Nutrition What are the harmful effects of junk food? Power Vertical jump Standing broad jump Running long Jump	- Pictures of wholesome food and junk food / Charts - Posters. - Magazines. - 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.	- 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 - Table Tennis - Basketball	- 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 (23 DAYS)	MALNUTRITION What is malnutrition and its causes? What are the effects of malnutrition? COUPLING MOTOR ABILITY	- Pictures - Study materials - Mats or Soft surface with	Inter disciplinary linkage: (With EVS, English and Hindi), Malnutrition and causes of malnutrition. Inter disciplinary	- Oral Assessment, - MCQ'S, quiz, - Crossword puzzle, - Tests, Assignment (CW & HW) - Assessment, - Testing	Discussion Forward roll Backward roll Forward roll and Leg split Backward roll and leg split Cartwheel	- Malnutrition and causes of malnutrition - Deficiency problems, obesity. - Explain the need of nutrition food as pertinent to health. - Developing flexibility 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
	Flexibility and balance	carpet/dari on it.	linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	Weekly Targets	Games & Sports Gymnastics	balance Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
AUGUST (24 DAYS)	COORDINATION	- Mats or Soft surface with carpet/Dari on it - Open space/Indoor	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	- Assessment, - Testing - Weekly Targets	Rolling with partners (double/triple) Free play (informal games & sports)	- Developing Coordination Abilities. - Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
SEPTEMBER (16 DAYS)	RHYTHM AND REFLEXES Reaction time Responding to Command Responding to rhythm	- Whistle - Clapper	Inter disciplinary linkage: (With EVS, English and Hindi) body parts and body movements. Art integration linkage: (With dance) rhythmic body movements.	- Assessment - Testing - Weekly Targets	Positions of 'On your marks' and 'Go' Positions of Attention, stand at-ease, Right-turn, Left-turn, About-turn Marching on-the-spot (Kadam Tal) Games & Sports - Tennis - Badminton	- Developing Rhythm and Reflexes - Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life
OCTOBER (27 DAYS)	FOOD HYGIENE AND STORAGE Which is the food	- Pictures - Food items in Mid-day meals Programs	Inter disciplinary linkage: (With EVS, English and Hindi), Basics of food storage and	- Oral Assessment - MCQ'S, quiz - Crossword puzzle	Demonstration Discussion Games & Sports	Explain the need of nutrition food as pertinent to health. Basics of food storage 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
	items that get spoilt soon and which don't?		hygiene	Tests, Assignment (CW & HW)	Hockey	hygiene. Develop positive attitude and life skills to promote mental health, self-control, teamwork, concentration, and discipline in life.
NOVEMBER (19 DAYS)	ACADEMIC REVISION					

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: IV-VI
Session 2022

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: - Form - Tone - Texture - Lines	- Books - Wikipedia	- Live Demonstration - Practical's	Assessment of practical work.	- 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 basses. - Video will be shown on origami art for kids. https://en.m.wikipedia.org/wiki/Child_art	- 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.

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
May 8days	Theme: People based Topic: Painting Sub Topic: - Form - Pattern - Texture - Color	- Books - Black board	- Live Demonstration - Practical's	Assessment of practical work.	- 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 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: - Forms - Proportion - Motor skills - Observations skills	- Books - YouTube	- Experiment with different kinds of form and shape. - Skill assessment	Assessment of practical work.	- 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	- 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

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
					NsHqI_4 - 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. - 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 - Folk Art Sub-topic: - Form - Proportion - Expression - Color - Principles of art(Balance, rhythm,	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.	- 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

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
					A project would be given on any current situation which will be executed in any folk style.	regional traditional art.
August 8days	Topic /Theme: Environment /people/object/tradit ion based - Still life study Sub-topic: - Form - Shape - Tone - Texture - Color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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	- 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.

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
September 8days	Theme: Objective Topic: Collage making: Sub Topic: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things	• Newspaper • Magazine	• Live Demonstration on making collage. • Daily practice as a hand on experience.	• Assessment of practical work.	• 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.	• 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: Music
Classes: I - V
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	- 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	- 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 aaspaashaikhuda) Sub topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation	Practice of the Song	- Learners will be explained the proper rhythm - Learners will be involved in Practice	Children will be able to sing & appreciate music
April 2 Days	Topic: Song Sub- topic: National anthem	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem	- Learners will be involved in daily practice - Introduction of the Author of National Anthem - Performed in morning assembly	- Practically they will learn to use music instruments - Feeling of patriotism
May 8 Days	Topic: Song (Tu Hi Ram) Sub- topic: Rhythm	Musical Instruments	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Assessment of the lyrics & Rhythm - Singing along with metronum Tabla	- 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	- Musical Instruments - Assembly book	- Practice of song - Correction in Pronunciation - Correct Rhythm	- Practice of the Song - Evaluating music & musical performance	- Making them understand the relationship between music, the other arts and discipline outside of the art - Performed in morning assembly	- Students will learn new technique of using instruments - Students will improve singing skills
July 8 Days	Topic: Introduction of teen Taal	Musical Instruments	- Group discussion - Introduction of teen Taal (16 beats)	- 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	Musical Instruments	- Practice of song - Detailed explanation of Rhythm & Notes	Evaluation of musical performance	Learners will be explained the use of different notes & Rhythm	- A feeling of patriotism - Use of musical instruments according to different notes
Sep 8 Days	Topic: 10 That's	- Smart board (audio/visual) - Music instruments	- Group Discussion - Introduction of different that's in music	Practice of that's	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Oct 8 Days	Topic: Song Sub-Topic- <i>Aye maalikterebande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song	Performed in Music Class	Promote participation and Performance in singing
Nov 8 days	Topic: Alankaar	Musical Instruments	- Group Discussion - Introduction of new	Practical assignment with musical	The learners will be involved in	Children will learn 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
			taal's	instrument	daily practice Different type of Alankaar introduced	alankaars



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL DHARAMPUR

Affiliation No. 63004;School Code: 43035

Annual Pedagogy Plan: Music

Classes:VI - VIII

Session:2021 - 22

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 8 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh,Avroh,Shudh Sawar,Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	• Learners will be involved in daily practice • Discussion on different types of artist/Musicians	Knowledge of basic music
March 8 Days	Topic: SchoolSong	Musical Instruments	• Practice of song • Use of Correct Rhythm &Pronunciation	• Practice of the Song • Evaluating music & musical performance	• Different note & rhythm will be explained • Performed in morning assembly	• Children will learn new technique of using instrument • Students will improve singing skills
April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	• Practice of National Anthem • Correction in Pronunciation • Correct Rhythm	• Practice of National Anthem Written	• Learners will be involved in practice • Performed in morning assembly	• Practically they will learn to use musical instruments • Feeling of patriotism
May 8 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	• Group Discussion • Introduction of teen taal	• Practice of teen Taal on hand verbally and along	• Verbal Practice, practice on Hand (taali)	• Develop the Rhythm, sense of synchronize with

				with Tabla. Ek gun, doh gun		the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	- Notes given - Evaluation of musical performance	Learners will be explained the use of different noted and rhythm	- Feeling of patriotism - Use of musical instruments according to note and rhythm
July 8 Days	Topic: Song Sub- Topic: <i>Tu hi Ram, Tu hi Raheem</i>	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	Practice of song	- Learners will be involved in practice - Performed in music department	Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	- Group Discussion - Detailed explanation of Rhythm & Notes	- Practice of <i>taal dadra(Ek gun, doh gun)</i> - Notes given	Learners will be involved in practice	It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- <i>Aye maalik tere bande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song using Proper Rhythm & notes	Performed in morning assembly	Promote participation and Performance in singing
Oct 8 Days	Topic: Thaats Sub-Topic: - Vilawal - Kalyan - Khamaj - Asavari - Kafi - Bhairav - Bhairavi - Marwa - Purvi - Todhi	Musical Instruments	- Group Discussion - Detailed explanation of different thaats in music.	- Practice of thaats - Notes Given	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Nov 8 days	Topic: Alankar's	Musical Instruments	- Group Discussion - Details explanation of different Alankar.	- Practice of Alankar - Notes Given	The learners will be involved in daily practice	Helps to learn Ragas and Composition

						Helps develop vocal and instrumental knowledge

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No 630065; School Code: 43035

Annual Pedagogy Plan: ENGLISH

Class: VI

Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 5 days	<u>Grammar/ Composition</u> Letter Writing Application Writing	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/8RCwWSE01Ck https://youtu.be/2BzA_95rExU • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Cultural link:</u> (India Toy Fair) • <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)	• (CW) Discussion and (HW) writing of Letter, Application • Quizzes/MCQs • Class Test	Interactive session to build the connect and to get to know the child To do a quick revision of what the child has done in the previous class. To appreciate the child's effort of making project and speaking about the holidays. 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. Topic will be introduced. PPT on journey of a letter will be shown. Types and Format of writing letters and applications will be taught through examples. Children will write letters to their parents or grandparents using the format taught.	Students know • 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. The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing 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
						• Problem solving • Creative writing • Interpersonal communication skills
	Literature L-1 Who did Patrick's Homework? (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>PDF, Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• Experiential Learning: 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>	• (CW) Discussion and (HW) writing of Question answers. • Writing of difficult words, Word Meanings and Making Sentences • Dictation, Quizzes, MCQs, Class Test	Ice breaking–Entry-Exit Card Activity 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	• Students are able to monitor, and self-correct their own comprehension of the text. The following skills of the students are enhanced: • Listening skills • Speaking skills • Reading skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • 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. • answer the questions orally and in written. • read and interpret

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						critically the text in different contexts. identify the values (hard work and self-help) highlighted in the story.
March 23 days	<u>Literature</u> Poem-1 A House, A Home (Poem)	<u>Computer Aided Teaching</u> (using Extramarks) <u>PPT and videos</u> <u>Textbook (Honeysuckle)</u> <u>Chalk board, chalk, duster</u> <u>Digitizer</u>	<u>Art Integrated Project:</u> (Make a 3D model of a house, write difference between a house and a home) <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</u> (Reading, Listening, Speaking, Writing skills)	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Quizzes/ MCQs, Class Test	Brain Storming – Discussion on importance of family, difference between a house and a home to encourage Collaborative, Communication, Critical thinking. 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 MCQs	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - 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. - recite poem with expressions and intonation. - identify the values (love and respect for family) highlighted in the story. - present 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
						inference from the text. • appreciate poetic language • develop creativity and love for art and learn meaningful craft.
	<u>Literature</u> L-2 How the Dog Found Himself a New Master! (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://www.youtube.com/watch?v=ios8RyMcSKc • <u>PDF, Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <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> Making 2-D/3-D puppets. • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, short poem)	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Dictation, Quizzes/ MCQs, Class Test	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. 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: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners: • refer to dictionary to check meanings and spelling. • refer to dictionary to find the meanings of difficult words. • infer the meaning of unfamiliar words by reading them in context • spell the words correctly when dictation is given. • frame meaning sentences orally and in written. • demonstrate planning skills, locate, access,

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						select and integrate relevant data to answer questions orally and in written. • appreciate poetic language and write a few lines on their own.
	Literature P-2 The Kite (Poem)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> • <u>Textbooks</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential Learning:</u> PPT, discussion (festivals), activity • <u>Activity:</u> Make a colourful kite-shaped bookmark • <u>Inter disciplinary linkage:</u> (With Social Science) Discussion about kite flying festival • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Critical thinking)	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	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 – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • 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. • recite poem with expressions and intonation. • appreciate poetic language. • develop reference skills both printed and electronic mode.

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Supplementary Reader</u> L-1 The Tale of Two Birds (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Textbook (A Pact with Sun)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential learning:</u> PPT, video, discussion and sharing of experiences • <u>Art linkage:</u> Discussion about different forms of stories like fable, folktales • <u>Inter disciplinary linkage</u> (with Hindi): Idioms and proverbs on 'good company' in Hindi and English • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test	Brain Storming – Discussion on importance of the company a person chooses to be with. Some idioms and proverbs on 'good company' in Hindi and English will be discussed. 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 MCQ	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • 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 skills both printed and electronic mode. • realize the importance of keeping good company and apply this understanding in their lives.
	<u>Supplementary Reader</u> L-2 The Friendly Mongoose (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/HaJCce v-xwE	• <u>Experiential learning:</u> (PPT, video, discussion and sharing of experiences) • <u>Inter disciplinary</u>	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences	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	The following skills and competencies of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing 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
		https://www.youtube.com/watch?v=uBc6x0dYBe0 • <u>Textbook (A Pact with Sun)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	<u>linkage:</u> (With Hindi: students recall they have read the same story in Hindi too) • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• Quiz/ MCQs, Class Test	pets. They would also be told about the significance of the topic that they would be studying. 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	• Problem solving • Creative writing • Critical thinking and provide solutions to problems raised The learners 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. • identify the values of having faith and not being impulsive and apply these in real life.
	<u>Grammar & Composition</u> Nouns Pronouns	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> Nouns https://www.youtube.com/watch?v=BI1Syz9I2n0 https://www.youtube.com/watch?v=Um4suK9PtJ4 Pronouns https://youtu.be/2VbXRddlCB8 • <u>Grammar workbook</u>	• <u>Experiential learning:</u> (PPT, video, Game Atlas) • <u>Inter disciplinary linkage:</u> (With Hindi: what is Noun called in Hindi and types of Nouns, what is Pronoun called in Hindi)	• Discussion and exercises in grammar workbook • Quizzes/ MCQs /Class Test based on Nouns	Warm up Activities: Nouns (Atlas Game of names, places, things, feelings etc) Pronouns (PK testing about Nouns and discuss sentences with only nouns) Topic will be introduced and explained with the help of PPTs and videos.	The following skills of the students are enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching 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 board, chalk, duster</u> • <u>Digitizer</u>			Guided practice followed by Independent Practice. Exercises will be done in the workbook	nouns and pronouns.
	<u>Grammar & Composition</u> Descriptive Paragraph Notice Writing Reading Comprehension/	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential learning:</u> PPT, writing paragraphs on people, things, places, events using given clues or on the basis of personal experiences • Writing notices for school	• Discussion and exercises in grammar workbook • Quizzes/ MCQs • Class Test	Warm up: (Discussion on how to circulate a message within an organization) 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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Observation skills • Problem solving • Creative writing • Critical thinking The learners will be able to • refer to dictionary to check meanings and spelling. • use nouns, pronouns in speech and writing. • write notices for various purposes in the correct format • describe in detail people, places, things, events
April 25 days	<u>Literature</u> L-3 Taro's Reward (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://youtu.be/TSSS4vzcnOg	• <u>Cross-cultural link:</u> Discussion on basic values common to Asian countries like India and Japan • <u>Experiential</u>	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences	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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing 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
		• <u>Textbook (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u>	<u>Learning:</u> PPT, video, discussion, sharing experiences • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• Quiz/MCQs, Class Test • Unit tests -I (postponed due to pandemic)	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	• Problem solving • Creative writing • Critical thinking The students: • can infer the meaning of unfamiliar words by reading them in context • 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.
	<u>Literature</u> P-3 The Quarrel (Poem)	• <u>Computer Aided Teaching</u> • <u>PPT and video</u> youtu.be/7roH-CvpSj4 • <u>PDF Textbooks (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> PPT, video, Sharing personal experiences on quarrels or arguments in family or with friends • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test	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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The students: • infer the meaning of unfamiliar words by reading them in

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					classroom. Techniques to be used: Group Discussion Questioning MCQ	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.
	<u>Supplementary Reader</u> L-3 The Shepherd's Treasure (Story)	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/pVXE0hQ_RqQ • <u>Textbook (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> PPT, Video • <u>Inter disciplinary linkage:</u> <u>(With Hindi)</u> discussion on similar stories in Hindi • <u>Skill assessment</u> <u>(Reading, Listening, Speaking, Writing skills)</u>	• 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: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The students • 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

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						different contexts. realize the value of humility and honesty.
	<u>Grammar/Composition</u> Diary Entry Short Story Articles Reading Comprehension	<u>Computer Aided Teaching</u> <u>PPT and videos</u> Diary Entry https://youtu.be/2VbXRddlCB8 Short Story https://www.youtube.com/watch?v=R1ahI0K22Hs <u>Grammar workbook</u> <u>Chalk board, chalk, duster</u> <u>Digitizer</u>	<u>Experiential Learning:</u> PPT, Video, Writing diary, stories <u>Articles</u> Drill of articulating vowel and consonant sounds	- CW) Discussion and (HW) Exercises in Grammar workbook - Quizzes/ MCQs, Class Test, Revision	Warm up (Article Writing): Students will be asked why friends are important, what if there were no friends. Icebreaking Activity (Articles): 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. Ice breaking Activity Story Writing: Discussion about the best things about grandparents, the stories told by them etc. Topics will be introduced by the teacher and explained through PPTs and video. Short stories will be read out from magazines and story books. Elements of a story will be discussed. Practice will be done in	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Students think critically, analyses social issues - draft, revise and write Articles on given topics based on verbal, print and visual clues

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					writing.	
May 21 days	Supplementary Reader L-4 The Old Clock Shop (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Textbook (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u>	• <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> (Reading, Listening, Speaking, Writing skills, Critical thinking)	• (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	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. 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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking infers the meaning of unfamiliar words by reading them in context • 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 artwork to other disciplines. • understand value the cultural heritage of their country.
	<u>Grammar Verbs</u>	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u>	• <u>Inter disciplinary linkage (with Hindi)</u> What is Verb called in Hindi, its types	• Exercises in Grammar workbook (CW and HW) • Quizzes/ MCQs	Ice breaking activity: Verbs: Dumb charade (Think of your favourite	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
		Verbs https://youtu.be/uLiQBnhLrZE Subject Verb Agreement https://youtu.be/LfJPA8GwTdk • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning</u> PPT, videos	• Class Test	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 used: Group Discussion Questioning Think Pair Share MCQ	• Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking
	Adjectives Integrated Grammar and Composition	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/PVvNi_DGJ5g https://youtu.be/EDV-KMBvMck • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Inter disciplinary linkage (with Hindi)</u> What are Adjectives called in Hindi, their types. • <u>Experiential Learning</u> PPT, videos • <u>Art integration Activity (with music)</u> Listen to this song and write down any 10 adjectives that you hear in the song https://youtu.be/A3vCcXgbKrE <u>(What a Wonderful World by Louis Armstrong)</u>	• 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: • 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 • will develop interest in 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
June 12 days	Revision Unit Test I		• <u>Art integrated Project (Holidays HW)</u> Make a useful item using waste material lying at home and write the steps involved in it and also how you helped protect environment by making it	Artwork Written assignment	Creative work	Learners will • will become more sensitive towards environment • learn to use available resources
July 22 days	<u>Literature</u> L-4 An Indian American Woman in Space, Kalpana Chawla (Story)	• <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> • <u>Digitizer</u>	• <u>Experiential learning:</u> PPT, video, project • <u>Virtual trip to NASA</u> • <u>Interdisciplinary Link: (With Science)</u> Discussion on Space and adaptations • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u>	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs, Class Test	Brain Storming-Discussion 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. 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	The following skills of the students are enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						a variety of situations using noun, pronoun, etc. • become self-directed, learn information seeking strategies, use print and non-print sources, synthesize information. • 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)	• <u>Computer Aided Teaching</u> • <u>PPT</u> • <u>Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential Learning:</u> PPT, recitation, nature walk and observation • <u>Interdisciplinary Link:(with Environmental Science)</u> Notice the nature around and the beautiful plants, flowers, creatures, sunshine, clouds etc. Think and tell what makes them beautiful.	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	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. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –Questions/and answers will be	The following skills of the students are enhanced: • 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 unfamiliar texts verbally and 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
			• <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)		discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	writing. • 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.
	L-5 A Different Kind of School	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://www.youtube.com/watch?v=f-IVv8eceDk • <u>PDF Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential Learning:</u> PPT, video, pretend game • <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> (<u>Reading, Listening, Speaking, Writing skills</u>)	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	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. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –	The following skills of the students are enhanced: • 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 unfamiliar texts

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					Questions/answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	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.
	Literature P-5 Where do all the Teachers Go? (Poem)	• Computer Aided Teaching (using Extramarks) • PPT and videos Poem https://youtu.be/9_5N69zYCKs	• Experiential Learning: PPT, video, Activity: Interview your teachers. • Inter-disciplinary linkage (Social	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences	Brain Storming –The class would start with a discussion on the importance of a teacher in a children's' life. Introduction of the topic- PPT and Digital	The following skills of the students are enhanced: • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving

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		• <u>Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u>	<u>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 (Reading, Listening, Speaking, Writing skills)</u>	• Class Test	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	• 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.
	<u>Supplementary Reader</u> L-5 Tansen (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Textbook (A Pact with The Sun)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> PPT, video, research activity on eminent classical singers of India. • <u>Inter-disciplinary linkage (Social</u>	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test, Revision	Brain Storming –The class would start with a discussion about following one's passion. They would also be told – about few distinguished Indian musicians. -the significance of the topic that they would be studying	The following skills of the students are enhanced: • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading

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			<u>Science, Music)</u> Research on 9 gems in the Emperor Akbar's court, different genres of music, classical music and musicians of India. • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)		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 MCQ	• 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 sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • 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)	• <u>Computer Aided Teaching by students</u> • <u>PPT and videos</u> (To be shared by students) • <u>Textbooks</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> <u>Flip teaching,</u> students will prepare digital content like PPTs and videos • <u>Inter disciplinary</u>	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences	Brain Storming –The class would start with a discussion on how quick wit can solve most problems. Flip teaching would be done by the students.	The following skills of the students are enhanced: • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving

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			<u>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> (<u>Reading, Listening, Speaking, Writing skills, leadership skills through Flip teaching</u>)	Class Test based on story/poem/noun/Types of sentences, Adjectives, Articles	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. – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ	- 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. - 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.
	<u>Grammar/ Composition</u>	• <u>Computer Aided Teaching</u> (using	• <u>Experiential Learning:</u>	• CW) Discussion and (HW) exercises in the		The following skills of the students are

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	E-mail Tenses	Extramarks) • <u>PPT and videos</u> E-mail https://www.youtube.com/watch?v=hgMvrcgYeGY • <u>Tenses</u> https://youtu.be/xLA58CSIf3M Tenses https://youtu.be/Lm7BJV3sizM Tenses https://youtu.be/mOQ_VnC6dtU • <u>All Tenses</u> https://youtu.be/PQGgYFePD4	PPTs, videos • <u>Inter disciplinary linkage (With IMT):</u> Writing and sending e-mails • <u>Practical activity:</u> Write an e-mail to your friend sharing your experience of online learning and send a screen shot.	grammar workbook • Crossword, riddles • Quizzes/MCQs, Class Test		enhanced: • Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • 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.
August 22 days	<u>Grammar</u> Adverbs Prepositions	• <u>Computer Aided Teaching</u> (using Extramarks) <u>PPT and videos</u> • <u>Adverbs</u> https://youtu.be/yFPS8yTS_Gw	• <u>Inter disciplinary linkage (With Hindi):</u> Recalling what are adverbs and prepositions called in Hindi, their function.	• CW) Discussion and (HW) exercises in the grammar workbook • Crossword, riddles • Quizzes/MCQs, Class Test	Warm up Activities: Adverbs (Teacher will write some sentences on board ending with adverbs, discussion on what is common in those sentences)	The following skills of the students are enhanced: • Reading skills • Speaking skills • Listening skills • Writing skills • 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
		https://youtu.be/ePxNKUKWNDM • Prepositions https://youtu.be/oV5xwP5E9qU https://youtu.be/k9yh7OOkfcs • Grammar Workbook • Chalk board, chalk, duster • Digitizer			Prepositions (Teacher will show an object and keep changing its position and ask the children where it is) 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	• Creative writing • Critical thinking • Love for reading Learners will be able to: • write grammatically correct sentences for a variety of situations using appropriate adverbs, prepositions etc. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	Literature P-6 The Wonderful Words (Poem)	• Computer Aided Teaching (using Extramarks) • PPT and video https://youtu.be/yVr-tlrXRX0 • PDF, Textbook (Honeysuckle) • Chalk board, chalk, duster • Digitizer	• 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 history of language, preparing PPTs, videos	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Brain Storming –The class would start with a discussion on having a world without language. 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 poem. They will be told in advance to prepare PPTs and Digital Content to	The following skills of the students are enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)		explain the poem (like history of words and language, ancient languages, different dialects of English and Hindi language etc) Later the teacher will consolidate all the ideas and show the video to summarize the poem 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)	describe/ narrate factual/ imaginary situations using the correct tenses. • learn the importance of words and language. • deeply engaged and high order thinking skills and ability of application to complex problems is developed.
	<u>Literature</u> L-6 Who I Am	• <u>PDF Textbook (Honeysuckle)</u> • <u>Dictionary</u>	• <u>Experiential learning:</u> Self-reading • <u>Activity (Art integrated)</u> making a portfolio of self/ of best friend	• (CW) Discussion and (HW) writing of assignment	Students will read and try to understand the chapter on their own.	The following skills of the students are enhanced: • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for independent reading • Will understand the idea of multiple intelligences • Will respect differences among

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						themselves Will discover their own interests and talents
	Literature L- 7 Fair Play (Story)	Computer Aided Teaching PPT and videos https://youtu.be/G3FOCFjWA-c PDF Textbook (Honeysuckle) Chalk board, chalk, duster Digitizer	Experiential Learning: Role play, PPT, video Inter disciplinary linkage: (With Hindi) (Discussion about Munshi Prem Chand and his famous works, Panchayati Raj) with Social Science (Study the Preamble of the Constitution) Music integrated Activity: Learn and sing any bhajan devoted to Lord Krishna (inter-linked with Indian festival Janamashtmi) Skill assessment (Reading, Listening, Speaking, Writing skills)	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Quizzes/MCQs, Class Test	Ice breaking Activity – Reading the preamble of the Constitution of India and discussion about Justice, Liberty, Equality and Fraternity, Lord Krishna and Arjuna 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. 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 livelier.	The following skills of the students are enhanced: - Listening skills - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Love for independent reading Learners will be able to - 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

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						Republic • learn to be honest, fair, polite and sensitive towards their fellows. • deeply engaged and high order thinking skills and ability of application to complex problems is developed. • value relationships • will learn more about Hindu religion
	<u>Supplementary Reader</u> L- 7 A Wonder called Sleep (Story)	• <u>Computer Aided Teaching</u> • <u>PPT and video</u> https://youtu.be/pGDV5fdSv9o • <u>Textbook (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> • Independent study, PPT, video • <u>Interdisciplinary linkage</u> with science (Discussion on importance and facts about sleep) • <u>Art integration Activity:</u> (With music) Write one lullaby in English and Hindi each. • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) • <u>Collaboration:</u> (Working in group, role	• Writing Activity: Write one lullaby in English and Hindi each. • Writing of Difficult words, Word Meanings and Making Sentences • (CW) Discussion and (HW) writing of Question answers • Quizzes/MCQs, Class Test	Brain Storming –The class would start with a discussion on the importance of sleeping and dreaming to enhance the collaborative, communication, critical thinking skills. Introduction of the topic- PPT and Digital Content would be shared. The students will read the chapter on their own and the next day questions /answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning	The following skills of the students are enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			play, group discussion) <u>Confidence and Leadership skills:</u> (Through independent study, research work)		Think Pair Share MCQ	correct sentences for a variety of situations. - develop interest in music, songs, lullabies etc. - deeply engaged and high order thinking skills and ability of application to complex problems is developed.
	<u>Literature</u> L-8 A Game of Chance (Story)	<u>Computer Aided Teaching</u> <u>PPT and videos</u> https://youtu.be/KIngFAIZ5EU <u>PDF, Textbook (Honeysuckle)</u> <u>Chalk board, chalk, duster</u> <u>Digitizer</u>	<u>Experiential Learning:</u> PPT, video <u>Interdisciplinary linkage</u> with Social Science (discussion on Indian festivals and fairs) <u>Project Art/IT integration</u> (with art and craft) Diorama making a 3-D model/PPT of a fair scene <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	- 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 if the students have ever won a ‘lucky dip’, the futility of the Lucky Charms or the Bumper Lotteries. 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	The following skills of the students are enhanced: - 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.
September	<u>Grammar &</u>	• <u>Computer Aided</u>	• <u>Experiential</u>	• (CW) Discussion and	Warm up:	The following skills 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
24 days	<u>Composition</u> Article Writing Voice (Active/Passive)	<u>Teaching</u> • <u>PPT and videos</u> https://youtu.be/u1g7oNGw-Xs • <u>Voice</u> https://youtu.be/OkSvHdfyLg • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	<u>Learning:</u> PPT, video, reading out articles from magazines and newspaper clippings • <u>Inter disciplinary linkage:</u> with Social Science, Science (Writing Articles on various environmental and social issues) • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	(HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test • Revision • Unit Tests	(Article Writing) Reading out articles from magazines and newspapers 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	the students are enhanced: • 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 articles on various social issues • write grammatically correct sentences for a variety of situations • skills necessary for a particular role and apply the knowledge of all the disciplines • will be able to speak and write sentences in active and passive voice.
	<u>Literature</u> P-8 Vocation (Poem)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://youtu.be/hX7p6Lo6Vug	• <u>Experiential Learning:</u> PPT, video, card making activity, riddles	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings	Icebreaking Activity: Riddles on various occupations Introduction of the topic- PPT and Digital	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills

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		• <u>Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u>	• <u>Inter disciplinary Link (with Social Science)</u> Importance of various occupations • <u>Art integration activity:</u> Making cards on various occupations for class board • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u>	and Making Sentences • Quizzes/ MCQs, Class Test	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	• 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
	<u>Literature</u> P-9 What if (Poem)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/8Covp4AN_k • <u>PDF Textbooks (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u>	• <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	• (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 some introductory questions to enhance collaborative, communication, critical thinking. 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.	The following skills of the students are enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Bollywood tune. • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)		Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	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.
	<u>Supplementary Reader</u> L- 8 A Pact with the Sun (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/a3G7daMWMwQ • <u>Textbooks, Grammar workbook</u> • <u>Chalk board, chalk, duster</u>	• <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 especially in present context of Covid 19 • <u>Art integration (theatre)</u> Role play • <u>Skill assessment</u> (<u>Reading, Listening,</u>	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Brain Storming–The class would start with a discussion about the problems (e.g., Covid 19) in the world today due to less contact with nature. Role play between doctor and patients with different ailments would be done by the students to enhance collaborative, communication and critical thinking) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent	The following skills of the students are enhanced: • 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/

[illegible]

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Reader</u> L- 9 What happened to the reptiles? (Story)		• <u>Skill assessment</u> (<u>Reading, Listening,</u> <u>Speaking, Writing</u> <u>skills</u>)		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	and unfamiliar texts verbally and in writing. • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • develop confidence • apply the knowledge and concepts one subject in other disciplines • will become sensitive towards nature and wildlife
	<u>Supplementary Reader</u> L- 10 A Strange Wrestling Match (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/XCtFlG-BjyE • <u>PDF Textbook (A Pact with the Sun)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential learning:</u> PPTs, videos • <u>Inter disciplinary linkage:</u> with Hindi (equivalent words and translation in Hindi) • <u>Art integrated Activity</u> (with Art and Craft) Group activity Identify and write nouns, adjectives, verbs and adverbs from the story on an A4 sheet.	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Brain Storming–The class would start with a discussion on Robbery v/s Corruption: Which one is better? 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	The following skills of the students shall be enhanced: • 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

Month/ No. of working days	Topic/Sub-topic	Teaching 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>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)			situations using the correct tenses. • apply the knowledge and concepts one subject in other disciplines
	<u>Literature</u> L-10 (The Banyan Tree)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> Chapter https://youtu.be/FD2oqSkGQsw Importance of Banyan tree https://youtu.be/ir5ruXbm0i0 • <u>PDF Textbook (Honeysuckle)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential learning:</u> PPTs, videos • <u>Inter disciplinary linkage:</u> with S. St (Discussion on why Banyan tree is our national tree) with Math (Units of measurement page 137) • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• (CW) Loud Reading, Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Ice breaking Activity: (Discussion on why Banyan tree is our national tree) 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	The following skills of the students shall be enhanced: • 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. • know about importance of banyan tree • respect national symbols • apply the knowledge and concepts one subject in 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
	<u>Grammar</u> Conjunctions Modals Reported Speech Class Tests	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> Conjunctions https://youtu.be/nBm0OkI3AYE Modals https://youtu.be/2oumWdjA9hM Reported Speech https://youtu.be/DaDYIx_cQYE • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> • <u>Paper strips, stapler, cello tape</u>	• <u>Experiential learning:</u> PPTs, videos, Link activity Asking questions and answers using modals. • <u>Inter disciplinary linkage:</u> with Hindi (equivalent words and translation in Hindi) • <u>Art integrated Activity</u> (With Art and Craft) Link game to teach Conjunctions	• CW, HW Exercises in Grammar book • Quizzes/MCQs, Class Tests	Ice breaking Activity: Conjunctions: Link game (Children will be given slips with sentences and conjunctions written on them. They will join sentences using link words) <u>Modals</u> Sentences with different modal words will be written on the board, what is the difference Reported Speech: The teacher will write this sentence on board- “In a village there is a barber who cuts everyone’s hair. But who cuts the barber’s hair?” Children will discuss in pair and their answers will be recorded. 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.	The following skills of the students shall be enhanced: • 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 conjunctions, modals. • apply the knowledge and concepts one subject in other disciplines. • Students are more deeply engaged and high order thinking skills and ability of application 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
					Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	complex problems is developed.
November 11 days	Revision			Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests		• 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					

पाइनग्रीव स्कूल, संबद्धीकरण संख्या630044; स्कूल कोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा :छठी सत्र: 2022-23						
महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक 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 5 दिन	व्याकरण भाषा, व्याकरण तथा लिपि	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=3NDEA2F1UO4	आनुभविक ज्ञानार्जन गतिविधि - खेल के द्वारा संकेतों से शब्द पहचानकर व्यक्ति के विचारों को जानने की कोशिश करना - अपना नाम किन्हीं तीन भाषाओं में लिखना सीखना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - अपने विचार दूसरों तक किस तरह से पहुंचा सकते हैं विषय की घोषणा विषय विस्तार - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय सम्बन्धी - भाषा के प्रकार समझना - भाषा के विकास में लिपि और व्याकरण का महत्त्व समझना - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना
मार्च 26 दिन	पुस्तक – वसंत (भाग-1) कविता – वह चिड़िया जो	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - किन्हीं 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	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि - विद्यार्थियों से पशु-पक्षियों के आकर के महत्त्व के बारे में बातचीत करके किसी एक पशु या पक्षी की विशेषता पर बोलने के लिए कहा जाएगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न	विषय सम्बन्धी - 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

पाइनग्रोव स्कूल, संबद्धीकरण संख्या630044; स्कूल कोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा :छठी सत्र: 2022-23						
महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक 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 समालोचनात्मक कौशल – पक्षियों की विशेषताओं पर चर्चा		• पुनरावृत्ति	- कविता का सारांश सुनाना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कम्प्यूटर सम्बन्धी क्षता हासिल हुई नैतिक मूल्य - पशु-पक्षियों व जीव-जंतुओं के प्रति आदर और सम्मान की भावना जागृत करना
	पुस्तक – वसंत (भाग-1) संस्मरण -बचपन	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर https://www.youtube.com/watch?v=IBIIQ1pN-uc	आनुभविक ज्ञानार्जन गतिविधि - इन्टरनेट की सहायता से शिमला के विभिन्न स्थानों जैसे-मालरोड, रिज, जाखू, स्कैंडल पॉइंट आदि की तस्वीरें एकत्रित करके उनके बारे में जानकारी इकट्ठी करना कला समेकित ज्ञानार्जन – - स्थानीय फलों की जानकारी प्राप्त करना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि 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।	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			https://www.youtube.com/watch?v=EWtk-3KEZJE पहाड़ी फल कौशल मूल्यांकन • वाचन कौशल – संस्मरण का कक्षा में सस्वर वाचन लेखन कौशल – • प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – • अपने बचपन और अपने दादा-दादी के बचपन में आए बदलाव के बारे में तुलनात्मक अध्ययन करो। अंतःविषय कौशल • सामाजिक विज्ञान से इसे जोड़ते हुए शिमला व दिल्ली को भारत के मानचित्र पर अंकित करने के लिए कहा जाएगा।		विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	• समालोचनात्मक कौशल का विकास • कंप्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य • घर पर बड़ों के साथ समय बिताना और उनके जीवन के बारे में जानना • स्थान की भौगोलिक जानकारी हुई और उसके अनुसार रहन सहन पर प्रभाव का पता चला।
	रामायण 1. अयोध्या में राम 2. जंगल से	• पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स	• आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल	• प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न	आइस-ब्रेकिंग गतिविधि • बच्चों से भारतीय पौराणिक ग्रंथों के बारे में	विषय सम्बन्धी • पठन कौशल का विस्तार • लेखन कौशल का विकास

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	जनकपुर	- चॉक - बोर्ड - डस्टर	- पाठ में आए पौराणिक जगहों के आधुनिक नामों की जानकारी देना - भारत के मानचित्र पर उन स्थानों को अंकित करने में सहायता करना कौशलमूल्यांकन वाचन कौशल – कथा का कक्षा में सस्वर वाचन लेखन कौशल – - प्रश्नों के उत्तर लिखना	- मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	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 की पीढ़ी से तुलना करते हुए वर्णन विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना - भारतीय पुराणों को जानना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कंप्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य - रामायण की एक बड़ी सीख है विविधता में एकता। इस महाकाव्य में राजा शरथ की तीनों रानियों और सभी संतानों में जमीं आसमान का अंतर था, फिर भी एकजुटता थी।
	वर्ण, वर्णों के भेद, वर्ण –विच्छेद तथा वर्ण संयोग	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक	आनुभविक ज्ञानार्जन गतिविधि शब्दों को तोड़ना व जोड़ना सीखा	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण - भाषा के प्रकार - लिखित भाषा जानने का साधन	विषय सम्बन्धी - वर्णों के प्रकार जानना - स्वर-व्यंजन के अंतर का ज्ञान

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• बोर्ड • डस्टर • विडियो https://www.youtube.com/watch?v=QLDX2hgTDVQ	कौशल मूल्यांकन • वाचन कौशल – वर्णों के भेद बताना		• ध्वनि और चिह्नों के बारे में प्रश्न पूछते हुए विषय की घोषणा विषय विस्तार • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति	• शब्दों को तोड़ना व जोड़ने में सक्षम
	पुस्तक – वसंत (भाग-1) कहानी - नाट्य पोस्त	• पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • ई-बुक • चॉक • बोर्ड • डस्टर	आनुभविक ज्ञानार्जन गतिविधि • आपके अनुसार बगैर बताए किसी काम को करने से क्या हानियाँ हो सकती हैं? 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	• प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- • आपके अनुसार बगैर बताए किसी काम को करने के क्या नुक्सान 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 • पठन अभ्यास • चर्चा	विषय सम्बन्धी • 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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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			में चर्चा की जाएगी।		- सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	
	उपसर्ग, प्रत्यय	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=uibck0BKQfY https://www.youtube.com/watch?v=E-3jwNZEoy4	आनुभविक ज्ञानार्जन गतिविधि - शब्दों को तोड़ना व जोड़ना सीखा कौशल मूल्यांकन वाचन कौशल – वर्णों के भेद बताना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण - बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और विषय की घोषणा विषय विस्तार - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय सम्बन्धी - उपसर्ग का भाषा में महत्त्व 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 - चाँद से थोड़ी सी गप्पें	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - चाँद के विभिन्न आकारों के बारे में चर्चा करना। कला समेकित ज्ञानार्जन – - बच्चों को हिन्दीपंचांगकाज्ञानप्रियाजाए	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- आपने अपने आस-पास ऐसी किनती चीजें देखी हैं जो अपना आकार बदलती हैं ?	विषय सम्बन्धी - तुकांत वाले शब्दों का प्रयोग की जानकारी में विस्तार - कविता को उचित उतर-चढ़ाव के साथ बोलने की जानकारी में विस्तार

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			गा। कौशल मूल्यांकन - वाचन कौशल – कविता का कक्षा में सस्वर वाचन - लेखन कौशल – - प्रश्नों के उत्तर लिखना अंतःविषयकौशल - भौगोलिक विज्ञान से इसे जोड़ते हुए चॉक की विभिन्न कलाओं के चित्र एकत्र करके उनके नाम लिखकर कोलाज बनाइए। https://www.youtube.com/watch?v=DdkHGiCkulg		- चॉक के विभिन्न आकारों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- 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 लिखना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - प्रकृति में हर तरह के बर्तन का सम्मान करना - कविता में छोटी लड़की के समान ही बिना किसी झिझक के अपने मन की बात को निश्चल भाव से कहना
	रचनात्मक लेखन औपचारिक पत्र (बीमारी के कारण प्रार्थना पत्र)	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक	आनुभविकज्ञानार्जन गतिविधि- अपनी-अपनी बात प्रश्न – यदि आप बीमार हो गए	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंगगतिविधि- यदि आपस्कूलमें खेलनेके समयमेंवृद्धिकरनाचाहतेहैंतो आपक्याकरेंगे, चर्चा	विषयसंक्षेपी - पठनकौशलकाविकास - लेखनकौशलकाविकास - वाचनकौशलकाविकासहो

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	होली , मेराप्रियखेल	• बोर्ड • डस्टर • वीडियो • https://www.youtube.com/watch?v=U6eylMFG-s8	तो स्कूल को सूचना देने हेतु कैसे पत्र लिखेंगे कला समेकित ज्ञानार्जन रंगोली बनाना कौशल मूल्यांकन – वाचन-कौशल– आप होली कैसे मनाते हैं लेखन कौशल होलीऔर मेरा प्रिय खेल पर अनुच्छेद लिखना □हु-विषयक सहलग्नता खेल अध्यापक के साथ खेलों के महत्व पर चर्चा		• विषयकीघोषणा • विषयविस्तार • चर्चा • संबंधितप्रश्नपूछना • खुलेअंत वाले प्रश्न • पुनरावृत्ति	गा • 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 कला सं□धी • 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पुस्तक – वसंत (भाग-1) निबंध - अक्षरों का महत्त्व	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - 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 कला समेकित ज्ञानार्जन – - अपनी सांकेतिक भाषा में कोई एक संकेत बनाना बनाना तथा उसके अर्थ लिखना कौशल मूल्यांकन वाचन कौशल – निबंध का कक्षा में सस्वर वाचन लेखन कौशल – - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल ‘अक्षर के न होने से आज की दुनिया कैसी होती’ विषय पर चर्चा ‘ मौखिक भाषा का जीवन	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा - विचारों को दूसरों तक पहुँचाने के लिए सबसे ज्यादा आवश्यकता किसकी है ? - अक्षरों और ध्वनियों का महत्त्व बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - अपने इतिहास और पूर्वजों के प्रति सम्मान की भावना को बढ़ावा देना

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			में क्या महत्त्व है ?' विषय पर चर्चा			
	पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए और मुहावरे	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावर पॉइंट प्रेजेंटेशन - वीडियो - एक्स्टामार्क्स - श्यामपट्ट - डस्टर - वीडियो (मुहावरे) https://www.youtube.com/watch?v=DPK9pd03WxQ	आनुभविकज्ञानार्जन गतिविधि – एक ही अर्थ प्रकट करने वाले शब्दों को पूछा जाएगा कला समेकित ज्ञानार्जन कौशल मूल्यांकन वाचन कौशल शब्दअंताक्षरी वाचन लेखनकौशल - पर्यायवाची शब्दों का चार्ट बनाना	- मौखिकपरीक्षा - लिखित परीक्षा - खुले अंत वाले प्रश्न - शब्दलड़ी - बहुवैकल्पिक प्रश्न	आइस-ब्रेकिंग गतिविधि- चित्र दिखाकर एक ही वस्तु के अलग-अलग नाम पूछे जाएंगे विषयकीघोषणा विषयविस्तार - चर्चा - संबंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषयसंक्षिप्त - 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 संक्षिप्त - भाषा में शब्दों का कलात्मक ढंग से प्रयोग करना सीखेंगे
	पुस्तक – वसंत (भाग-1) कहानी - पार नज़र के	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक	आनुभविक ज्ञानार्जन गतिविधि 'अज्ञानतावश की गई गलती को कैसे सुधारा जा सकता है ?' अथवा 'यदि	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएंगे- आपके अनुसार बगैर बताए किसी काम को	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• बोर्ड • डस्टर	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 कौशल मूल्यांकन • वाचन कौशल – कहानी का कक्षा में सस्वर वाचन • लेखन कौशल – प्रश्नों के उत्तर लिखना • समालोचनात्मक कौशल – • ‘मंगल ग्रह और धरती पर जीवन’ को लेकर चर्चा अंतःविषय कौशल	• कक्षा में चर्चा	करने के क्या नुक्सान 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 • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	समझकर अपने शब्द भण्डार में वृद्धि करना • कहानी का सारांश सुनाना • मुहावरों के अर्थ जानना • अंतरिक्ष में स्थित ग्रहों की जानकारी हुई कला सम्बन्धी - • रचनात्मकता और कल्पनाशीलता 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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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			सामाजिक विज्ञान से इसे जोड़ते हुए मंगल ग्रह के बारे में विद्यार्थियों द्वारा सहपाठियों से जानकारी साझा करना			
	प्रथम इकाई परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई					
	अप्रैल – प्रथम इकाई परीक्षा	प्रथम इकाई परीक्षा कोरोना महामारी के चलते स्थगित करनी पड़ी				
मई 21 दिन	रचनात्मक लेखन औपचारिक पत्र (ज़रूरी काम के कारण प्रार्थना-पत्र) अनुच्छेद- - समय किसी के लिए नहीं रुकता - मीठी वाणी का महत्व	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	आनुभविकज्ञानार्जन गतिविधि- - किसी ज़रूरी काम के कारण विद्यालय न पाने की सूचना देते हुए अवकाश के लिए प्रार्थना पत्र लिखिए कौशल मूल्यांकन – वाचन कौशल- - आप होली कैसे मनाते हैं लेखन कौशल - समय किसी के लिए नहीं रुकता और मीठी वाणी का	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि- पूर्व ज्ञान परीक्षण - विद्यालय से या कार्यालयों से अवकाश पाने के लिए क्या करना होता है? - औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएंगे। विषय की घोषणा विषयविस्तार - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषयसंबंधी - 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			महत्त्व पर अनुच्छेद लिखना			करने में सुधार पत्र के माध्यम से अपने विचारों और भावनाओं को अधिक सशक्त तरीके से प्रस्तुत करना सीखेंगे
	रामायण 3. कैकेयी के दो वरदान 4. राम वनगमन 5. भरत का चित्रकूट गमन	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	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 – - 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 बढ़कर रिश्तों का	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा - पाठ में आए स्थानों को मानचित्र पर अंकित करना	पूर्व ज्ञान परिक्षण किया जाएगा - रघुवंश के कुमारों के व्यवहार, वीरता और आज्ञाकारिता के बारे में प्रश्न पूछे जाएंगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कंप्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य - उन्हें उच्च नैतिक मूल्यों जैसे राम की आज्ञाकारिता,

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			महत्त्व			कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम का बोध हुआ
	पुस्तक – वसंत (भाग-1) कविता – साथी हाथ बढ़ाना	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - ब्लैक बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - किस सामूहिक गतिविधि करने के अनुभव को कक्षा में साझा करना कला समेकित ज्ञानार्जन – गीत को कक्षा में गाना सिखाना कौशल मूल्यांकन वाचन कौशल – - गीत गाना लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – मजदूरों के जीवन की चुनौतियों पर चर्चा अंतःविषय कौशल सामान्य विज्ञान से इसे जोड़ते हुए शहर और गाँव में मजदूरी करने में अंतर पर चर्चा	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि - घर पर घर के सदस्यों के आलावा काम में मॉड्यूल कौन करता है ? - ऊँची-ऊँची इमारतों को कौन बनाता है ? आदि पर चर्चा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कम्प्यूटर सम्बन्धी क्षमता हासिल हुई

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						नैतिक मूल्य - काम कभी भी छोटा या बड़ा नहीं होता। - अपने सहायकों का सम्मान करना
	व्याकरण - पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा 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	आनुभविक ज्ञानार्जन गतिविधि - मुहावरों के अर्थ लिखकर वाक्य बनाना - पढ़े गए शब्दों के अर्थ समझना और लिखना कौशल मूल्यांकन वाचन कौशल – अर्थ बताना और वाक्य बनाना लेखन कौशल – अर्थ बताना और वाक्य लिखना समालोचनात्मक कौशल – - पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परीक्षण किया जाएगा - दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषयसंधि - 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पुस्तक – वसंत (भाग-1) एकांकी - ऐसे-ऐसे	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि/ कला समेकित ज्ञानार्जन - बच्चों को समूहों में बाँटकर नाटक का मंचन करना कौशल मूल्यांकन वाचन कौशल – कहानी का कक्षा में सस्वर वाचन लेखन कौशल – - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – ‘किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही’ विषय पर चर्चा प्रतियोगिता कौशल - नाटक में बताई गई किन्हीं दो बीमारियों की जानकारी एकत्र करना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- ‘किसी अनचाही स्थिति से बचने के लिए झूठ बोलना कितना सही’ विषय पर चर्चा करके विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - अभिनय कौशल में प्रक्षेप नैतिक मूल्य - किसी अनचाही स्थिति से बचने के लिए झूठ बोलना गलत
	द्वितीय इकाई परीक्षा के लिए अब तक किए गए सारे कार्यों की दोहराई					

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	जून – द्वितीय इकाई परीक्षा					
जुलाई 22 दिन	रामायण 6. ढंडक वन में बिताए 10 वर्ष 7. स्वर्ण मृग 8. सीता की खोज में राम	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	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	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा - कौशल्या के त्याग और लक्ष्मण और भरत के निस्वार्थ प्रेम के बारे में प्रश्न पूछे जाएंगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कंप्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य - उन्हें अहसास हुआ की दुनिया में अनेक प्रलोभन आएंगे , परन्तु हमें समझदारी से काम लेते हुए अपने आप को नियंत्रित करना होगा

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पुस्तक – वसंत (भाग-1) कहानी – टिकट अलबम	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - इन्टरनेट से आज्ञापी से पहले के कोई पस डक टिकट जमा करो कला समेकित ज्ञानार्जन – - डक टिकट का कोलाज बनाना कौशल मूल्यांकन वाचन कौशल – कहानी का कक्षा में सस्वर वाचन लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – डक टिकटों के वर्गीकरण पर चर्चा अंतःविषय कौशल – डक टिकट के इतिहास की जानकारी देना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्न पूछे जाएँगे- - भूल हो जाने पर सुधार करना - ईर्ष्या करने के क्या-क्या नुकसान है विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - ईर्ष्या न करना - भूल हो जाने पर पछताने से अच्छा उसे सुधारना है
	व्याकरण संधि – दीर्घ ,गुण	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक	आनुभविक ज्ञानार्जन गतिविधि - शब्दों की संधि करना व विच्छेद करना समालोचनात्मक कौशल	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा - वर्णों को तोड़ने व जोड़ने के लिए कहा जाएगा - दो स्वरों के मेल से किस	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी - पठन कौशल का विकास

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मीडिया सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• ब्लैक बोर्ड • डस्टर • वीडियो https://www.youtube.com/watch?v=W_P_o-3saYJk	– • वर्ण विच्छेद व संयोजन और शब्दों की संधि व विच्छेद में अंतर जानना		तरह की ध्वनि बनती है • दो सार्थक शब्दों को जोड़कर बताना विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	• 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	• पावर पॉइंट प्रस्तुति • एक्स्ट्रा मार्क्स • ई-बुक • चॉक • ब्लैक बोर्ड • डस्टर • https://www.youtube.com/watch?v=2X XzYCFBiAg	आनुभविक ज्ञानार्जन गतिविधि • झाँसी तथा कविता में आए किन्हीं 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 समालोचनात्मक कौशल –	• प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित परीक्षा • कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि • आज्ञापी के महत्त्व पर बात करना • स्वतंत्रता सेनानियों के बारे में बात करके विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	विषय सम्बन्धी • 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

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			- 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 पाँच शहरों को मानचित्र पर अंकित करना			कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कम्प्यूटर सम्बन्धी कक्षा हासिल हुई नैतिक मूल्य - स्वतंत्रता सेनानियों के त्याग के बारे में जानना
	रामायण 9. राम से सुग्रीव की भेंट	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	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	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा - सीता की खोज के लिए राम ने क्या-क्या किया - के बारे में प्रश्न पूछे जाएँगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			प्रति निःस्वार्थ सेवा हमें सिखाती है कि एक पोस्त की ज़रूरत के समय किस तरह मॉड्यूल की जाती है।			का विकास नैतिक मूल्य निःस्वार्थ सेवा हमें सिखाती है कि एक पोस्त की ज़रूरत के समय किस तरह मॉड्यूल की जाती है।
	व्याकरण - पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए, मुहावरे, लोकोक्तियाँ	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - मुहावरों के अर्थ लिखकर वाक्य बनाना - पढ़े गए शब्दों के अर्थ समझना और लिखना कौशल मूल्यांकन वाचन कौशल – अर्थ बताना और वाक्य बनाना लेखन कौशल – अर्थ बताना और वाक्य लिखना समालोचनात्मक कौशल – पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा - दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठके अंतमें विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषयसंबंधी - 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पुस्तक – वसंत (भाग-1) निबंध – जो देखकर भी नहीं देखते	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर https://hindi.sc oopwhoop.com/helen-keller-the-story-of-a-deaf-blind-girl/	आनुभविक ज्ञानार्जन गतिविधि - इशारों वाला खेल कर चीजों के नाम बताना - आँखों पर पट्टी बांधकर आस-पास की चीजों को महसूस करना कला समेकित ज्ञानार्जन – - ब्रेल लिपि के छह बिन्दुओं की सहायता से चार्ट पर अंग्रेज़ी वर्णमाला लिखना कौशल मूल्यांकन 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 तःविषय कौशल - हेलेन केलर के जीवन से जुड़ी किसी और घटना पढ़ना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि - 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 - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - ईश्वर द्वारा दी गई नियामतों का सम्मान करना सीखना - अपनी क्षमताओं की कद्र करना - निशक्तजनों के प्रति संवेदना जागृत हुई

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
अगस्त 22 दिन	रचनात्मकलेखन औपचारिकपत्र (जुर्माना माफ़ी, बहन की शादी के कारण अवकाश हेतु प्रधानाचार्य जी को प्रार्थनापत्र) रक्षा बंधन , स्वतंत्रता दिवस	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com/watch?v=5HK4oxWXeRU	आनुभविकज्ञानार्जन गतिविधि- - किसी गलती के कारण लगाए गए जुर्माना को माफ़ करवाने के लिए प्रधानाचार्य जी को प्रार्थना पत्र लिखिए। - रक्षा बंधन के गीत लिखना - स्वतंत्रता दिवस के गीत लिखना - राखी बनाना - राष्ट्रीय ध्वज बनाना कौशलमूल्यांकन – वाचनकौशल– - रक्षा-बंधन क्यों मानते हैं ? लेखनकौशल - स्वतंत्रता दिवस, रक्षा बंधन पर अनुच्छेद लिखना।	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंगगतिविधि- पूर्व ज्ञान परिक्षण - अवकाश पाने के लिए क्या करना होता है? - औपचारिक पत्र के प्रारूप के बारे में प्रश्न पूछे जाएंगे। विषयकीघोषणा विषयविस्तार - चर्चा - संबंधितप्रश्नपूछना - पुनरावृत्ति	विषयसंधी - 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 क्रमबद्ध और सशक्त तरीके से प्रस्तुत करना सीखेंगे
	पुस्तक – वसंत (भाग-1) निबंध – संसार पुस्तक है	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड	आनुभविक ज्ञानार्जन गतिविधि आपने किन-किन मौकों पर अपने सम्बन्धियों को पत्र लिखें हैं ? पर बातचीत करना और इसी तरह	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	भूमिका – पत्र की महता पर चर्चा करते हुए बच्चों से निम्न प्रश्न पूछे जाएंगे- मोबाइल के आने से पहले दूर रहने वाले लोगों तक	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझकर अपने शब्द

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		डस्टर	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 - वाचन कौशल – निबंध का कक्षा में सस्वर वाचन लेखन कौशल – - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल - आज के युग में पत्र लेखन की महता पर चर्चा		किस तरह से संदेश पहुंचाते थे ? सन्देश भेजने का इतिहास - स्कूल में रहते हुए माता-पिता से किस माध्यम से बातचीत करते हो ? विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	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 - पूर रहते हुए भी अपनों से भावनात्मक संबंधों को स्थापित करना
	व्याकरण - कारक भेद	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर - वीडियो https://www.youtube.com	आनुभविक ज्ञानार्जन गतिविधि - बिना कारक के वाक्य ढ़ेकर उचित कारक लिखना - वाक्य में कारक का महत्त्व समझना कौशल मूल्यांकन - वाचन कौशल – अर्थ	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा उदाहरण ढ़ेते हुए कारक का परिचय ढ़ेना कारक भेदों का परिचय, पहचान बताते हुए प्रत्येक भेद का अभ्यास विषय की घोषणा विषय विस्तार	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास होगा - नए शब्दों के अर्थ

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		/watch?v=mCd-BETvCQw	बताना और वाक्य बनाना लेखन कौशल – - सही कारक लिखना समालोचनात्मक कौशल – - कारक के बिना वाक्य के अस्तित्व पर चर्चा		- पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	समझकर अपने शब्द भंडार में वृद्धि करने में सक्षम हुए
	पुस्तक – वसंत (भाग-1) कविता – मैं सबसे छोटी होऊँ	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - ब्लैक बोर्ड - डस्टर https://www.youtube.com/watch?v=q5302pHLKJQ	आनुभविक ज्ञानार्जन गतिविधि - प्रेरणादायक कहानी दिखाई जाएगी - कहानी के आधार पर छोटे या बड़ों की क्षमताओं में अंतर पर चर्चा कला समेकित ज्ञानार्जन - कविता सुनाना कौशल मूल्यांकन वाचन कौशल – - 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	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि - 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 - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम/सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बने रहना चाहते हो? यदि हाँ, तो क्यों ?			- समालोचनात्मक कौशल का विकास - कम्प्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य - छोटे-बड़ों सभी की भावना का सम्मान करना
सितम्बर 24 दिन	रामायण 10. लंका में हनुमान की लीला	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर https://www.youtube.com/watch?v=-vBIJgf2GU	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	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण किया जाएगा - 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 - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - रावण के चरित्र से यह सीख मिली कि क्रोध, विश्वासघात

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						और प्रतिशोध के खुद के जाल में व्यक्ति खुद ही उलझ जाता है। इसलिए हमें बोलें, अहम और क्रोध के बजाय माफ़ करने का स्वभाव अपनाना चाहिए।
	उपसर्ग, प्रत्यय	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - शब्दों को तोड़ना व जोड़ना सीखा कौशल मूल्यांकन वाचन कौशल – वर्णों के भेद बताना	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परिक्षण - बच्चों को कुछ आम शब्द देकर उसके विलोम शब्द बनाने के लिए कहा जाएगा और विषय की घोषणा विषय विस्तार - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय सम्बन्धी - उपसर्ग का भाषा में महत्त्व 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 किये गए सारे कार्य की दोहराई करवाना					
	सितम्बर – तृतीय इकाई परीक्षा					

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
अक्टूबर 21 दिन	पुस्तक – वसंत (भाग-1) निबंध – लोकगीत	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - अपने-अपने क्षेत्रों के लोकगीतों के बारे में जानकारी प्राप्त करना - कक्षा में अपने क्षेत्र का लोकगीत सुनाना कला समेकित ज्ञानार्जन – - लोकगीत सुनाना कौशल मूल्यांकन वाचन कौशल – निबंध का कक्षा में सस्वर वाचन लोकगीत गाना लेखन कौशल – - प्रश्नों के उत्तर लिखना - लोकगीत लिखना समालोचनात्मक कौशल – - लोकगीतों की आज के जीवन में महता पर चर्चा अंतःविषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए किन्हीं दो क्षेत्रों के 10 लोकगीतों के नाम लिखिए।	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा - बच्चों से उनके मनपसन्द गीत-संगीत के बारे में बात करके लोकगीतों के विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - 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 - अपने इतिहास और संस्कृति के प्रति सम्मान की भावना को बढ़ावा देना - दादा-दादी के साथ समय बिताना और लोक-संस्कृति को जानना - लोकगीत सीखना

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महीना /कार्य प्रिवर्षों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	व्याकरण विराम चिह्न व उसके भेद	- व्याकरण - दृश्य श्रवण साधनों का प्रयोग - पावरपॉइंट प्रेजेंटेशन - वीडियो - एक्स्ट्रामार्क्स - श्यामपट्ट - डस्टर - वीडियो https://www.youtube.com/watch?v=il1julHS-sQ	आनुभविकज्ञानार्जन गतिविधि- - बिना किसी विराम चिह्नों के प्रिंटर गए अनुच्छेद पढ़ना कला समेकित ज्ञानार्जन - कौशल मूल्यांकन - - विराम चिह्न के चिह्नों के चित्र बनाना लेखन कौशल - वाक्यों में विराम चिह्नों का प्रयोग करना	- मौखिक परीक्षा - लिखित परीक्षा - शब्द लड़ी - बहु-वैकल्पिक प्रश्न - प्रिंटर हुए वाक्यों में विराम चिह्न लगाना	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 प्रिंदुओं को 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 कलासंबंधी - अधिक प्रभावशाली ढंग से लिखने की कला विकसित करेंगे - लेखन कला का विकास - सर्जनात्मक कला का सुधार

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पुस्तक – वसंत (भाग-1) निबंध – नौकर	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - बगीचे में काम आने वाले किन्ही पाँच औजारों के नाम लिखिए कला समेकित ज्ञानार्जन – - सलाख और सेंडविच बनाइए कौशल मूल्यांकन वाचन कौशल – निबंध का कक्षा में सस्वर वाचन लोकगीत गाना लेखन कौशल – - प्रश्नों के उत्तर लिखना अंतःविषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए शिक्षण अफ्रीका में बिताए समय के किसी एक किस्से को सुनाना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा - 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 चुनोगे' विषय पर चर्चा करते हुए विषय की घोषणा की जाएगी। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति पूर्व ज्ञान परिक्षण किया जाएगा - सुंदर कांड पर आधारित प्रश्न पूछे जाएँगे। - सीता – हनुमान की भेंट	विषय सम्बन्धी - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचानात्म कौशल का विकास नैतिक मूल्य - अपने घर के काम में सहायता करने लोगों का सम्मान करना - अपने काम खुद करना
	रामायण 11. लंका पर विजय 12. राम राज्य	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड	आनुभविक ज्ञानार्जन गतिविधि/ अंतःविषय कौशल - पाठ में आए पौराणिक जगहों के आधुनिक नामों	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान परिक्षण किया जाएगा - सुंदर कांड पर आधारित प्रश्न पूछे जाएँगे। - सीता – हनुमान की भेंट	विषय सम्बन्धी - पठन कौशल का विस्तार - लेखन कौशल का विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		डस्टर	की जानकारी पेना कौशल मूल्यांकन - वाचन कौशल – कथा का कक्षा में सस्वर वाचन - लेखन कौशल – - प्रश्नों के उत्तर लिखना - समालोचनात्मक कौशल – - सर्वशक्तिमान , ज्ञानी और शिव के परम भक्त रावण जो कि अमरता का वरदान लिए था हार का मुँह देखना पड़ा और वह मृत्यु को प्राप्त हुआ—क्यों ?	कक्षा में चर्चा	- लंका ग्रहण – आदि पर अद्वितीय प्रश्न पूछना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	समझकर अपने शब्द भण्डार में वृद्धि करना - भारतीय पुराणों को जानना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - चित्र कला का विकास - समालोचनात्मक कौशल का विकास - कंप्यूटर सम्बन्धी क्षमता हासिल हुई नैतिक मूल्य - राम की लंका पर विजय अच्छाई की बराबर पर विजय का प्रतीक
	पुस्तक – वसंत (भाग-1) कविता – वन के मार्ग में	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - रामायण की चौपाइयाँ सुनाना https://www.youtube.com/watch?v=xLTbeDZidY कला समेकित ज्ञानार्जन – - रामायण की कोई दो चौपाइयाँ सुनाना	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि - 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। विषय की घोषणा	विषय सम्बन्धी - 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक 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 वाचन कौशल – - कविता का सामूहिक वाचन लेखन कौशल – प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल – 'सीता का वन में संघर्ष कितना ज़रूरी' विषय पर चर्चा		विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना - कविता का सारांश सुनाना कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - समय पड़ने पर दूसरों का साथ देने की भावना जागृत करना
नवंबर 11 दिन	पुस्तक – वसंत (भाग-1) निबंध – साँस-साँस में बाँस	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - ई-बुक - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - बाँस से बनी वस्तुएँ दिखाना कला समेकित ज्ञानार्जन – - मिज़ोरम का बंबू नृत्य की जानकारी कौशल मूल्यांकन वाचन कौशल – निबंध का कक्षा में सस्वर वाचन लेखन कौशल – - प्रश्नों के उत्तर लिखना समालोचनात्मक कौशल	- प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि बच्चों से निम्न प्रश्नों के उत्तर देने के लिए कहा जाएगा - 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 विषय की घोषणा विषय विस्तार	विषय सम्बन्धी - 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

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महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			– - हस्तशिल्प कला की महता पर चर्चा https://www.gaonconnection.com/photo-gallery/art-and-craft-on-rural-india-delhi-saras-mela-photos-of-aajeevika-mela-43706 तःविषय कौशल - सामाजिक विज्ञान से इसे जोड़ते हुए उत्तर-पूर्वी राज्यों के अन्य मुख्य व्यवसायों की जानकारी		- पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	- वाचन कौशल का विकास - समालोचनात्मक कौशल का विकास नैतिक मूल्य - हाथों से बनी चीजों सम्मान की भावना को बढ़ावा देना - अपने हाथ से चीजें बनाने के लिए प्रेरित करना
	व्याकरण - पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, मुहावरे, लोकोक्तियाँ	- पावर पॉइंट प्रस्तुति - एक्स्ट्रा मार्क्स - चॉक - बोर्ड - डस्टर	आनुभविक ज्ञानार्जन गतिविधि - मुहावरों के अर्थ लिखकर वाक्य बनाना - पढ़े गए शब्दों के अर्थ समझना और लिखना कौशल मूल्यांकन वाचन कौशल – अर्थ बताना और वाक्य बनाना लेखन कौशल – अर्थ बताना और वाक्य	- बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित परीक्षा - कक्षा में चर्चा	पूर्व ज्ञान परीक्षण किया जाएगा - दिए गए विषयों से सम्बंधित प्रश्न पूछे जाएँगे। विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	पाठ के अंत में विद्यार्थी निम्न बिंदुओं को समझने में सक्षम होंगे - विषयसंधि - 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

पाइनग्रोव स्कूल, संबद्धीकरण संख्या 630044; स्कूल कोड: 43035 वार्षिक शिक्षाशास्त्र योजना : हिन्दी कक्षा : छठी सत्र: 2022-23						
महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लिखना • समालोचनात्मक कौशल – • पर्यायवाची – अनेकार्थक शब्दों में अंतर बताना			सक्षम हुए।
	वार्षिक परीक्षा के लिए अब तक किये गए सारे कार्य की दोहराई।					
दिसम्बर 13 दिन	वार्षिक परीक्षा					



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022 - 23

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: VI
Session 2022-23

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 March No. of periods: 10	Topic Chapter: Knowing our numbers	• 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	• 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.	• Testing with MCQ on daily basis • Testing on completing the chapter • Assignments: Few questions given based on the chapter. • Quiz	• 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	• 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	• Audio- visual from Extra Marks • Power Point Presentations on	• Project integrated with Social Science Addition of whole numbers by taking	• Testing with MCQ on daily basis • Testing on completing the chapter.	• Ice Breaking Session • Concept formation • Brain storming by	• 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
periods: 10		natural numbers, whole numbers and number line. • 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	out shortest distance of major cities. • 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.	• Quiz • Assignments: Few questions given based on the chapter.	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.	the successor and predecessor of whole numbers. • 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: 16	Topic/ Chapter: Playing with numbers	• Audio- visual from Extra Marks • Power Point Presentations • Videos • Computer aided modules with animations and presentations • Practical	• 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	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter.	• Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion:	• 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.

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
		understanding: Real life situations to calculate • https://www.youtube.com/watch?v=rUrLuTMq-sw • https://www.youtube.com/watch?v=Y1pAKJ4rf-M • https://www.youtube.com/watch?v=9m2cdWorIq8	numbers, even numbers and composite numbers. • Experiential Learning: To find out the prime numbers using sieve of Eratosthenes method.		At the end, discussion session will be held. • Problem sums will be solved.	• 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: 10	Topic/ Chapter: Basic geometrical ideas	• 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	• 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 courts.	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter.	• 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	• 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

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
		• 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: 15	Topic/ Chapter: Understanding elementary shapes	• Audio- visual from Extra Marks • PPT • Videos • Computer aided modules • Real life situations to calculate • Practical understanding: Making quadrilaterals	• 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 roads that is	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter.	• 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,	• 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
		using set squares • 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_lsNwTOI	neither intersecting nor parallel to any other road. • A pair of parallel and intersecting roads each.		discussion session will be held. • Problems sums will be solved.	angles of quadrilaterals. • 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: 7	Topic/ Chapter: Integers	• 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	• 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	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on the chapter.	• 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.	• 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

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		of snakes and ladders. • 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	positive and negative signs (temperature, weight, marks etc.) • 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.			bracket, • $+(—) = —$ • $—(+) = —$ • $—(—) = +$ • $+(+) = +$ • 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: 7	Topic/ Chapter: Fractions	• 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	• 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	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter.	• 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	• 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

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		• https://www.youtube.com/watch?v=n0FZhQ_GkKw • https://www.youtube.com/watch?v=eReJtvS8Vlk • https://www.youtube.com/watch?v=mb1gyDw5LLo • https://www.youtube.com/watch?v=p2wUa_j7dEM	number line. • 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.	N greater than the D. • 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.

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July No. of periods: 16	Topic/ Chapter: Decimals	• 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	• 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.	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter.	• 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.	• 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: 13	Topic/ Chapter: Data handling	• Computer aided modules with animations. • PPT • Real life situations to calculate • Audio- visual from Extra Marks • Videos • Individual	• 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	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter.	• Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book, questions will be discussed with the students. • Group Discussion:	• 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
		• 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	Learning: Search a few names of cricketers from newspapers and magazines whose names start with the letters A, B, K, N, D • 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.		At the end, a discussion session will be held. • Problem sums will be solved	• 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 15	Topic/ Chapter: Menstruation	• Audio- visual from Extra Marks • Videos • PPT • Group work	• Experiential Learning: Make different kinds of shapes (Triangle, rectangle,	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz	• Ice Breaking Session • Concept formation • Brain storming by PK Testing	• 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
		- 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=slzAmltTV5A	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.	Assignments: Few questions given based on chapter.	- 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.	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.

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Sep No. of periods: 20	Topic/ Chapter: Algebra	• 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=YtpOwg0824	• 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.	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter.	• 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	• 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: 13	Topic/ Chapter: Ratio and proportion	• Computer aided modules • Worksheets on multiple calculations. • Videos • Real life situations to	• Experiential Learning: Find the age of the family members. • Compare the age of student with age of	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few	• Ice Breaking Session • Concept formation • Brain storming by PK Testing • In text book,	• Got familiar with the knowledge of Ratio and proportion. • Concept of Equivalent ratios • Comparison of ratios

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		calculate and find answers orally. • https://www.youtube.com/watch?v=B4_T6-rc35Y • https://www.youtube.com/watch?v=-cxJMsqHH1Y	each member of his/her family. • 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.	questions given based on chapter.	questions will be discussed with the students. • Group discussion: At the end discussion session will be held. • Problem sums will be solved.	• Unitary method • Will be able to solve basic real-life problems through ratios.
October No. of periods: 7	Topic/ Chapter: Symmetry	• Computer aided modules with animations and presentations. • Videos • Practical understanding by folding activity • Smart Classes • Learning by doing • Activity • Introducing Mind	• Art integrated activity: Draw colorful images of English alphabets in capital letters. • Find their vertical reflective symmetry. • Horizontal reflective symmetry. • Experiential Learning: Intricate	• Testing with MCQ on daily basis. • Testing on completing the chapter. • Quiz • Assignments: Few questions given based on chapter	• 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	• 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 • Correlate with real life situations. • https://www.youtube.com/watch?v=MtqtIiJsfie • https://www.youtube.com/watch?v=s4tS-ZmpJfw	patterns using paper cutting and pasting method. • 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. • Problem sums will be solved.	squared paper and paper folding. • Concept of mirror symmetry • Reflection symmetry
Nov No. of periods: 11	Topic/ Chapter: Practical Geometry	• 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	• 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.	• MCQs • Assignments (CW & HW) • Class tests • Quiz • Remedial Worksheets	• 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.	• 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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		calculate. • https://www.youtube.com/watch?v=Z6LyY3zlLA8 • https://www.youtube.com/watch?v=0DRdAjumWII • https://www.youtube.com/watch?v=zaPdxvzhzLc	• 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.			using ruler, set square and compass. • 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 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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/ March (10)	Topic/Chapter: Food: Where does it come from?	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Food Honeybee 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.	- 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

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March (09)	Topic/Chapter: Components of food	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Components of food. Deficiency diseases https://youtu.be/AeFvMmFs5kA	Experiential learning Practical: To study test for starch, proteins and fats Project: On deficiency disease Functions of Vitamins and Minerals Role play: The students will be presenting a skit on different components of food Skill Assessment: Collaboratively make a chart on food nutrients in different food items	- 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, 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. 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,	The following skills of the students will be enhanced - 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)

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					communication)	
March (09)	Topic/Chapter: Fibre to fabric	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Fibre to fabric https://youtu.be/CPf45cpeiVU	Art Integration: Flow charts and Mind Maps of Natural fibers and Synthetic fibers Formation of a fabric from yarn Experiential learning: Activity: Different fabric shall be shown. Children shall use their kinesthetic learning ability Practical: Burning test of cotton, wool, silk, nylon etc. Skill assessment: - Critically analyses the process of spinning - Distinguish between weaving and knitting (Communication, Critical thinking)	- 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 variety of fabrics <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 classroom. Students will observe it and then note down the observations (Critical thinking, Communication) <i>Inquiry based learning:</i>	The following skills of the students will be enhanced - Differentiate between natural fiber and synthetic fibers (Critical thinking) - 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)

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					After reading Students a minute will be given, they will share it with their peer for better understanding. (Critical thinking, Creativity)	
April (12)	Topic/Chapter: Sorting materials into groups	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Properties of materials Transparent, translucent and opaque material https://youtu.be/AAPSExPyJkl	Experiential learning: Practical: To differentiate between lustrous and non-lustrous material - 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 Skill Assessment: - Collaboratively discuss about different kinds of materials - Critically analyse the various terms learned in the chapter.	- 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 conversation with the learner by asking them about objects and the materials they are made up of and writing them on the board. <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.	The following skills of the students will be enhanced - Properties of materials (Critical thinking) - Sorting of the materials (Collaboration) - Classification of different objects based on 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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					<i>Inquiry based learning: (Critical thinking and problem solving)</i> The students will attempt the questions from the textbook. The teacher will take rounds and help the students in solving the questions.	
April (12)	Topic/Chapter: Separation of substances UNIT I POSTPONED DUE TO PANDEMIC	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Separation of substances https://youtu.be/dO9eMnv2Tol	Art Integration: To draw the diagrams of different methods of separation. Experiential learning: 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	- 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 about different kinds of materials and the significance of separation of substances. <i>Discussion of topic through collaborative learning:</i> Teacher will discuss and explain the various methods of separation that is based upon - Separating solids from other solids. - Separating insoluble solids from solids. Students will read the concept from the book	The following skills of the students will be enhanced - 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

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			Skill Assessment: Collaboratively discuss about the basic need of separating constituents from their mixture. Critically analyses the various methods of separation used on the bases of their shape, size and material.		and then think for a minute and share it with their partner for better understanding. <i>Guided practice:</i> Activities would be discussed and conducted. Students would solve different questions in their notebook. Teacher would take rounds and help the students in solving the problems.	method (Critical thinking and problem solving) Understand the concept of effect of cooling and heating on a saturated solution. (Collaboration)
May (11)	Topic/Chapter: Changes around us	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Changes around us https://youtu.be/yNf-Hn_5xdw	Experiential learning: Activity: To differentiate reversible changes and irreversible changes Practical: Differentiate between physical change and chemical change Art Integration: To make a classification chart on different changes Skill Assessment: Through effective reasoning and critical thinking classify changes into reversible	- 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 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. <i>Demonstration:</i> Teacher will use smart class video to demonstrate few activities and will put	The following skills of the students will be enhanced - 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,

Month No of working days	Topic/Sub-topic	Teaching 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 irreversible category.		up question regarding the changes they observed in making the final product. <i>Group learning:</i> Students will read the topic again after teacher's explanation and discuss in pair about the changes happened. (Communication, Critical thinking and Collaboration)	Collaboration)
May (11) JUNE UNIT I	Topic/Chapter: The living organisms and their surroundings	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - 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	Project: Adaptation in plants and animals according to their habitat Art Integration: Diagram Tables Flowchart of habitat Different types of aquatic plants Experiential learning: Flip teaching method adopted. Skill Assessment: Critically analyses and differentiate the different	- 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 about the features of living organisms, importance of shelter. Teacher will help them in defining the terms properly. <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,	The following skills of the students will be enhanced - Understand the concept of living and non-living things (Collaboration) - Characteristics of living things, habitat, biotic and a biotic factor (Critical thinking) - Adaptations of plants and animals to terrestrial and aquatic habitat (Critical thinking) - Comprehend the concept of

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			organisms and their habitats - Critically understand adaptation and acclimatization. - Critically analyse and identify the common characteristics of living beings		Collaboration and Character) <i>Questioning:</i> Teacher will prepare a list of questions and will ask these questions after their presentation. (Critical thinking, Communication) <i>Guided Practice:</i> Students would solve different questions in their notebook. Teacher would take rounds and help the students in solving the problems.	adaptations of animals to different habitat (Citizenship, Responsibility) - Differentiate between living and non-living things (Differentiation) - Differentiate between biotic and abiotic components. (Differentiation) - Represent the plant types of aquatic plants diagrammatically. (Creativity) - Differentiate between adaptation and acclimatization (Critical thinking)
July (11)	Topic/Chapter: Motion and measurement of distances	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Motion Types of motion	Art Integration: Graph Flowchart Practical: How to use a scale To measure the length of a curved line with a thread Skill Assessment: Collaboratively discuss about the story of transport	- 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 conversation on motion and what makes the things move. <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed, and students would solve different	The following skills of the students will be enhanced - Understand the concept of motion, speed (Collaboration) - Comprehend the concept of measurements and units of measurement (Critical thinking)

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		https://youtu.be/l_bKyE-ht-w	- Critically analyses about the method of measuring the length of a curved line - Critically analyses the objects in rest and motion		questions per group and the questions would be crosschecked. <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. <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	- 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 thinking) - Represent the motion by graphical method (Creativity, Collaboration) - Draw the inference from a given graph
July (12)	Topic/Chapter: Light shadow and reflections	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Sources of light Opaque, transparent and	Practical: Light travel in a straight line Periscope Pin hole camera Regular and irregular reflection Characteristics of image formed by plane mirror Art Integration: Diagrams Flowchart	- 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 by asking questions about how we are able to see objects around us. <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed,	The following skills of the students will be enhanced - Understand the concept of sources of light (Critical thinking) - luminous and non-luminous objects - translucent, transparent and opaque objects (Collaboration,

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		translucent object Light travels in a straight line Pinhole camera Periscope https://youtu.be/3gOoDBRTWes	Tables Experiential learning: Construction of a pinhole camera Skill Assessment: Critically analyses the term reflection of light with the help of activities.		and students would solve different questions per group and the questions would be crosschecked. (Critical thinking, Collaboration) <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. <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	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 mirror. - 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

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						explaining the working of pinhole camera and periscope (Critical thinking, Creativity) Draw the inference from a given diagram
August (11)	Topic/Chapter: Electricity and circuits	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: https://youtu.be/vlotVbzrwxg	Art Integration: Diagram and Flowchart of Circuit diagram Electric bulb Electric torch Electric cell Electric switch Experiential learning: Practical: To make a Circuit diagram Skill Assessment: - Collaboratively discuss about the uses of electricity - Critically analyses about electric cell. - Critically analyses about electric bulb.	- 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 recalling about the use of electricity and electrical appliances. <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions. <i>Guided Practice:</i> Teacher will discuss about the working of appliances and explain them. Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the	The following skills of the students will be enhanced - Understand the concept of electricity - Importance of electricity, power station (Collaboration) - 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

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					related topic. (Critical thinking, collaborative learning, communication) <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	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
August (11)	Air Around Us	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video	Art Integration: Pie Chart Experiential learning: Data Collection Practical: Activities based on Air Skill Assessment: - Collaboratively discuss about the uses of air and its components - Critically analyses about properties of air components.	- Homework - Class test - Daily Quiz - Oral test - Written test	Lesson will be introduced with an <i>Ice breaking activity</i> <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions. <i>Guided Practice:</i> Students will read the topic again after teacher's explanation, think for a minute and discuss in pair the related topic.	The following skills of the students will be enhanced - Understand the concept Air and its Composition - Importance of different gases in the air (Collaboration) - Uses of Oxygen gas for breathing under special circumstances (Critical thinking) - Critically analyses the role and

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					(Critical thinking, collaborative learning, communication) <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	significance of oxygen in aquatic animals and plants Comprehend the concepts (Collaboration) Draw the inference from a given diagram
Sep (12)	Topic/Chapter: Fun with magnets	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Discovery of magnets Types of magnets Properties of magnets Uses of magnets How to make magnetic compass https://youtu.be/nn_ry4mbmro	Experiential learning: Practical: How to make a magnet To identify the different types of magnets Art Integration: To draw the different shapes of magnet. Skill Assessment: Collaboratively discuss about the properties of a magnet. - Critically analyses about finding directions with the help of a magnet.	- 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 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. <i>Guided Practice:</i> Teacher will discuss about finding directions with the help of a magnet and explain about magnetic compass. Students will read the topic again after teacher's	The following skills of the students will be enhanced - 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

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					explanation, think for a minute and discuss in pair the related topic. (Critical thinking, collaborative learning, communication)	(Differentiation) - Determine whether given substance is magnetic or non-magnetic substance (Critical thinking) - Usage of magnetic compass (Critical thinking)
Sep (12) UNIT II	Body Movements	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video	Art Integration: Diagram of Human Skeleton Experiential learning/Practical: Lab Visit Skill Assessment: Different Movements	- Homework - Class test - Daily Quiz - Oral test - Written test	Lesson will be introduced with an <i>Ice breaking activity</i> <i>Discussion of topic through Collaborative learning:</i> Activities would be discussed and students would solve different questions. <i>Guided Practice:</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>Independent Practice:</i> Students will complete	The following skills of the students will be enhanced - Comprehend the concepts (Collaboration) - Importance of Skeletal System in the body - Critically analyses The Human Skeleton (Critical thinking) Draw the inference from a given diagram of Human Skeleton

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					the questions and answers in the notebook.	
Oct (10)	Topic/Chapter: Water	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Sources of water Water cycle Rainwater harvesting methods Drought Flood https://youtu.be/mYbozeMt9MY	Art Integration: Flowchart Tables Water harvesting system Water cycle States of water Practical: Techniques of conservation of water Rainwater harvesting Skill Assessment: - 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	- 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 recalling about various sources of water and their uses. <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. <i>Inquiry based learning:</i> Teacher would take rounds and help students with their doubts. (Critical thinking and Problem Solving) <i>Guided Practice:</i> The students will answer the questions from the textbook in their notebook in the class with the help of a	The following skills of the students will be enhanced - 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

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					teacher. (Collaborative learning, communication) <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	thinking) - Methods to prevent wastage of water - Draw the inference from a given diagram
Oct (11)	Topic/Chapter: Air around us	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Composition of air Uses of oxygen, carbon dioxide and nitrogen Oxygen and carbon cycle Importance of water cycle Air pollution https://youtu.be/ltapZhWh9Hc	Experiential learning: Practical: Pie chart on composition of air Oxygen and carbon cycle Water cycle Activity: Air is necessary for burning Art Integration: Flowchart Graph Tables Pie chart Skill Assessment: - Collaboratively discuss about the properties of air. - Critically analyses various components of air.	- 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 about air and its components. <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) <i>Guided Practice:</i> The students will answer the questions from the textbook in	The following skills of the students will be enhanced - 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

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					their notebook in the class with the help of a teacher.	from a given diagram
Nov (11)	Topic/Chapter: Garbage in, garbage out	- Computer aided Class (using power point presentation) - Chalkboard, chalk, duster, Textbook - Smart board (Extra marks) - Video related to: Biodegradable and non-biodegradable resources Plastic- boon or curse Three R's Compost and vermicomposting https://youtu.be/VReXw1wB73E	Experiential learning: Role play: The student will be presenting a skit on waste management. Activity: 'Best out of the waste' activity. Waste material is to be used in innovative manner. Compost pit Art Integrated: Three R's Principle Skill Assessment: - Design Creative methods to show dealing with garbage - Built character amongst themselves by telling others about importance of recycling	- Homework - Class test - Daily Quiz - Oral test - Written test	Lesson will be introduced with an Ice breaking activity 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) <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)	The following skills of the students will be enhanced - 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 and vermicomposting (Differentiation) - Three R's and its importance. - Different ways of minimizing overuse

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					<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 take rounds and help students with their doubts. <i>Independent Practice:</i> Students will complete the questions and answers in the notebook.	of plastic (Differentiation, Critical thinking) • Methods to reduce the generation of garbage (Character, Communication)
Dec (13)	Revision/ UNIT III					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Studies
Class: VI
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 (5 Days)	Civics: Ch-1 Topic: Understanding Diversity Subtopic: - Diversity in India - Unity in diversity	- Loud reading by the students - Explanation by the teacher - Chalk - Board - Duster Computer Aided Teaching: - PDF of the lesson – NCERT book - Power point presentation - You tube - Smart Class - Extra Marks. - Diksha portal shown. <u>LINKS:</u> National Integration: https://www.youtube.com/watch?v=3p1VjIJFoY0 Different dance forms, costumes cuisine of India, festivals, culture:	<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	<u>The L.O. will be assessed through:</u> - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice breaking session:</u> - 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 <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to -</u> - 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	<u>The learner —</u> - 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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		https://www.youtube.com/watch?v=ZgeHqtSpOv8 What does diversity add to our lives? https://www.youtube.com/watch?v=3p1VjIJFoYo Jallianwala Bagh Massacre: https://www.youtube.com/watch?v=RiUQD9_IPTU	PROJECT: Folk dances of ant two states of India		that have enriched the culture and heritage. - 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 (23 Days)	Geography: Ch-1 Topic: The Earth in the Solar System Subtopic: Solar system	- PDF of the lesson – NCERT book - Power point presentation - Video on ‘Solar System’ - Black board - Chalk - Duster - Smart Class - Extra Marks LINKS: Solar System Asteroids	Experiential learning: Write the following information on the piece of paper and share with your friends. - Name - Zodiac sign and symbol - Try to write and draw at least 2/3 zodiac sign and symbols. Inter disciplinary linkage (Science)/Activity: Prepare a chart	The L.O. will be assessed through: - Question/ answers - Diagram of Solar System - MCQ's - Written test. - Oral test	Ice breaking session: Fun game- Who Am I? 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. Thereafter, the name of the chapter will be	The learner will understand — - 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	of the Solar System. <u>Skill Assessment:</u> • Loud Reading • Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> nesting real life situations.		announced. <u>Examining previous knowledge-</u>about different planets in the solar system. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained through which students will understand: • 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 is earth called blue planet? • What are Asteroids and Meteoroids?	human made. • Asteroids are pieces of rocks that keep moving around the Sun. • Millions of galaxies together make the Universe.
	Geography: Ch-2 <u>Topic:</u> Globe: Latitudes and Longitudes <u>Subtopic:</u> • Important	• PDF of the lesson – NCERT book • Power point presentation • Video on Globe, Latitudes, and longitudes • Black board	<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,	<u>The L.O. will be assessed through:</u> • Question/ answers • Diagram of important latitudes and heat zones • World map showing	<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	<u>The learner understands —</u> • 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 - Heat zones of the earth - Standard time	- Chalk - Duster - Globe - Torch - Smart Class - Extra Marks LINK Latitude and longitude	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> - Loud Reading - Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations.	the time zones of the world. - 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: - 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. - 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? - 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? Subtopic: - Where did people live? - Names of the land - Finding out about the past - What do dates mean?	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - VIDEO: Showing old inscription maps. - Smart class – Extra Marks Link: - Magadha Empire https://www.youtube.com/watch?v=fk3AUxRM1As - 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> - 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> - Question/ answers - MCQ's - Written test. - Oral test	<u>Ice breaking session:</u> - 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> - 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> - 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.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					ancestors. • Understand the significance of time and date to study History. • understand and identify the different sources that is used to reconstruct History	
	<u>History: Ch-2</u> Topic: On the trail of the Earliest People Subtopic: - Choosing a place to live in - Making stone tools - A changing environment - A closer look-Hunsgi	- 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 https://www.youtube.com/watch?v=XQ7NUp71nVw	<u>Experiential learning:</u> Excursion: Museum <u>PROJECT:</u> <u>Inter disciplinary linkage:</u> - Flowchart of some important dates. - Map work: Some important Archaeological Sites - Scrapbook activity: - 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. <u>ART INTEGRATION:</u>	The L.O. will be assessed with - Oral tests - Written tests. - Dictation of difficult words - Discussion of question and answers - Loud reading of the lesson - MCQ quiz	<u>Ice breaking session:</u> Sharing travelling experience (train, airplane, etc.) - PK Testing <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> - 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	<u>The learner —</u> - 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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			Make few tools with best out of waste.		activity: for locating - important places, sites of hunter- gatherers. food producers	
	UNIT I	•		REVISION UNIT I		
April (25 Days)	Civics: Ch-2 Topic: Diversity and Discrimination Subtopic: • Difference and Prejudice • Creating stereotypes • Inequality and discrimination • Striving for Equality	• 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. <u>LINKS:</u> What is Diversity? https://www.youtube.com/watch?v=hfO82z29hWg What is Inclusion? https://www.youtube.com/watch?v=6SnXBKEfr2s	<u>Life Skill Assessment:</u> 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. <u>Role Play:</u> Perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc. <u>Art Integration:</u> <u>Activity:</u> Prepare posters with drawings and pictures on the significance of the Constitution,	<u>The L.O. will be assessed through:</u> • (C.W.) and (H.W.) Question/ answers • MCQ's • Written test. • Oral test • Quiz	<u>Ice Breaking Session</u> • PK Testing • Story Telling on Discrimination (Mahatma Gandhi, Apartheid, Nelson Mandela) <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> • Understand about prejudice and stereotyped society. • learn about caste discrimination in India. • Understand about right to equality and constitution	<u>The learner —</u> • 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

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		Life of Dr.B.R. Ambedkar: https://www.youtube.com/watch?v=LhYMTnP BkhA	Preamble, right to equality		of India. - 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.	and understands the nature and sources of discrimination. Differentiates between equality and inequality in various forms to treat them in a healthy way.
	Civics: Ch-3 Topic: What is Government? Subtopic: - Levels of government - Laws and the government - Types of government	- 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. <u>LINKS:</u>	<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?	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question/ answers - MCQ's - Written test. - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided.</u> <u>opportunities in pairs /groups / individually and encouraged to –</u> - 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	<u>The learner —</u> - 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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		What is Government? https://www.youtube.com/watch?v=JY7umgfV8gg Suffrage Movement: https://www.youtube.com/watch?v=d-RR8cvvnMo Forms of Government: https://www.youtube.com/watch?v=Zo33X4Mq6nU			government. Why universal adult franchise is an important fundamental right?	Constitution and their significance in everyday life.
	Civics: Ch-4 Topic: Key Element of a Democratic Government Subtopic: - Participation - Need to resolve conflict. - Equality and justice	- 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. <u>LINKS:</u> Life of Nelson Mandela: https://www.youtube.com/watch?v=ckEPbwEN	<u>Discussion:</u> <u>Life Skill:</u> How do you think lowering the school fees would help girls attend school? <u>Experiential Learning:</u> - 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	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - 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	<u>The learner —</u> - 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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		e1E Apartheid in South Africa: https://www.youtube.com/watch?v=AkP1VJY2D9g Key elements of Democratic Government (Participation) https://www.youtube.com/watch?v=diNZdGV5ziw Conflict: https://www.youtube.com/watch?v=C2-kjtRt6Gs	it the same way? What did you have to say to convince others that what you did was fair?			
	Geography: Ch 3 Topic: Motions of the Earth Subtopic: - Revolution - Rotation - Solstice	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - Globe - Torch - Smart Class - Extra Marks Day and night Leap year Earth's tilt	Art Integrated: Model: Make a model of a globe showing day and night and inclination of Earth's axis. Activity (Group Activity): Make a chart showing the four seasons. Make a chart showing day and night on the Earth's surface. Experiential learning: Record the timings of	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice breaking session:</u> The teacher draws all the curtains in the class to make it look dark. She asks the students- How is the class looking like right now? -Dark/ night What do we prefer to do when it is all dark?	<u>The learner understands —</u> - The fixed path around which the Earth rotates is called an orbit. - Day and night are 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

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			sunrise and sunset at your place, taking help from local newspaper on the 21st of each month and find out: a) In which month are the days the shortest? b) In which month are the days and nights nearly equal? <u>Interdisciplinary linkage/Project:</u> Would human and animal existence be possible even if the Earth did not rotate or revolve? <u>Skill Assessment:</u> • Loud Reading • Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations.		- rest/ sleep Then the teacher draws back all the curtains and the room become lighted. She asks the same kind of questions again and what is making the room dark or bright? Then she asks about different seasons, and which season they are experiencing that month? After which, the topic of the chapter will be announced. <u>Examining previous knowledge</u> about day and night and its formation. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: • What is orbital plane, Circle of illumination, rotation, and revolution? • What causes day and night?	year. • 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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					- What are seasons? - What causes seasons? - What is leap year and how often it occurs? - What are Solstice and Equinox?	
May (21 days)	Geography: Ch-4 <u>Topic:</u> Maps <u>Subtopic:</u> - Types of maps - Distance - Direction - Symbols - Sketch - Plan	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - Scale - World Map - An Atlas - Smart Class - Extra Marks Maps	<u>Experiential learning/Inter disciplinary linkage (Math's):</u> Sketch: Draw a rough plan of your bedroom and show the windows, door, table, cupboard etc. <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. <u>Skill Assessment:</u> - Loud Reading - Written assignment. (Question/and answers) <u>General discussions/Interacti</u>	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<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. <u>Examining previous knowledge</u> about use of latitudes and longitudes to find the	<u>The learner understands —</u> - 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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			<u>ve dialogues:</u> Connecting real life situations. <u>PROJECT:</u> Athletic Day History (research/PPT)		location of a place on the Earth's surface. <u>Lecture -discussion</u> With the help of PPT, videos and lecture-discussion method the chapter will be explained: • 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?	
	History: Ch-3 <u>Topic:</u> From Gathering to Growing Food <u>Subtopic:</u> • Varieties of foods • The beginnings of farming and herding • Anew way of life • A closer look – Mehrgarh • A closer look -	• PDF of the lesson – NCERT book • Power point presentation • Black board • Chalk • Duster • Smart Class - Extra Marks • Links: • From gathering to growing food https://www.youtube.com/watch?v=tqvYQdxaWyE	<u>Experiential learning/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> The children write and draw small	<u>The L.O. will be assessed through:</u> • (C.W.) and (H.W.) • Question- answers • MCQs • Written Test • Oral test • Quiz	<u>Ice breaking session:</u> Discussion on special kind of food prepared at home. • PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> • Understand the transition from hunting- gathering to settled life. • Identify the	<u>The learner —</u> • 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

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	Daojali Hading		descriptions of domestication, farming, transition from hunting to gathering.		material culture of humans of this period. - 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,	living and dying in Mehrgarh and Daojali Hading - 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
	History: Ch-4 Topic: In the Earliest Cities Subtopic: - The story of Harappa - Houses, drains and streets. - Life in the city - Food for people in the cities - A closer look – Harappa	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - Smart Class - Extra Marks - Links: - Decline of the Harappa civilization https://www.youtube.com/watch?v=nU8jNqkZNhM	Inter disciplinary linkage. - Have a debate on the topic city life is better than village life. Art Integration: - Flowchart of some important dates Map: The earliest cities in the Subcontinent	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question-answers - MCQs - Written Test - Oral test - Quiz	Ice breaking session: Discussion on dilapidated old buildings in your neighborhood - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - The transition from pastoral phase to urban phase	The learner — - 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 • The mystery of the end	Harappa Architecture https://www.youtube.com/watch?v=CLyqXrmUITY	<u>Experiential learning</u> Make a dish from the Harappa menu (khichri, khattaam)		- 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.	describes various forms of human diversity. Around her/him.
	UNIT II	•		REVISION UNIT II <u><i>Revision unit II</i></u>		
July (22 Days)	History: Ch-5 <u>Topic:</u> What Books and Burials Tell Us? <u>Subtopic:</u> - One of the oldest books in the world - Silent sentinels – the story of the megaliths - A special burial at Inamgaon	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - Smart Class - Extra Marks Mantras https://www.youtube.com/watch?v=ivLiea0JirY Vedas https://www.youtube.com/watch?v=WcrZr6aNHfw	<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> (C.W.) and (H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice breaking session:</u> Recite – Gayatri Mantra - PK Testing <u>The learners may be provided- opportunities in pairs /groups / individually and encouraged to –</u> - Find out what was the Vedic Age. - Understand what the significance of the Vedas was.	<u>The learner —</u> - 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.

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		RIGVEDA https://www.youtube.com/watch?v=SjeGtbBIvqc Megaliths https://www.youtube.com/watch?v=6n073lMgRJU			- Know who were the Aryans and how did they reach India. - 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	their use in reconstruction of history of this Period. locates important historical sites, places on an outline map of India
	History: Ch-6 Topic: Kingdoms, Kings and An Early Republic Subtopic: - How some men became rulers - Varnas - Janapadas - Mahajanapadas - A closer look – Magadha - A closer look – Vajji	- PDF of the lesson – NCERT book - Power point presentation - Black board - Chalk - Duster - Smart Class - Extra Marks - LINK: https://www.youtube.com/watch?v=v8sj8pHSFuE&vI=en - Janapadas and Mahajanapadas (HINDI)	Art Integration: Inter disciplinary linkage: - Map work: Mark the 16 Mahajanapadas, Janapadas - Role play - Debate – Democracy of Athens. Do you think this was a true democracy?	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	Ice breaking session: Discussion on voting - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - Find out about the Mahajanapadas and the Janapadas. - Find out how they lived with complex forms of administration	<u>The learner —</u> - 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=Mt7X9vCJVUw - INTRO Janapadas and Mahajanapadas https://www.youtube.com/watch?v=A2TocKN_LjU			develop. - find out the major features of gana sangha and how did Vajji reflect them. - 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 Subtopic: - Lithosphere - Hydrosphere - Atmosphere - Biosphere	- 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	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?	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice breaking session:</u> 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. <u>Examining previous knowledge</u> about environment and our surroundings. <u>Lecture -discussion</u> With the help of PPT,	<u>The learner understands—</u> - 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.

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		Atmosphere Biosphere	<u>Skill Assessment:</u> • Loud Reading • Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations.		videos and lecture-discussion method the chapter will be explained: • What makes life possible on earth? • What is Lithosphere and the 7 major continents? • What is 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?	• The various reasons for global warming and natural calamities are landslides, earthquakes, deforestation, Tsunami etc. • We can avoid global warming by minimizing emission from factories, vehicles etc.
	Geography: Ch-6 <u>Topic:</u> Major Landforms of	• PDF of the lesson – NCERT book • Duster	<u>Art Integrated:</u> Model of major landforms of the	<u>The L.O. will be assessed through:</u>	<u>Ice breaking session:</u> Students will speak about their native	<u>The learner understands—</u> • The movement 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
	the earth <u>Subtopic:</u> - Mountains - Plateaus - Plains - Landforms and the people	- 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. Link: Plate tectonics Fold mountains Block mountains Plains and Plateaus	Earth <u>Skills Assessment:</u> <u>Picture study-</u> Look carefully at photographs nos. 1-10 in the textbook and write one sentence about each of the photographs. <u>Skill Assessment:</u> - Loud Reading - Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations. <u>PROJECT:</u> Ban on plastic. (rallies/paster-making/research work)	(C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	place. What they like about the place? Is it a hill station/ plain/ coastal area? They will talk about any 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: - 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	tectonic plates is an internal process. - All the continents were first joined together and then drifted apart with movement of tectonic plates. - 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

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					plains?	
	Geography: Ch-7 Topic: Our Country India Subtopic: - Location Setting - Physical Division	- PDF of the lesson – NCERT book - Black board - Chalk - Duster - Wall map of India - Computer Aided Teaching: - Power point presentation - Smart Class - Extra Marks - Diksha Portal - You tube videos. - LINK: Pangea Neighboring Countries Political divisions Rivers of India	<u>Individual:</u> Map work of: (a) States of India (b) Neighboring countries of India © Physical divisions of India <u>Skills Assessment:</u> <u>Flip Grid-</u> Explain any one of the following natural disasters- 1) Volcanic eruption 2) Earthquake 3) Tsunami 4) Landslides <u>Skill Assessment:</u> - Loud Reading - Written assignment. (Question/and answers) <u>General discussions/Interactive dialogues:</u> Connecting real life situations.	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice breaking session:</u> With the help of PPT a quiz will be conducted. Questions related to our National Flag will be asked. After which, the name of the chapter will be announced. <u>Examining previous knowledge</u> about Independence Day and how it is celebrated and other national festivals of our country. <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? Which are the neighboring countries of India?	<u>The learner understands—</u> - India lies entirely in the northern and eastern hemisphere. - 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.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					- What are the political and administrative divisions of India? - Which are the various important rivers flowing through India?	
August (22 Days)	Civics: Ch – 5 Topic: Panchayati Raj Subtopic: - Gram Sabha - The gram panchayat - Three levels of panchayat	- 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 LINKS: Village Panchayat: https://www.youtube.com/watch?v=SJtxvw6moY4 PM Narendra Modi	<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. <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. <u>Skills enhanced:</u> - Problem Solving - Analytical Thinking - Decision making <u>PROJECT:</u> How is Janmashtami	<u>The L.O. will be assessed through:</u> (C.W.) and (H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - 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)	<u>The learner understands—</u> - Differentiate between Gram Sabha and Gram Panchayat - Enumerate the different levels of Panchayats. - Explain watershed development programme.

Month No of working days	Topic/Sub-topic	Teaching 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>interaction with Sarpanch:</u> https://www.youtube.com/watch?v=IFi-m-sdX3M Gram Panchayat https://www.youtube.com/watch?v=4ukWGBLHGjA	celebrated in different states in India? (PPT/JAM)			
	Civics: Ch-6 <u>Topic:</u> Rural Administration <u>Subtopic:</u> - Area of the Police Station - Maintenance of Land Records - A New Law	- 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 - Diksha Portal - You tube videos. <u>LINKS:</u> <u>Rural life:</u> https://www.youtube.com/watch?v=4Z-il9blZuI <u>Rural Administration:</u> https://www.youtube.com/watch?v=tEtjvpMHC_o	<u>Collaborative:</u> 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. <u>Discussion</u> on the facilities being provided by rural administration. <u>Activity:</u> Flow Chart on the duties of Tehsildar and Patwari.	<u>The L.O. will be assessed through:</u> (C.W / H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - 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	<u>The learner understands—</u> - 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.

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	Civics: Ch-7 Topic: Urban Administration Subtopic: - The ward councilor and Administrative Staff - A Community Protest	- 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 - Diksha Portal - You tube videos. <u>LINKS:</u> <u>Urban Administration</u> https://www.youtube.com/watch?v=ocLy4-4dLgw <u>Councilors and committees</u> https://www.youtube.com/watch?v=9PALBPUSu88 <u>Functions of Municipal Corporation:</u> https://www.youtube.com/watch?v=SOGvCLbqsns	<i>Discussion</i> on the facilities being provided by Urban administration. <u>Inter disciplinary.</u> <i>Linkages:</i> Visuals of different urban areas <u>Experiential Learning:</u> <u>Project:</u> <i>Interview of parents:</i> List all the benefits that the taxes that common people pay to the government, help in funding by conducting an interview with parents.	<u>The L.O. will be assessed through:</u> (C.W / H.W.) Question-answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - 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.	<u>The learner understands—</u> - Enumerate the importance of the Municipal corporation for the life of a city-dweller. - 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.

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		https://www.youtube.com/watch?v=NDRNI130SMk				
	History: Ch-7 Topic: New Questions and Ideas Subtopic: - The story of Buddha - Upanishads - Jainism - The sangha - Monasteries	- 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 - Diksha Portal - You tube videos. - LINK: - Buddhism https://www.youtube.com/watch?v=X-cJU-pFwQ&vl=en Buddhism and Jainism https://www.youtube.com/watch?v=MwI0Nu51W84	Art Integration: Students will prepare a power point presentation on the topics like- Story of Buddha, Jainism, Buddhism, Upanishads Inter disciplinary Linkages: Debate- Importance of religion Discussion on the different types of ashrams.	<u>The L.O. will be assessed through:</u> (C.W / H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> Sharing experience of a school trip - 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	<u>The learner understands—</u> - Infer chief doctrines of Buddhism. - 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.

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					architecture-areas outside India with which India had contacts\ discuss basic ideas and central values of Buddhism, Jainism, and other systems of thought– relevance of their teachings today– development of art and architecture in ancient India	
September (24 Days)	History: Ch-8 Topic: Ashoka, the emperor who gave up the war. Subtopic: - A very big kingdom – an empire - Ruling the empire - Ashoka's war in Kalinga - What was Ashoka's dhamma?	- PDF of the lesson – NCERT book - Power point presentation Black board - Chalk - Duster - Smart Class - Extra - arks LINK: Ashoka- https://www.youtube.com/watch?v=d-xJIZb08f0 Ashoka and his empire https://www.youtube.com/watch?v=pFJ4JHbECzo	<u>Inter disciplinary. Linkages:</u> The children wrote small descriptions of Ashoka's life and ideology in vacation. <u>Art integration</u> Diagram: Map Work Role play <u>PROJECT:</u> Mother Teresa (research and roleplay)	<u>The L.O. will be assessed through:</u> (C.W / H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> Discussion on Indian currency - PK Testing <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> - Understand various occupations of the people who live in the Mauryan empire. - Understand the ideology of Ashoka and his 'Dhamma'.	<u>The learner</u> - 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/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					- Understand Ashoka as a unique ruler. - Understand Ashoka's message to his subjects. - Role play on various historical themes like change of Ashoka after Kalinga War—one of the events, incidents from literary works of The time etc.	
	History: Ch-9 Topic: Vital villages, thriving towns. Subtopic: - Iron tools and agriculture - Who loved in the villages? - Coins - A closer look - Arikamedu	- PDF of the lesson – NCERT book - Power point presentation - Black board - chalk - Duster - Smart Class – Extra marks Who lived in the villages? https://www.youtube.com/watch?v=ptNsBVTT3U8 Discussion of exercises https://www.youtube.com/watch?v=AJkKR5HZTOU	<u>Project:</u> 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. <u>Experiential Learning:</u> Research the following about your village: Crops grown, culture, habitant, Sarpanch of the village, festivals celebrated, food.	<u>The L.O. will be assessed through:</u> (C.W / H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz https://www.youtube.com/watch?v=ptNsBVTT3U8	Ice Breaking Session Discussion on village life verses city life - PK Testing The learners may be provided opportunities in pairs /groups / individually and encouraged to – - Learn about functions of Grama bhojaka - Understand the occupations prevalent in both villages and cities. - To know the story of Barygaza - visit museums to	The learner - 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

Month No of working days	Topic/Sub-topic	Teaching 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>Inter disciplinary. Linkages:</u> Story telling by giving examples.		see the material remains. of early human settlements	India recognizes distinctive features of early. human cultures and explains their growth.
	History: Ch-10 <u>Topic:</u> Traders, Kings and Pilgrims <u>Subtopic:</u> - 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	- PDF of the lesson – NCERT book - Power point presentation - Black board - chalk - Duster - Smart Class – Extra marks - LINK: - Traders, Kings and Pilgrims https://www.youtube.com/watch?v=cfi6DV_SCmw Spread and decline of Buddhism. https://www.youtube.com/watch?v=tNzO9HfBiU Beginning of Bhakti https://www.youtube.com/watch?v=_S85CmaRo_8	<u>Inter disciplinary. Linkages:</u> 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)	<u>The L.O. will be assessed through:</u> (C.W / H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> Discussion on fair in the villages - PK Testing <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> - Explanation of the silk route - Explanation of the spread of Buddhism - Understandin g the quest of the pilgrims 4.Description of the beginning of bhakti	<u>The learner</u> - 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>Subtopic:</u>	- PDF of the lesson – NCERT book - Loud reading by the students	<u>Art Integration</u> <u>Activity:</u> - Students will be told to collect newspaper cuttings about current	<u>The L.O. will be assessed through:</u> (C.W. /H.W.)	<u>Ice Breaking Session</u> PK Testing <u>The learners may be provided. opportunities in</u>	<u>The learner understands—</u> Enumerate on current situation of farmers 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
	- Kalpattu Village - Thulasi - On being in Debt - Agricultural Laborers and Farmers in India - Rural Livelihoods	- Explanation by the teacher - Chalk - Board - Duster - Computer Aided Teaching: - Power point presentation - Smart Class – Extra marks - Flip Teaching - Diksha Portal <u>LINKS:</u> <u>What is Livelihood:</u> https://www.youtube.com/watch?v=jp2XZtRiWmc <u>Rural livelihood in different Villages:</u> https://www.youtube.com/watch?v=1s1UfJBhvk8 <u>Different occupations of a villager:</u> https://www.youtube.com/watch?v=cBYOLTRX9dg <u>Comparison between Urban and Rural life:</u>	situation of a farmers in India along with a collage work on 'A Farmer's Life'. <u>Collaborative:</u> With Science. Children will speak about' VAN MOHOTSAV' and upload on Flip grid. <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? <u>Skills Developed:</u> - Analytical skills - Problem solving - Comprehending the concept of tsunami	Question-answers - MCQs - Written Test - Oral test - Quiz	<u>pairs /groups / individually and encouraged to –</u> - Understand the problems faced by the agricultural laborers and farmers in India. - Narration of situations prevalent in Kalpattu village regarding agriculture - Understand occupations prevalent in rural areas.	rural livelihoods. Understand the life of Thulai, her work in Kalpattu and to know how her work is different from the work that Raman does.

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	UNIT III	https://www.youtube.com/watch?v=OjJ4rmvLPw8		REVISION UNIT III		
October (21 Days)	Civics: Ch-9 Topic: Urban Livelihoods Subtopic: - Working on the street - In the market - In the factory-workshop area - In the office area	- 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 - Diksha Portal - You tube videos. <u>LINKS:</u> <u>Life on the streets of a city:</u> https://www.youtube.com/watch?v=INLgFFydgs <u>Urban Livelihood:</u> https://www.youtube.com/watch?v=LwBFkZwDYxc <u>Different types of working conditions:</u> https://www.youtube.com/watch?v=INLgFFydgs	<u>Life Skills Activity:</u> Discussion on what do they think there would be any difference if you live in rural or urban area? <u>Art Integration: Poster Making</u> Draw the life of an urban life and compare it with the rural life along with a slogan. <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. <u>PROJECT:</u> Indian Freedom Struggle (JAM/Fancy dress)	<u>The L.O. will be assessed through:</u> (C.W. /H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - understand the problems faced by the city-dwellers in India. - Understand occupations prevalent in urban areas.	<u>The learner understands—</u> - Enumerate on current situation of migrated people in urban livelihoods. - Differentiate between Urban and rural livelihood.

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		m/watch?v=0KgmLXEggmU <u><i>Different types of business in an urban area:</i></u> https://www.youtube.com/watch?v=twC52omDd6U				
	History: Ch-11 <u>Topic:</u> New empires and Kingdoms <u>Subtopic:</u> - Prashastis and what they tell us - Samudragupta's prashasti - Genealogies - Harshavardhana and the Harshacharita - A new kind of army Ordinary people in the kingdoms	- 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=pgLmnfx9XX4	<u>Experiential learning:</u> Taking help from your parents and grandparents make a genealogy of your family. <u>Inter disciplinary. Linkages:</u> Debate - How do you think wars affect the lives ordinary people today? <u>Art integration:</u> Mark the important centers of the Gupta rulers.	<u>The L.O. will be assessed through:</u> (C.W. /H.W.) - Question- answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> Children would be asked to play any instrument. - PK Testing <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> - Description of 'Prashasti' in detail - Explanation of the different features of administrative system under Harshvardhan, Samundragupta, Chalukyas and The Pallavas - use pictures, drawings of different types of sources to read, explain, - discuss these to understand how	<u>The learner understands—</u> - Enumerate the features of administrative system under Harshvardhan, 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

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					historians have interpreted. These to reconstruct history of ancient India.	
	History: Ch-12 Topic: Buildings, Paintings, and books Subtopic: - The iron pillar. - Buildings in brick and stone - How were stupas and temples built? - Painting - The world of books - Writing books on science	- PDF of the lesson – NCERT book - Power point presentation - Black board - chalk - Duster - Smart Class – Extra marks 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	Art Integrated: - Draw a diagram of the Iron Pillar and write about its importance. - Diagram: -Stupa Experiential learning: - Visit any monument and building mentioned in the lesson. - Narrate a story from one of the epics -Ramayana or Mahabharata.	<u>The L.O. will be assessed through:</u> (C.W. /H.W.) Question- answers - MCQs - Written Test - Oral test - Quiz QUIZ https://www.youtube.com/watch?v=26in93kHmEc	<u>Ice Breaking Session</u> Children discuss about their visit to any monument or building. - PK Testing <u>The learners may be provided opportunities in pairs /groups / individually and encouraged to –</u> - Understanding about the Stupas, Shikhara, Mandapa, Garbhagriha, & Pradakshina path - Description about the main temples, paintings and books prevalent during different periods	<u>The learner</u> - locates important historical sites, places on an outline map of India - 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.

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November (11 days)	Geography: Ch-8 Topic: India: Climate, vegetation, and wildlife Subtopic: - Natural vegetation - Why are forests necessary? - Wildlife	- PDF of the lesson – NCERT book - Use of globe. - Wall Map of the India - Blackboard - Duster - Chalk - Computer Aided Teaching: - Power point presentation - Smart Class - Extra Marks - Diksha Portal - You tube videos. Climate Vegetation Wildlife	<u>Experiential learning/ Inter disciplinary linkage (English/ IT):</u> Students will make PPT on Climate, vegetation, and wildlife of India. <u>Experiential learning/Activity:</u> On your birthday plant a seed of any plant and do the same every year. Take care of the plant and watch it grow. <u>Skill Assessment:</u> - Loud Reading - Written assignment. (Question/and answers) <u>Project:</u> Global Warming (Model-making/exhibition)	<u>The L.O. will be assessed through:</u> (C.W. /H.W.) Question-answers - MCQs - Written Test - Oral test - Quiz	<u>Ice Breaking Session</u> - PK Testing <u>The learners may be provided. opportunities in pairs /groups / individually and encouraged to –</u> - Make them aware about major seasons recognized in India. - 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.	<u>The learner understands—</u> - The cold weather season and hot weather season, southwest monsoons and retreating monsoons in India. - That climate of a place is affected by its location, altitude, and distance from the sea. - 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.

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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

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)	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, ਦੂਲੈਂਕੜ 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
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,	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 ਆਵਾਜ਼ ਦੀ ਵਰਤੋਂ ਕਿਵੇਂ ਕਰਨ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਸ਼ਬਦਾਵਲੀ ਵਿਚ ਸੁਧਾਰ

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			ਸਹੀ ਮਾਤਰਾ ਦੁਆਰਾ ਚਿੱਤਰ ਦੇ ਨਾਮ ਪੂਰੇ ਕਰਨਾ, ਤਸਵੀਰ ਨੂੰ ਰੰਗਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਸਹੀ ਨਾਮ ਲਿਖਣਾ			
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 ਵੱਖੋ ਵੱਖਰੇ ਸ਼ਬਦ ਲੱਭਣੇ ਅਤੇ ਲਿਖਣਾ, ਸ਼ਬਦਾਂ ਦਾ ਉਦੇਸ਼ ਕਲਾਸ ਵਿਚ ਮੌਜੂਦ ਵਸਤੂਆਂ ਦਾ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ	ਅਧਿਆਪਕ-ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਮਾਤਰਾਂ ਨਾਲ ਸ਼ਬਦਾਂ 'ਤੇ ਗੱਲਬਾਤ ਕਰਦੇ ਹਨ	ਸੰਬੰਧਤ ਮਾਤਰਾਂ ਨਾਲ ਸ਼ਬਦ ਸਿੱਖਣਾ ਵਿਦਿਆਰਥੀ ਮਾਤਰਾਂ ਨੂੰ ਵੱਖਰਾ ਕਰਨਾ ਵੀ ਸਿੱਖਣਗੇ.

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				ਕਰਨਾ ਅਤੇ ਇਸ ਵਿਚਲੇ ਵੱਖ-ਵੱਖ ਮਾਤਰਾਂ ਦੀ ਪਛਾਣ ਕਰਨਾ		
ਅਗਸਤ / 2 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 ਰਿਸ਼ਤੇ 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,	ਪਾਠ ਪੜਨ ਦਾ ਟੈਸਟ, ਕਹਾਣੀਆਂ ਦੇ ਅਧਾਰ ਤੇ ਵਿਦਿਆਰਥੀ ਸਹੀ ਗਲਤ ਦੀ ਚੋਣ ਕਰਨਗੇ,	ਅਧਿਆਪਕ ਦੂਜਿਆਂ ਦੀ ਮਦਦ ਕਰਨ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ, ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ	ਵਿਦਿਆਰਥੀ ਆਕਾਰ ਦੀ ਪਰਵਾਹ ਕੀਤੇ ਬਿਨਾਂ ਦੂਜਿਆਂ ਦੀ ਮਦਦ ਕਰਨ ਦੇ ਮਹੱਤਵ ਬਾਰੇ ਸਿੱਖਣਗੇ,

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			ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ, ਵਿਦਿਆਰਥੀ ਆਪਣੀਆਂ ਕਾਪੀਆਂ ਵਿੱਚ ਕਵਿਤਾ ਲਿਖਣਗੇ	ਮੌਖਿਕ ਪ੍ਰਸ਼ਨ ਉੱਤਰ	ਦੂਜਿਆਂ ਨੂੰ ਮਾਫ਼ ਕਰਨ ਬਾਰੇ ਸਿਖਾਉਣਾ	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 ਵਿੱਚ ਕਵਿਤਾ ਸਿੱਖਣੀ ਅਤੇ ਗਾਉਣਾ, ਪਿਛਲੇ ਪਾਠਾਂ ਦਾ ਸੰਸ਼ੋਧਨ, ਵਿਦਿਆਰਥੀ ਕਾਪੀਆਂ ਵਿੱਚ ਕਵਿਤਾ ਲਿਖਣਗੇ	ਕਵਿਤਾਵਾਂ ਦਾ ਮੌਖਿਕ ਟੈਸਟ, ਕਵਿਤਾ ਦਾ ਲਿਖਤੀ ਟੈਸਟ	ਵੱਖ ਵੱਖ ਸਮੂਹਾਂ ਵਿੱਚ ਕਵਿਤਾਵਾਂ ਦਾ ਪਾਠ ਕਰਨਾ	ਵਿਦਿਆਰਥੀ ਵੱਖੋ ਵੱਖਰੇ ਸ਼ਬਦ ਸਿੱਖਣਗੇ ਅਤੇ ਇਹ ਉਨ੍ਹਾਂ ਦੀ ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਸੁਧਾਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਗੇ
ਨਵੰਬਰ / ੩ ਕਲਾਸਾਂ	ਪੁਰਾਣੇ ਸਿਲੇਬਸ ਵਿੱਚ ਸੋਧ	ਗ੍ਰੀਨ ਬੋਰਡ, ਟੈਸਟ ਪੇਪਰ		ਮਾਤਰਾਂ ਦੀ ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ, ਕਵਿਤਾਵਾਂ ਦਾ ਓਰਲ ਟੈਸਟ, ਕਹਾਣੀਆਂ ਦੇ ਅਧਾਰ ਤੇ ਸਹੀ		

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035

ਸਲਾਨਾ ਪੈਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ

ਕਲਾਸ: 6 ਵੀਂ

ਸੈਸਨ 2020-21

ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ	ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ	ਸਿਖਲਾਈ ਸਹਾਇਤਾ	ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਗੁਨਰ ਮੁਲਾਂਕਣ	ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ)	ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ
				ਗਲਤ		

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

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ਸੈਸਨ 2020-21

ਮਹੀਨਾ ਅਤੇ ਕੰਮ ਦੇ ਦਿਨਾਂ ਦੀ ਸੰਖਿਆ	ਵਿਸ਼ਾ / ਉਪ-ਵਿਸ਼ਾ	ਸਿਖਲਾਈ ਸਹਾਇਤਾ	ਪ੍ਰੋਜੈਕਟ / ਤਜਰਬੇਕਾਰ / ਅੰਤਰ ਅਨੁਸ਼ਾਸਨੀ ਸੰਬੰਧ / ਕਲਾ ਏਕੀਕਰਣ / ਵਿਹਾਰਕ / ਗੁਨਰ ਮੁਲਾਂਕਣ	ਸਪੁਰਦਗੀ ਅਤੇ ਮੁਲਾਂਕਣ (ਮੌਖਿਕ / ਲਿਖਤ / ਸਹੀ ਗਲਤ / ਕਵਿਜ਼ / ਟੈਸਟ)	ਪੈਡਾਗੋਜੀਕਲ ਪ੍ਰਕਿਰਿਆਵਾਂ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ

ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035

ਸਲਾਨਾ ਪੈਡਾਗੋਜੀ 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

पाइनग्रीव स्कूल, धर्मपुर
संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
वार्षिक शिक्षाशास्त्र योजना : संस्कृत
कक्षा : 6
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / 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 (5)	स्तुति	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा कला समेकित ज्ञानार्जन: - सरस्वती देवी का चित्र बनाना व उसमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल - श्लोक लिखवाना - वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा	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: - कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिक मूल्य - माता-पिता व गुरु के सम्मान करने की भावना का विकास कला संबंधी - रचनात्मकता का विकास
मार्च (23)	संस्कृत वर्णमाला	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - वर्णों को सही क्रम में लगाना - खेल -खेल में वर्णों का ज्ञान करवाना कला समेकित ज्ञानार्जन: - अ से ज तक के चित्रों में रंग	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: - विद्यार्थियों से वर्णों के बारे में बातचीत करना - वर्णमाला का अनुकरणात्मक वाचन विषय की घोषणा	विषय संबंधी - वर्णों की पहचान - वर्णों को सही रूप में पढ़ना तथा लिखना कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भरवाना कौशल मूल्यांकन: - वाचन कौशल वर्णों का सामूहिक वाचन - लेखन कौशल वर्णों को क्रम से लिखना		विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
	वर्ण संयोग :विच्छेद :	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों से उनके नाम का वर्ण विच्छेद करवाना - कला समेकित ज्ञानार्जन: भिन्न – भिन्न शब्दों का विच्छेद प्रोजेक्ट फाइल में लगाना । कौशल मूल्यांकन: - वाचन कौशल वर्णों का संयोग करते हुए शब्दों का वाचन - लेखन कौशल वर्ण – विच्छेद के लिए पाँच शब्द देना	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: - वर्ण संयोग व वर्ण विच्छेद पर चर्चा करते हुए विषय की घोषणा की जाएगी । विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - वर्णों को जोड़ कर शब्द बनाना सीखा - वर्णों को अलग करके वर्ण – विच्छेद सीखा । कला संबंधी - रचनात्मकता का विकास
	अकारांत – पुल्लिंग – शब्दाः	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: पशु –पक्षियों के बारे में जानकारी एकत्रित करवाना कला समेकित ज्ञानार्जन:	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: कक्षा में भिन्न – भिन्न वस्तुओं के माध्यम से लिंग की जानकारी देते हुए पुल्लिंग शब्दों पर	विषय संबंधी - पुल्लिंग शब्दों का लिखित अभ्यास करना सीखा - शब्द भण्डार में वृद्धि करना कला संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- पशु –पक्षियों व अन्य वस्तुओं के चित्र बनाना व चार्ट पेपर चित्र चिपकाना कौशल मूल्यांकन: - वाचन कौशल अकारांत पुल्लिंग शब्दों का उच्चारण करना - लेखन कौशल तीनों लिंगों का संस्कृत ,हिंदी व अंग्रेजी भाषा में अर्थ लिखना		चर्चा द्वारा विषय की घोषणा की जाएगी विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	रचनात्मकता का विकास
अप्रैल (25)	आकारांत-स्त्रीलिंग – शब्दाः	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - 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 : - स्त्रीलिंग शब्दों को चार्ट पर चिपकाना कौशल मूल्यांकन: - वाचन कौशल स्त्रीलिंग शब्दों का	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: - चार्ट पेपर पर चित्र दिखा कर लिंग पूछते हुए स्त्रीलिंग शब्दों पर विस्तारपूर्वक चर्चा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - स्त्रीलिंग शब्दों का लिखित अभ्यास करना सीखा - शब्द भण्डार में वृद्धि करना कला संबंधी - रचनात्मकता का विकास

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / 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
			उच्चारण लेखन कौशल चित्र देख कर स्त्रीलिंग शब्दों को संस्कृत में लिखना			
	नपुंसकलिंग - शब्दा :	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - वर्ग पहेली से वर्ण लेकर नपुंसकलिंग शब्दों को लिखना कला समेकित ज्ञानार्जन: - चार्ट पर नपुंसकलिंग शब्दों को चिपकाना कौशल मूल्यांकन: - 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 - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - कक्षा में पाई जाने वाली चीजों के नाम संस्कृत में पूछते हुए उनके वचन की जानकारी एकत्रित की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - स्त्रीलिंग शब्दों का लिखित अभ्यास करना सीखा - शब्द भण्डार में वृद्धि करना कला संबंधी - रचनात्मकता का विकास
मई (21)	वचनानि	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: 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 - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: 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 - एक वचन, द्विवचन व बहुवचन शब्दों का लिखित व मौखिक अभ्यास करना सीखा - शब्द भण्डार में वृद्धि करना कला संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कला समेकित ज्ञानार्जन: - एक वचन, द्विवचन व बहुवचन के दस नामों को एक चार्ट पेपर पर लिख कर चित्र सहित कक्षा में लगाना कौशल मूल्यांकन: - वाचन कौशल चित्रों को देख कर उनके नाम उचित वचनों में बोलना - लेखन कौशल चित्रों को देख कर उनके नाम उचित वचनों में लिखना अंतः विषय सम्बन्ध - हिंदी विषय से जोड़ते हुए वचन के भेदों के बारे में बताया जायेगा		विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना	- रचनात्मकता का विकास
जुलाई (22)	सर्वनाम –परिचय :	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में छात्रों के समूह बनाकर तीनों लिंगों में सर्वनाम का ज्ञान करवाने के लिए संवाद करवाना कला समेकित ज्ञानार्जन: - सर्वनाम शब्दों के चित्र चार्ट पर	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: - छात्रों से सर्वनाम शब्दों का प्रयोग करते हुए वाक्य बनवाना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना	विषय संबंधी - दैनिक बोलचाल की भाषा में सर्वनाम शब्दों का उपयोग करना सीखा कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			चिपकाना कौशल मूल्यांकन: - वाचन कौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य बोलना - लेखन कौशल सर्वनाम शब्दों का प्रयोग करते हुए वाक्य लिखना अंतः विषय सम्बन्ध - हिंदी व अंग्रेजी भाषा से जोड़ते हुए संस्कृत भाषा में सर्वनाम का ज्ञान करवाना		पुनरावृत्ति	
	धातु – परिचय: क्रिया	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में तीन छात्रों के संवाद द्वारा क्रिया का बोध करवाना कला समेकित ज्ञानार्जन: - दस धातुओं (क्रियाओं) के लट लकार, प्रथम पुरुष के तीनों वचनों के रूप प्रोजेक्ट फाइल में लिखना व चित्र चिपकाना कौशल मूल्यांकन: - लेखन कौशल क्रिया का प्रयोग करते हुए वाक्य 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: - 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 - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - क्रिया शब्दों की पहचान करना सीखा कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	पोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	प्रथम पुरुष त्रिषु लिंग वचन च	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में प्रत्येक छात्र से छोटे छोटे प्रश्न पूछना व प्रथम पुरुष के बारे में बताना कला समेकित ज्ञानार्जन: - प्रोजेक्ट फाइल में प्रथम पुरुष का प्रयोग करते हुए एक वचन व बहुवचन के वाक्य बनाना और उनके चित्र चिपकाना कौशल मूल्यांकन: वाचन कौशल चित्र देख कर प्रथम पुरुष के पाँच वाक्य बोलना लेखन कौशल चित्र देख कर प्रथम पुरुष के पाँच वाक्य 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: - लिंग वचन के बारे में चर्चा करते हुए प्रथम पुरुष के बारे में बताना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - प्रथम पुरुष के वाक्यों का निर्माण करना सीखा कला संबंधी - रचनात्मकता का विकास
अगस्त (22)	मध्यम पुरुष: (त्रिषु वचन)	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र	आनुभविक ज्ञानार्जन गतिविधि: कक्षा में तीन छात्रों को खड़ा कर के एक छात्र को मध्यम	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: लिंग वचन के बारे में चर्चा करते हुए मध्यम पुरुष के	विषय संबंधी मध्यम पुरुष के वाक्यों का निर्माण करना सीखा कला संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		दृश्य - श्रव्य साधन	पुरुष एक वचन का वाक्य, दूसरे छात्र को द्विवचन और तीसरे छात्र को बहुवचन का वाक्य बोलने के लिए कहा जायेगा कला समेकित ज्ञानार्जन : - एक त्रिकोण में एकवचन, द्विवचन और बहुवचन के करता व क्रियाओं को अलग करते हुए उनमें रंग भरना कौशल मूल्यांकन: वाचन कौशल मध्यम पुरुष के वाक्यों को संस्कृत में बोलना लेखन कौशल मध्यम पुरुष के वाक्यों को संस्कृत में लिखना	- मौखिक परीक्षा - लिखित परीक्षा	बारे में बताना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	रचनात्मकता का विकास
	उत्तम पुरुष : (त्रिषु लिंग ,वचन च)	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: 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	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: - लिंग, वचन के बारे में चर्चा करते हुए उत्तम पुरुष के बारे में बताना विषय की घोषणा विषय विस्तार - पठन अभ्यास	विषय संबंधी - उत्तम पुरुष के वाक्यों का निर्माण करना सीखा कला संबंधी - रचनात्मकता का विकास

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रेरणा / 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
			बहुवचन का वाक्य बोलने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: - एक त्रिकोण में एकवचन, द्विवचन और बहुवचन के करता व क्रियाओं को अलग करते हुए उनमें रंग भरना कौशल मूल्यांकन: वाचन कौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना लेखन कौशल उत्तम पुरुष के वाक्यों को संस्कृत में बोलना		- चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
सितंबर (24)	अब तक किये गए सारे कार्य की दोहराई					
अक्टूबर (21)	संख्याज्ञानम्	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों को कक्षा में आस पास की वस्तुओं को गिन कर अंग्रेजी व संस्कृत भाषा में लिखने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: - प्रकृति में जो वस्तुएं एकवचन और	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: - कक्षा में छात्रों से प्रश्न पूछ कर संख्याएं रूप में उतर जानेंगे. विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - गिनती का संस्कृत भाषा में ज्ञान प्राप्त किया कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बहुवचन में होती है उनके नाम, संख्या, चित्र प्रोजेक्ट फाइल में लगाना कौशल मूल्यांकन: - वाचन कौशल संख्याओं का कंठस्थ वाचन - लेखन कौशल एक से चार तक की संख्याओं के तीनो लिंगों के रूपों को लिखना			
	अव्यय – पदानि	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - वर्ग पहेली से वर्ण लेकर अव्यय पद बनाना कला समेकित ज्ञानार्जन: - चार्ट पेपर पर तालिका बनाकर उसमें कर्ता, अव्यय, धातु रूप से वाक्य बनाएँ व चार्ट को कक्षा में चिपकाएँ कौशल मूल्यांकन: - वाचन कौशल अव्यय का अभ्यास कक्षा में संवाद कर के करना - लेखन कौशल अव्यय का प्रयोग करते हुए 10 वाक्य 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 कार्यपत्रक में गद्यांश दे कर अव्यय छांटने के लिए देना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - अव्यय पदों का वाक्यों में प्रयोग करना सीखा कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	चतुर :काक : (चित्रकथा)	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - वर्ग-पहेली से पशु-पक्षियों के नाम चुन कर लिखना कला समेकित ज्ञानार्जन: - कौआ और मटके का चित्र बनाकर रंग भरना कौशल मूल्यांकन: - वाचन कौशल कोई शिक्षाप्रद कहानी सुनाना - लेखन कौशल चित्रों की सहायता से कहानी 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: - कक्षा में बच्चों को कोई एक कहानी सुनाने के लिए कहा जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - 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 2022

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: - Form - Tone - Texture - Lines	- Books - Wikipedia	- Live Demonstration - Practical's	Assessment of practical work.	- 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 basses. - Video will be shown on origami art for kids. https://en.m.wikipedia.org/wiki/Child_art	- 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.

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
May 8days	Theme: People based Topic: Painting Sub Topic: - Form - Pattern - Texture - Color	- Books - Black board	- Live Demonstration - Practical's	Assessment of practical work.	- 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 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: - Forms - Proportion - Motor skills - Observations skills	- Books - YouTube	- Experiment with different kinds of form and shape. - Skill assessment	Assessment of practical work.	- 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	- 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

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
					NsHqI_4 - 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. - 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 - Folk Art Sub-topic: - Form - Proportion - Expression - Color - Principles of art(Balance, rhythm,	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.	- 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

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
					A project would be given on any current situation which will be executed in any folk style.	regional traditional art.
August 8days	Topic /Theme: Environment /people/object/tradit ion based - Still life study Sub-topic: - Form - Shape - Tone - Texture - Color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experienti al learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- Paintings of Jaun van der Harmen will be shown. https://www.saatchiar t.com - Objects will be arranged with drapery. - Still life done with Pencil and water color is being shown. https://www.pinte rest.com/ - Paintings of great Indian artists will be shown. https://www.thebetteri ndia.com https://www.mojarto.c om	- 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.

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
September 8days	Theme: Objective Topic: Collage making: Sub Topic: • Collaboration • Indemnification of forms • Indemnification of Pattern • Indemnification of Natural things	• Newspaper • Magazine	• Live Demonstration on making collage. • Daily practice as a hand on experience.	• Assessment of practical work.	• 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.	• 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: Health and Physical Education
Class: VI & VIII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 DAYS)	PHYSICAL FITNESS TEST.	- Measuring tape - Lime powder - Clapper - Wooden box (3'x 3') - Stop watch - Whistle - Rope - Balls	NA	NA	- Vertical jump - Shuttle run 60-meter sprint 800-meter run - Measuring height and weight	Data collection for BMI Speed Strength Agility and Coordination
MARCH (26 DAYS)	HUMAN BODY - 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 - Sexual abuse - Concept of body image	- Reference books - Study Materials - class lectures - Playground - Skeleton - Computer	- Speaking on the topic - Preparing presentation. - Sharing the views - Taking help of science teachers - Watching videos	MCQ Tests. Performance recording of every individual.	- Participation - Interactive sessions.	- Realize 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 School health

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	• Mental health • Emotional development • Target/Goal setting					checkup and follow up
APRIL (23 DAYS)	SPORTS SKILLS • Orientation to Sports Skills • Agility • Motor skills • Rhythm • Yoga PHYSICAL FITNESS • Physical fitness • Introduction to Components of Physical Fitness • Leaders and followers • Player and Sportsperson	• Stadiometer • weighing machine • measuring tape • Age Appropriate Index. • Playfield • Stopwatches • Textbooks • Reference Books • Cones • Ladder • Balls • Whistle • Yoga mats	• Speaking on the topic • Sharing the views • Taking help of science teachers • Watching videos • Recreational games	• Research on the topic. • Sharing views. • Performance recording of every individual. • Oral Testing.	• Practical demonstration of Sports skills • Interactive Session • Practical use of Science in sports • Demonstration and Participation in games and sports	• Improve Physical health of students. • Improve technique for better results. • Help in setting goals of future by talking to famous sports person. • Improve leadership quality
MAY (26 DAYS)	WE AND OUR ENVIRONMENT • Microbes useful and harmful • Water borne diseases • Diseases transmitted through fecal matter • Vector borne diseases • Environmental pollution and health	• Reference books • Videos • Fields • Seeds • Water	• Speaking on the Topic. • Sharing each other's views. • Sharing experiences.	• Planting plants in school garden. • Visiting STP plant.	• Visiting nearby fields and gardens • Planting plants in school • Visiting nearby hospital	• Helps to love our environment. • Helps protecting from Diseases. • Learn how to keep our surrounding clean.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- Water and hygiene sanitation - Seed banking					
JUNE	TERM-1 EXAMINATION					
JULY (23 DAYS)	FOOD AND NUTRITION - Purchasing consuming and preserving nutritious food - Preparing food - Food practices - Genetically modified food	- Pictures and charts of fruits , vegetables and junk food etc. - Books - Magazines - Videos	- Speaking on the topic. - Preparing a presentation. - Sharing the views. - Lecture on Nutrition	- Written Tests. Performance - MCQ's Quiz - Assignments on the topic for preparation.	Demonstration, Observation of practices of Healthy Eating habits.	Learnt the need of nutrition food as pertinent to health.
AUGUST (24 DAYS)	SAFETY AND SECURITY - Safety outside the school - Common injuries - Safety from animals and treatment of animal bite - First Aid	- Emergency Bell - White board - Stretcher - First Aid kit - Playground	- Speaking on the topic. - Sharing the views and experiences. - Taking help of Doctor. Watching videos.	- MCQ Tests. Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. Taking help of the medical and admin staff	Discussion and sharing the experiences of peer group. Discussions and lectures	- Applies safety measures in different situation. - Explain the role education in health promotion. - applies first aid principles and survival skills during injuries and emergency. - Expresses responsible behavior regarding substances misuse
	SOCIAL HEALTH - Gender Sensitivity - Community health - Peer and social pressure - Adapting to situations and	- Resource Material - Media Material - Medicines Charts	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences.	Written Tests. Performance Recording of every individual assignment on the topic for preparation.	Discussion and sharing the experiences of peer group. Discussions and lectures	- Listening to others. - Doing Negotiations - Taking decisions. - Solving problems - Doing activities

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	changes - Outstanding personalities in health and sports - Positive use of leisure time - Qualities of socially healthy persons		Taking help of the medical and admin staff.			for relaxation - Reacting to strangers - Taking care of Aged. Develop leadership skills
OCTOBER (27 DAYS)	CONSUMER HEALTH AND SPORTS SERVICES - 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	- Health promoting Materials. - Case Studies. Sports and Sports Education Promoting Agencies. - Literature - Information - Institutional Profile - Reading Material.	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the medical staff.	Written Tests. Performance recording of every individual Assignments on the topic for preparation.	- 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 - Visit to nearest news agency	- 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
NOVEMBER (19 DAYS)	ACADEMIC REVISION					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Dance
Class: VI to VIII
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> <i>Kathak (Classical form)</i> Basic values : • 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)	• Reflection • Teacher's feedback	Step by step demonstration. Movements of hands. Movements of legs and feet. 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 • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Ma dhya Laya and Drut Laya have to be interduce</i>)	• Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	Demonstration method Demonstration of tying Ghungroo. 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.

Month/ No of working days	Topic/Sub-topic	Teaching 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 NO OF DAYS: 23	<u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u> - Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) - Hastamudra's - Hand movements (Basic exercise with hands)	<u>DEMONSTRATION</u> Use of Chart depicting Mudra's By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Practical	Demonstration method, Learning by regular practices	Exercising of the hand movements and mudra's. The concentration level or thinking capacity widens.

Month/ No of working days	Topic/Sub-topic	Teaching 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	<u>Body Movements</u> • Ang • Pratyang • Upaang <u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist. <u>Pratyang</u> constitutes those parts which help the main parts to move neck, shoulder, arms, etc. <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.	• Videos • Pictures Introducing Videos of great artists. For example: • <i>Pt. Birju Maharaj</i> • <i>Sitara Devi</i> • <i>Pt. Durga Laal, etc</i>	Inter disciplinary linkage: (with EVS, English and Hindi)	• Oral Assessment, • Assessment • Practical	Facial expression demonstration. Body posture demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.
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	• 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
	<u>OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beatsBhramri • Sound of 1 beat Bhramri Practice of coordination (<i>coordination between hand movements and foot work</i>)	Pkhawaj. By showing videos	Hindi) Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	regular practices Practice of coordination (<i>coordination between hand movements and foot work</i>)	sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination between hand movements and foot work increases.
AUGUST NO OF DAYS:24	<u>Different types of foot work in Teen taal</u> • Different types of Tihai's (1 avartan,2 avartan,3 avartan,Farmaishichake rdaarTihai,etc) <u>GROUP DANCES IN OTHER FORMS</u> To teach different types of group dances for various events.	• Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecord ed music on music system or with the help of live folk	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment, • Practical • Oral assesment	Regular Tatkaar practice Demonstration of tradition steps of particular folk dance. Practice with costumes, jewellery and makeup related	Magic created by weaving different patterns of Laya. Folk dance forms and traditional tunes, songs with their particular language

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		instruments like Dolak, Nal, Duf, etc Showing the costumes, jewellery and makeup related to dance.			to dance.	should be taken by the students. Discussion regarding special elements in the performance costume, body movement, music.
SEPTEMBER NO OF DAYS:16	<u>Basic Kathak Bol's in Teen Taal</u> - Uthaaan - Thaat - Salami - Aamad - Tukda	By showing pictures, videos. By using different Mudra, s charts. Live performances of various artists.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Oral assessment - Practical	Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> - Guru Vandana - Ganesh Vandana - Shiv Stuti - Devi Stuti	- Videos on internet - Mudra's on internet	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral assessment - Practicals - Teachers Feedback - Assesments	Demonstration, Discussion about various characters.	Meaning full Shlokas to be understood. Understanding of instruments, make up,

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Vishnu Stuti,etc <u>SPEAKING SKILLS(Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	- Body postures on internet - Live or recorded music To teach Padhantwith the help of percussion instruments.			By discussing Mythological stories. To teach Padhant by clapping of hands and following the percussion instruments.	costume and other accessories. The thought and feeling behind the Vandana, body movement. Virtues of different mythological beings like:- Siddhi Vinayak- Ganesh AangikamBhav anam-Shiva NagenderHarai -Shiva Shantakaram- Vishnu Have to be understood by students
NOVEMBER NO OF DAYS: 19	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: English

Class: VII

Session 2022- 23

Month and 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
FEB: (Total Working Days- 5)	Topics: 1. Three Questions (Story)	• 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)	• 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	• (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	• 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	The following skills of the students shall be enhanced: • 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 and 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
					dictation of the words learnt. - 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	- 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
	2. Application Writing (1 Day) 3. Letter Writing (Formal & Informal) (1 Day)	- Explanation by the teacher - Discussion - Use of dictionary	Enactment of the life cycle of a letter (from the time it is written to the time it reaches the	- Class Test based on letter Writing - CW and HW in BBC Compacta	Ice-Breaking Activity and PK Testing:	The following skills of the students shall be enhanced: - Reading skills - Speaking skills

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		- 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	recipient) (Art Integration) - 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	MCQ, Quiz	- How do we send messages to other people? - 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	- Writing skills - Problem solving - Creative writing - Critical thinking - Interpersonal 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.

Month and 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
					importance and history of communication.	
MARCH: (Total Working Days) 23	Topics: 1.The Squirrel (Poem)	- Model Recitation by the teacher - Recitation by the students Computer Aided Teaching (using Extra marks) PPT made by the facilitator	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?)	(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	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	The following skills of the students shall be enhanced: - 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

Month and 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
					- Children would be able to enjoy reading - 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	with expressions and intonation - 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)	- 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)	- 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	(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	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 following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - The learners refer to a dictionary to check meanings and spelling.

Month and 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
					- The children would be able to learn vocabulary associated with various professions and use them in different professions. - Children would refer to sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts	- 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 narrate stories with expressions and proper pronunciation - Students would develop their abstract thinking.
	3.Bringing up Kari (Story)	- 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	- Draw the tiniest animal and the largest animal (Art Integration) and find out more information about them. (Collaborative Project with Science) Skill Assessment –	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences	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 following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - The learners refer to a dictionary to

Month and 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
		Computer Aided Teaching (Extra marks)	Reading, Writing, Speaking, Critical Thinking, Inter-personal ● (Critical Thinking- Problem Solving) Through discussion on the conflict given in the story. Can animals behave in a more humane way than humans themselves?)	● Class Test based on the story ● MCQ, Quiz	the stories and events that he/she has read or heard ● The children would be able to empathize with animals around them.	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.
	6.Article Writing 7.Short Story Writing 8.Determiners 9.Reading Comprehension	● 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	● 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	● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on Determiners/ Article Writing/Short Story Writing ● MCQ, Quiz ● Worksheets	● 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	● 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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		https://www.youtube.com/watch?v=SrHrTUZWww4	played, and their social skills will be enhanced through this.		- 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) 25	Topics: 1. A Gift of Chappals (Story)	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks)	- Gift Wrapping Activity (Art integration) Project- Making of greeting cards (Art integration to celebrate Harvest Festival) - Making/packing gifts for the helping staff of our school (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the story. - MCQ Quiz	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	The following skills of the students shall be enhanced: - 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

Month and 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
			● Social Skills: They will learn to empathize and what does ‘Joy of Giving’ mean		● Children will learn new words ● 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	● The students can write dictation of words ● The students would understand the difference between preaching and practicing
	2.The Rebel (Poem)	● Loud Reading by students ● Explanation by the teacher ● Model Recitation by the teacher ● Recitation by the students ● Computer Aided Teaching (using Extra marks)	● INTERDISCIPLINARY PROJECT WITH SOCIAL SCIENCE Find out information about the famous rebels of Indian Independence Movement and draw their sketches (ART INTEGRATION) ● Stage shows of famous rebels (Experiential Learning) ● Skill Assessment –	● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the poem. ● MCQ Quiz	● 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 following skills of the students shall be enhanced: ● 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

Month and 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
			Reading, Writing, Speaking, Critical Thinking, Inter-personal ● (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?)		● The children will be able to: ● 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	● The students can write dictation of words ● Students recite poem with expressions and intonation
	3.Gopal and the Hilsa Fish (Story)	● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks)	● 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	● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story. ● MCQ Quiz	● 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.	The following skills of the students shall be enhanced: ● 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

Month and 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
					- 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	- The students can write dictation of words - 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	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=laQUXyfVM9Y https://www.youtube.com/watch?v=_4qGFMNxdDo	- 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 –	- Writing of Difficult words, Word Meanings and Making Sentences - Class Test based on Determiners/adjectives /Article Writing/Diary writing/Paragraph Writing - MCQ, Quiz	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	The following skills of the students shall be enhanced: - 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.

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		https://www.youtube.com/watch?v=L1J9ZPVydc	Reading, Writing, Speaking, Critical Thinking, Inter-personal		and other forms of texts in English through interaction and being exposed to print-rich environment - 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	- The students are able to attempt reading comprehension. - The students develop the ability to express their thoughts effortlessly, confidently and in an organised manner.

Month and 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
					correctly in speech and writing - 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) 21	1.The Shed (Poem) 5.Chivvy (Poem)	- 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)	- Children will make 3 D models of a shed in groups of 4-5 (Project) Project- To celebrate World Telecommunicatio n Day, children will make a timeline of the development of modes of communication to be put up on the bulletin board. Role play (art integration) Children will enact a scene in which the parents and children are having a normal	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the poems - MCQ, Quiz	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	The following skills of the students shall be enhanced: - 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 -Students can recite poem with expressions and intonation

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			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 the conflict given in the poem. Why do our elders (parents and siblings) keep instructing us all the time? What is their motive?)		to provide suggestions/solutions to the problems raised ● 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)	● Loud Reading by students ● Explanation by the teacher ● Computer Aided Teaching (using Extra marks)	● Collaborative Project with Science and Social Science: List the adaptations of desert plants and animals.	● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on story ● MCQ, Quiz	● Ice-Breaking Activity and PK Testing: ● How do animals and plants adapt themselves in various habitats? (The Desert)	The following skills of the students shall be enhanced: ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing

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			- 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) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		- The children would be able to read and understand beyond the text - 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	- Critical thinking - The students can infer the meaning of unfamiliar words by reading them in context - The students can write dictation of words
	3.The Cop and the anthem (Story)	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks)	- 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 –	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Class Test based on the story	Ice-Breaking Activity and PK Testing: - What do you understand by the word's 'cop' and 'anthem'? - Children will learn new words.	The following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - The students can infer the meaning of unfamiliar

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			Reading, Writing, Speaking, Critical Thinking, Inter-personal	MCQ, Quiz	- Children will 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 - The students can write dictation of words - 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)	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks)	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)	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Class Test based on the story	Ice-Breaking Activity and PK Testing: - The children would be asked which folktales they remember which they have heard from their parents/grandparents	The following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - The students can infer the meaning of unfamiliar

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			● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	● MCQ, Quiz	● Children will learn new words. ● Children will be able to answer the questions asked ● The children will enjoy reading ● the students are able to understand the meaning of the prose by reading	words by reading them in context ● The students can write dictation of words
JULY: Total number of Working Days-22	6. Tenses 7. Short Story Writing	● 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=lee_txj59o0	● Self-Composed Poem on Tenses (Art Integration) ● Project- To celebrate Tiger Day, an integrated project will be done. Children will compare and contrast various poems written on the theme ‘Tigers’ ● Write a short story on your best experience of your last session (Experiential Learning)	● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on tenses and story writing ● MCQ, Quiz	● 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	● 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 and 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
		• https://www.youtube.com/watch?v=d62WwKbTzv8 • https://www.youtube.com/watch?v=j2S_nOp6vZc	• Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		or choose for them. • The three forms of verbs would be recited in form of a poem and gradually the topic ‘Tenses’ would be introduced • 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)	• Loud Reading by students • Explanation by the teacher	• Collaborative Project with Social Science on Women Empowerment-	• (CW) Discussion and (HW) writing of Question answers.	• Ice-Breaking Activity and PK Testing:	The following skills of the students shall be enhanced: • Reading skills

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		● <u>Computer Aided Teaching</u> (using Extra marks)	● Individual Activity. ● Search to win’ Activity (Experiential learning) ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	● Short class test of questions based on the story ● MCQ, Quiz	● ‘Search to win’ (Treasure Hunt) activity would be organized in which the 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) ● 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	● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● 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

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					the students will understand the meaning of the prose by reading	
	2. Mystery of the Talking Fan (Poem)	- Loud Reading by students - Explanation by the teacher - Model Recitation by the teacher - Recitation by the students Computer Aided Teaching (using Extra marks)	Collaborative Project with 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	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the poem - MCQ, Quiz	Ice-Breaking Activity and PK Testing: Do fans talk? Students will be: - enabled to enjoy reading poems - encouraged to read more. - understand the meaning of the poem by reading - understand various poetic devices.	The following skills of the students shall be enhanced: - 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

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	3.E-mail 4. Reading Comprehension	● 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=3TuljN65slw ● https://www.youtube.com/watch?v=4PDgVEhfKso https://www.youtube.com/watch?v=M4BkVmA0p6Y	● Role Play – Children will enact the journey of e-mail from the sender to the recipient. The children themselves will play the roles of various buttons e.g., Cc, Bcc, Subject, etc. (Art Integration) ● 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)	● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on e-mail writing and reading comprehension ● MCQ, Quiz	● Ice-Breaking Activity and PK Testing: How did your grandparents communicate with their relatives and friends? ● 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	The following skills will be assessed: ● Listening Skill ● Inter-personal Skills ● Creative Writing ● Writing Skills ● Reading Skills ● 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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					Students will be able to use new vocabulary	
AUGUST : Total number of Working Days-22	1.The Invention of Vita Wonk (Story)	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks) <u>PPT</u> on Roald Dahl	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 Project- To celebrate National Handloom Day, children will frame news and present in front of the class. (Group Activity) Collaborative Project with ALL SUBJECTS on ‘WATER’- Children will write down various	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the story - MCQ, Quiz	Ice-Breaking Activity and PK Testing: - 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.	The following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Love for reading - Students participate in activities in English like role play -Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.

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			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 presentations on Roald Dahl and his famous work. (Art Integration) • 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?)			
	2.Dad and The Cat and The Tree (Poem) 3.Trees (Poem)	• Loud Reading by students	• Self-Composed poems on NATURE (Art Integration)	• (CW) Discussion and (HW) writing	• Ice-Breaking Activity and PK Testing:	The following skills of the students shall be enhanced:

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		- Explanation by the teacher - Model Recitation by the teacher - Recitation by the students <u>Computer Aided Teaching</u> (using Extra marks)	- 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) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	- of Question answers. - Short class test of questions based on the poem - MCQ, Quiz	- 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) - 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	- 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. - Students learn the desirable values of valuing nature - The students learn the skill of reciting poem with good intonation and pronunciation

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					meaning of the poem by reading	- The students improve their communication skills - Students learn to develop the ability to connect different aspects of a poem
	3.Golu Grows a Nose (Story)	- Loud Reading by students - Explanation by the teacher Computer Aided Teaching (using Extra marks)	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 –	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the story - MCQ, Quiz	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	The following skills of the students shall be enhanced: - 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

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			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 because of this reason?		and identify main idea of a story	verbally and in writing.
	4.Speech Writing 5.Prepositions 6. Direct-Indirect Speech	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	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	- Writing of Difficult words, Word Meanings and Making Sentences - Class Test based on Speech Writing, Prepositions and Direct-Indirect Speech - MCQ, Quiz	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	The following skills will be assessed: - 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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			played on Direct-Indirect Speech ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		meaning of the prose by reading ● Students will be able to identify Direct and Indirect speech ● Students will be able to use correct prepositions. ● The students participate indifferent events/activities in English in the classroom, school assembly and other institutions	
	7. Quality (Story)	● Loud Reading by students ● Explanation by the teacher ● <u>Computer Aided Teaching</u> (using Extra marks)	● 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	● (CW) Discussion and (HW) writing of Question answers. ● Short class test of questions based on the story ● MCQ, Quiz	● Ice-Breaking Activity and PK Testing: ● Have you ever heard your parents discussing which shoes to buy and from where to buy? (Quality)	The following skills of the students shall be enhanced: ● Reading skills ● Speaking skills ● Writing skills ● Problem solving ● Creative writing ● Critical thinking ● Love for reading ● The students can use meaningful

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			shoes (Art Integration) - Comparative study of shoes made in England and Germany (Group Project) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		- 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	sentences to describe/narrate factual/imaginary situations The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing
SEPTEMBER: (Total Working Days- 24)	1.I Want Something in a Cage (Story) 2.Chandni (Story)	- Loud Reading by students - Explanation by the teacher Computer Aided Teaching (using Extra marks) - Flipped Teaching (I want something in a cage)	- Recite the poem ‘In a Cage’ by Maya Angelou (Art Integration) Project: Slogan Writing on World Internet Day. - Imagine yourself to be in a cage and express your feelings in front of the class. (Experiential Learning) - Which states have maximum number	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the stories - MCQ, Quiz	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.	The following skills of the students shall be enhanced: - 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

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			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 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. ● Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal ● Critical Thinking- Problem Solving Through discussion on the conflict given in the story.		● To enable the children to enjoy reading ● To encourage the students to read more. ● To enable the students to understand the meaning of the prose by reading	● The students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing

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			What is more important- Freedom or materialistic things?			
	3.Modals 4. Debate	● 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=Nk9nQwoCFig ● https://www.youtube.com/watch?v=NyE1Kz0e--0	● 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 possible (Art Integration/Project) ● 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	● Writing of Difficult words, Word Meanings and Making Sentences ● Class Test based on modals ● Intra class debate will be held and marked ● MCQ, Quiz	● What do you generally hear teachers and parents telling you when you are doing something which is not correct? (Modals) ● 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	● Students are able to use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. ● They are able to frame grammatically correct sentences. ● The students are able to respond to instructions given by the facilitator.

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OCTOBER- Working Days:21	1.Fire: Friend and Foe (Story) 2. Meadow Surprises (Story) 3.. Bicycle in Good Repair (Story)	- 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)	Project- Acrostic Poem- The children would be given a word e.g. - food, yummy, kitchen, etc. and they would be asked to write an acrostic poem on that. To celebrate World food Day. (Art Integration) Project-Children will make a 3 D model of a bicycle. - List the elements of nature which you might see in a garden (Experiential Learning) Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the stories - MCQ, Quiz	Ice-Breaking Activity and PK Testing: - What are the five elements earth is made up of? (Fire: Friend and Foe) - What comes to your mind when you think of nature? (Meadow Surprises) - 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	The following skills of the students shall be enhanced: - 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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					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 and inferential questions	
	4. Garden Snake (Poem) 5. The Bear Story (Story) 6. A Tiger in the House (Story)	- Loud Reading by students - Explanation by the teacher - Model Recitation by the teacher - Recitation by the students Computer Aided Teaching (using Extra marks)	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	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the stories - MCQ, Quiz	- 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	The following skills of the students shall be enhanced: - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Students are able to comprehend English stories/text/prose.

Month and 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
			then what will you do? (Experiential Learning) • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal			
	7.Voice (Active & Passive) 8.Short Story Writing 9.Conjunctions	• 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=nBm0OkI3AYE • https://www.youtube.com/watch?v=nXNFyY7xe8I	• 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 –	• (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 (workbook) • A Short class test based on the topics • MCQ, Quiz	• 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	The students are able to • 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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			Reading, Writing, Speaking, Critical Thinking, Inter-personal		achieve linguistic competency ● To enable the students to use grammar as a tool in the comprehension and creation of oral and written language. ● 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	

Month and 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
NOVEMBER: Total Working Days-11	Topic: 1. The Story of Cricket(story) 2. An Alien Hand (story)	• Loud Reading by students • Explanation by the teacher • <u>Computer Aided Teaching</u> (using Extra marks) • <u>Ppts</u>	• 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. • Project- PPT making on alternative ways of celebrating Diwali. Experiential Learning- Interaction with the sports teacher: • Collaborative Study with Sports • Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	• (CW) Discussion and (HW) writing of Question answers. • Short class test of questions based on the stories • MCQ, Quiz	• 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 identify the game. (The Story of Cricket) • 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.	The following skills of the students shall be enhanced: • Reading skills • Speaking skills • Writing skills • Creative writing • Critical thinking (Problem solving) • The students are able to comprehend and appreciate sports personalities and contributions towards space voyage.
	3. Integrated Grammar	• <u>Computer Aided Teaching</u> (using Extra marks)	• Experiential learning: Intra-class Quiz will be	• (CW) Children will do some exercises in BBC Compacta	• The students are able to watch /listen to English news, serials,	• The students are able to engage in English with family, friends and

Month and 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
		- Explanation by the teacher - Use of dictionary - BBC Compacta Workbook - Chalk, board, duster - You tube videos https://www.youtube.com/watch?v=j1UQ11wxvDU	played on integrated grammar Project: Children will make power point presentation on integrated grammar. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal	and the same will be discussed in class. (HW) Children will do exercises in the BBC Compacta (workbook) - MCQ, quiz	educational channels and eminent speakers The students are able to apply their comprehensive knowledge to the integrated grammar exercises	people from different professions. The students are able to solve integrated grammar exercises
DECEMBER: Total number of working days: 13	Revision and Final Exams	- Worksheets - Computer aided Teaching				

पाइनग्रोव स्कूल, धर्मपुर
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वार्षिक शिक्षाशास्त्र योजना : हिन्दी
कक्षा : सातवीं
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
फरवरी - 05 दिन	वसंत- भाग 2 कविता - हम पंछी उन्मुक्त गगन के	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - कविता गायन का वीडियो दिखाना । https://www.youtube.com/watch?v=sjljh1X-Z5s - वीडियो द्वारा कविता की पुनरावृत्ति https://www.youtube.com/watch?v=myQjGe4sGqk	आनुभविक ज्ञानार्जन गतिविधि - - अपने किसी पालतू पक्षी का वर्णन/ आपने किसी पक्षी /की जान बचाई है, या किसी पक्षी को पाला है, उसका अनुभव लिखिए । कला समेकित ज्ञानार्जन - - अपनी कल्पना के अनुसार किसी पक्षी का चित्र बनाना । - पंछी बनू उड़ती फिरू.... https://www.youtube.com/watch?v=bIhhCGFR2NE वाचन कौशल - कविता का सामूहिक वाचन लेखन कौशल - - कविता का सार अपनी शब्दों में लिखना समालोचनात्मक कौशल - - पक्षियों की आज़ादी पर चर्चा नैतिक मूल्यों पर चर्चा - - दया का भाव उत्पन्न बहुविषयक सहलग्नता -सामाजिक अध्ययन (Multidisciplinary linkage) परियोजना कार्य -	- प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित कार्य - कक्षा में चर्चा - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - 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। विषय की घोषणा- - कवि शिवमंगल सिंह का जीवन परिचय - कविता का सरल अर्थ । विषय विस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - - 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 कला सम्बन्धी - - रचनात्मकता का विकास - वाचन कौशल का विकास । - समालोचनात्मक कौशल - वैश्विक समस्या - पर्यावरण में परिवर्तन तथा इसके

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- पक्षियों के कम होने के कारण पता करना । - कौन से पक्षी स्थान परिवर्तन करते हैं - जानकारी एकत्रित करना ।			कारण पशु – पक्षियों पर प्रभाव को समझ सके। कंप्यूटर दक्षता में सुधार । नैतिक मूल्य - जीवों के प्रति दया का भाव उत्पन्न हुआ ।
मार्च 23 दिन	वसंत- भाग 2 संस्मरण – दादी माँ	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - वीडियो द्वारा पाठ की पुनरावृत्ति https://www.youtube.com/watch?v=SEjbHURNnGk	आनुभविक ज्ञानार्जन - अपनी दादी/नानी/ दादा/ नाना किसी एक का चरित्र – चित्रण लिखना । कला समेकित ज्ञानार्जन - 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 https://www.youtube.com/watch?v=SEjbHURNnGk वाचन कौशल – - घर में बड़ों के सम्मान तथा उनके अधिकारों पर बातचीत तथा चर्चा । लेखन कौशल - चरित्र चित्रण लिखना । समालोचनात्मक कौशल – - विज्ञापन दिखाकर चर्चा - आज के बदलते सामाजिक परिवेश में बुजुर्गों की हालत पर चर्चा ।	- प्रश्नोत्तरी – - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित कार्य - लिखित परीक्षा - खुले अंत वाले प्रश्न	आइस-ब्रेकिंग गतिविधि - बच्चों को दादी अम्मा --- के रूठने तथा मनाने का गाना सुनाना https://www.youtube.com/watch?v=SEjbHURNnGk भूमिका –विद्यार्थियों को अपने बचपन में दादा/ दादी से जुड़ी कोई मजेदार घटना सुनाने को कहते हुए संस्मरण विधा का परिचय दिया जाएगा । 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	विषय सम्बन्धी - 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। - संस्मरण विधा से परिचित हुए। कला सम्बन्धी – - रचनात्मकता का विकास - वाचन कौशल का विकास । - समालोचनात्मक कौशल का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					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 ।	• 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।
	वसंत भाग -2 निबंध - हिमालय की बेटियाँ	• 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 https://www.youtube.com/watch?v=mulrECcE5kU https://www.yo	आनुभविक ज्ञानार्जन • आज के बदलते सामाजिक परिवेश में नदियों के प्रदूषण पर चर्चा • सुधार के कार्यक्रमों की जानकारी एकत्रित करना । • नदियों के दस लाभ लिखवाना। कला समेकित ज्ञानार्जन - • 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 पठन कौशल -विद्यार्थियों द्वारा पाठ का कक्षा में पठन किया जाएगा ।	• प्रश्नोत्तरी- • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा • लिखित कार्य • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • 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 विषय की घोषणा- • लेखक नागार्जुन का परिचय • लेख का पुस्तक से अध्ययन विषय विस्तार- • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंत वाले प्रश्न • पुनरावृत्ति	विषय सम्बन्धी - • 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 । कला सम्बन्धी -

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		utube.com/watch?v=spNDD3m4AFQ	समालोचनात्मक कौशल – - नदियों के संरक्षण पर चर्चा तथा सुझाव । बहुविषयक सहलग्नता – (विज्ञान) परियोजना कार्य – - पानी से सम्बंधित दस मुहावरे अर्थ सहित लिखना । - कवि कालिदास के बारे में संस्कृत शिक्षक द्वारा जानकारी प्राप्त करना ।		- कठिन शब्दों के अर्थ - पाठ का मूल भाव ।	- रचनात्मकता का विकास । - वाचन कौशल का सुधार । - समालोचनात्मक कौशल का सुधार । - लेखक की कल्पना को समझ सके । - वाचन कौशल का सुधार । - श्रवण कौशल का विकास । - कंप्यूटर दक्षता में सुधार । नैतिक मूल्य – - 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	- ई-पुस्तक से पठन - वीडियो दिखाना - पी.पी.टी - एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर	आनुभविक ज्ञानार्जन - कठपुतली नाच की जानकारी, आरम्भ व कठपुतली पर बने गीतों को देखना । कला समेकित ज्ञानार्जन – - कठपुतली नाच व गाना दिखाना https://www.youtube.com/watch?v=O7yrNphM8pU– अपनी कल्पना के अनुसार कठपुतली	- प्रश्नोत्तरी– बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित कार्य - खुले अंत वाले प्रश्न	आइस-ब्रेकिंग गतिविधि – - कक्षा में कठपुतली नाच दिखाना - कठपुतली कला के आरम्भ व प्रचलन पर बातचीत - कविता में आज़ादी के महत्त्व पर चर्चा । - आज़ादी को भारतवासियों के	विषय सम्बन्धी – - कठपुतलियों से जुड़ी जानकारी प्राप्त हुई । - कविता का केंद्रीय भाव समझ सके । - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- कठपुतली नाच दिखाते हुए कोई गीत दिखाना https://www.youtube.com/watch?v=tobNezBJEp0 https://www.youtube.com/watch?v=ZgeD4gclMfo https://www.youtube.com/watch?v=Q_VPzDVXELk	का चित्र बनाना वाचन कौशल - - कविता का कक्षा में सस्वर वाचन तथा मूल्यांकन । श्रवण कौशल - - 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 ।		संघर्ष से जोड़ना - आज़ादी के संघर्ष पर बातचीत । विषय की घोषणा- - कवि भवानी प्रसाद मिश्र का परिचय - कविता का पुस्तक से सस्वर वाचन - सरल अर्थ विषय विस्तार- - 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 ।	- 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। कला सम्बन्धी - - रचनात्मकता का विकास । कला सम्बन्धी - 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 । नैतिक मूल्य - - आज़ादी सभी के लिए सर्वोपरि है - भावना का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						हुआ ।
	व्याकरण – भाषा, व्याकरण तथा लिपि	- ई-पुस्तक से पठन - अभ्यास - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=3NDEA2F1UO4		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी – बहुवैकल्पिक प्रश्न	आइस-ब्रेकिंग गतिविधि - कक्षा से इशारों द्वारा बातचीत। - दमशिरा खेल खेलना । विषय की घोषणा - भाषा व उसके रूपों पर बात करते हुए विभिन्न लिपियों की जानकारी देना - व्याकरण के उद्देश्य व महत्व पर चर्चा ।	विषय सम्बन्धी – - 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	- ई-पुस्तक से पठन - अभ्यास - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=EdNakckh4hc		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि – - अध्यापिका बच्चों को कुछ वर्ण देकर कुछ शब्द बताने के लिए कहेंगी । - वर्णों के बनने पर चर्चा विषय की घोषणा – - प्रत्येक के लिए श्यामपट पर शब्दों के उदाहरण देकर समझाना। - सबका अभ्यास करवाना ।	विषय सम्बन्धी – - वर्ण, वर्णों के भेद, वर्ण –विच्छेद तथा वर्ण संयोग आदि की पहचान में सक्षम । - प्रश्नों पर आधारित उत्तर देने में सक्षम ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
अप्रैल - 25 दिन	उपसर्ग, प्रत्यय	- ई-पुस्तक से पठन - श्याम पट्ट - डस्टर - चॉक - ब्लैक बोर्ड - पुस्तक से अभ्यास - एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - कक्षा में किसी बच्चे का नाम पुकार कर पूछना कि अपना नाम तोड़ो । - शब्द कैसे बनता है इस पर चर्चा । विषय की घोषणा - उपसर्ग तथा प्रत्यय का परिचय । - भाषा में उनका महत्व समझाकर अभ्यास । - विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पी पी टी द्वारा अभ्यास ।	विषय सम्बन्धी - - 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 हुए 1
	महाभारत पाठ-1 आदि पर्व (शेष आधे पाठ का अध्ययन)	- ई-पुस्तक से पठन - सरल अर्थ - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर चोपड़ा की महाभारत देखना । - कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=1lqp9nqRKI	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - - कक्षा से रामायण के बारे में बात व चर्चा - राम तथा श्रीकृष्ण के विषय में बात । 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 - - महाभारत के रचियता का ज्ञान - अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पत्र लेखन व अनुच्छेद लेखन गाना डाकिया डाक लाया ---दिखाना https://www.youtube.com/watch?v=1n6k1CZ-EZs	- ई-पुस्तक से पठन - कक्षा में अभ्यास - एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड		- लिखित अभ्यास - लिखित कार्य - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - - 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 देकर अभ्यास करवाना। - अनुच्छेद पर चर्चा	विषय सम्बन्धी - - औपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए । - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए ।
	वसंत भाग-2 कहानी -मिठाईवाला	- 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=IF0Yi	आनुभविक ज्ञानार्जन - - 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=rJioheg-gKo वाचन कौशल -	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य - खुले अंत वाले प्रश्न		विषय सम्बन्धी - विद्यार्थी फेरीवाले के जीवन को समझ सके। - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		U-Rypg चॉक	- अपनी लिखी गई कहानी को कक्षा में सुनाना - श्रवण कौशल - - विद्यार्थी कहानी को ध्यानपूर्वक सुनेंगे तथा पूछे गए प्रश्नों के उत्तर देंगे । रचनात्मक कौशल - - विद्यार्थी अपने शब्दों में मिठाईवाले की कहानी लिखेंगे कि उसके परिवार के साथ क्या हुआ होगा ।			- रचनाकार के उद्देश्य को स्पष्ट करना । - कहानी समझके उत्तर देने में सक्षम । कला सम्बन्धी - - 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	- ई-पुस्तक से पठन - अभ्यास - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - किसी बच्चे का नाम पुकारकर अपने नाम के लिए दूसरे शब्द का प्रयोग करने के लिए कहना । - शब्दों के रूप इसी प्रकार बताना । विषय की घोषणा -	विषय सम्बन्धी - - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य - वाक्य में इन्हें पहचानकर समझने में सक्षम हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					• कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास । • श्यामपट पर के उदाहरण देकर समझाना। • सबका अभ्यास करवाना ।	
मई-21 दिन	वसंत भाग-2 निबंध - रक्त और हमारा शरीर	• ई-पुस्तक से पठन • सरल अर्थ • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति • https://www.youtube.com/watch?v=EcoAfnPqDZY	आनुभविक ज्ञानार्जन • रक्त की कमी से होने वाले रोगों की जानकारी एकत्रित करना । • रक्त के विभिन्न समूहों की जानकारी एकत्रित करना । कला समेकित ज्ञानार्जन • 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 । https://www.youtube.com/watch?v=CUbvcGy9Gxk रचनात्मक कौशल - • खून को भानुमती का पिटारा	• प्रश्नोत्तरी • मौखिक परीक्षा • लिखित कार्य • खुले अंत वाले प्रश्न • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • कक्षा में कमजोरी आने पर बातचीत तथा इसके कारणों पर कक्षा में चर्चा • हमारे शरीर की आवश्यकताओं पर बात । विषय की घोषणा- • लेखक परिचय • पाठ की जानकारी व अध्ययन करवाना । विषय 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	विषय सम्बन्धी - • 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 • 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। कला सम्बन्धी - • रचनात्मकता का विकास ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			क्यों कहा गया होगा ?			- वाचन कौशल का सुधार । - समालोचनात्मक कौशल का सुधार - श्रवण कौशल का विकास । - सामान्य ज्ञान में वृद्धि हुई । - कंप्यूटर दक्षता में सुधार । नैतिक मूल्य - - रक्त दान जीवन के बड़ा दान है - भावना का विकास हुआ तथा रक्त दान के लिए प्रेरित हुए ।
	महाभारत पाठ-1 आदि पर्व	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य	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 - - महाभारत के रचयिता का ज्ञान - अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए ।
	पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड		- लिखित अभ्यास - लिखित कार्य - लिखित परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा - औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना - संवाद के बारे में	विषय सम्बन्धी - - औपचारिक पत्रों का प्रारूप समझकर लिखने में सक्षम हुए । - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					चर्चा • अनुच्छेद पर चर्चा	
	संज्ञा और सर्वनाम	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	- 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 - • परीक्षाओं तथा आवश्यकता अनुसार पहचानने योग्य हुए ।
	वसंत भाग-2 कविता -शाम -एक किसान	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुति - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=rmBfaYShdc	आनुभविक ज्ञानार्जन - - 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 - - गाना है प्रीत जहाँ की रीत सदा दिखाना - https://www.youtube.com/watch?v=N-T3gyN2RBI - शाम के दृश्य का अपनी कल्पना से सुंदर चित्र बनाना ।	- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - विद्यार्थियों को बाहर ले जाकर कुछ बातचीत । - बाहर के वातावरण तथा कक्षा के वातावरण में अंतर पर चर्चा । - आसमान के परिवर्तन पर बातचीत । विषय की घोषणा- - कविता का विषय बताना - कविता का सस्वर पठन तथा सरल अर्थ ।	- विषय सम्बन्धी - प्रकृति के प्रति संवेदनशील हुए । - प्रकृति संरक्षण के प्रति जागरूक हुए। - मनुष्य और प्रकृति के सम्बन्ध को समझने में सक्षम हुए । - कल्पनशीलता का विकास हुआ । - रचनात्मकता का विकास हुआ । - वाचन कौशल का विकास। - कविता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			• 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 ।		विषय का विस्तार • 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	कला सम्बन्धी - • 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 । नैतिक मूल्य - • प्रकृति के लिए प्रेम का भाव जागृत हुआ तथा संरक्षण के प्रति जागरूक हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, अनेक शब्दों के लिए और मुहावरे, लोकोक्तियाँ	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चाँक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति - 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 - - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य - वाक्य में इन्हें पहचानकर समझने में सक्षम
जुलाई - 22 दिन	वसंत भाग - 2 नाटक - पापा खो गए	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चाँक - डस्टर - ब्लैक बोर्ड - नाटक के पात्र बनाकर पी डी एफ पुस्तक से सरल अर्थ व अभिनय - नाटक की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=4Qy4e8cSNLw	आनुभविक ज्ञानार्जन - समूहों में विद्यार्थियों द्वारा नाटक का अभिनय करवाना । - बच्चों को अपनी सुरक्षा करने के उपाय लिखवाना। कला समेकित ज्ञानार्जन - - चाचा चौधरी का मजेदार संवाद दिखाना - https://www.youtube.com/watch?v=50J2EiqlbpM श्रवण कौशल- - सभी विद्यार्थियों का एक - दूसरे के संवाद ध्यानपूर्वक सुनना । वाचन कौशल - - संवाद बोलकर कक्षा में अभिनय । रचनात्मक कौशल - - आसपास की निर्जीव वस्तुओं पर जैसे- खिड़की- दरवाजे , कॉपी- कलम या	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - बच्चों की सुरक्षा के बारे में बात - प्रतिदिन अखबारों में छपी घटनाओं पर चर्चा। - बच्चों को अपनी सुरक्षा के लिए सावधानियां बरतनी चाहिए -पर चर्चा विषय की घोषणा - - 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	विषय सम्बन्धी - - 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 में सक्षम हुए । - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			मोबाइल –कंप्यूटर के बीच संवाद लिखना। बहुविषयक सहलग्नता (कला, सामाजिक अध्ययन) अपने शहर के बस स्टैंड /रेलवे स्टेशन/ हवाई अड्डे से लेकर अपने घर तक रास्ते का नक्शा बनाना व रास्ते के चिन्हों को दर्शाना।		पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - पाठ का मूल भाव - पुस्तक से सम्बंधित प्रश्नों पर चर्चा	महत्त्व 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 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	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=333u0qfr58A - चॉक	आनुभविक ज्ञानार्जन - - समूहों में विद्यार्थियों द्वारा कहानी का अभिनय करवाना - यदि तुम माधवदास की जगह होते तो क्या करते ? - यदि तुम्हें कोई चिड़िया की तरह लालच देकर अपने पास रखे तो तुम क्या करोगे ...? कला समेकित ज्ञानार्जन - - श्रवण कौशल- - सभी विद्यार्थियों का एक-दूसरे के संवाद ध्यानपूर्वक सुनना। बहुविषयक सहलग्नता	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - 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 विषय की घोषणा - - विद्यार्थियों द्वारा पाठ का पठन। - संवादों का पठन तथा	विषय सम्बन्धी - - 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। कला संबंधी - - पर्यावरण के लिए खाद्य श्रृंखला में पक्षियों के महत्त्व

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- (विज्ञान) • खाद्य श्रृंखला में पशु - पक्षियों की भूमिका की जानकारी एकत्रित कर कोलाज बनाना ।		वाचन । विषय का विस्तार - • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पृष्ठना • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा	को समझ सके । • वाचन कौशल का विकास । • अभिनय कौशल का विकास । • श्रवण कौशल का विकास । • 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	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - • घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - • महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI	• प्रश्नोत्तरी • मौखिक परीक्षा • लिखित कार्य • लिखित परीक्षा	• 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 • महाभारत के रचयिता का ज्ञान • अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए ।
	संधि - दीर्घ, गुण	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर		• प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित अभ्यास • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • बच्चों से मित्रता पर बात • मित्रता कितनी महत्वपूर्ण होती है - इस पर चर्चा	विषय सम्बन्धी - • संधि तथा संधि विच्छेद कर सकते हैं। • संधि पहचान सकते हैं

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति			- मित्रता को शब्दों की मित्रता से जोड़ते हुआ बताना विषय की घोषणा - श्यामपट पर संधि व उसके भेदों का परिचय - स्वर संधि परिचय तथा प्रत्येक भेद का कक्षा में अभ्यास ।	संधि शब्दों को वाक्य में पहचान सकते हैं ।।
	पत्र लेखन व अनुच्छेद लेखन, संवाद लेखन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - पुनरावृत्ति		- लिखित अभ्यास - लिखित कार्य - लिखित परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना ।	विषय सम्बन्धी - - औपचारिक तथा अनौपचारिक पत्रों का प्रारूप समझकर प्रश्न के अनुरूप उन्हें लिखने में सक्षम हुए । - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए ।
	कारक भेद	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - अध्यापिका बोर्ड पर कुछ अधूरे उदाहरण लिखेंगी । - बच्चों से कुछ सोचकर उनसे पूरा करने के लिए बोलेंगी । - बच्चों द्वारा शब्द बताना तथा वाक्यों पर चर्चा । विषय की घोषणा - उदाहरण देते हुए कारक का परिचय देना । - कारक की विभक्तियों का परिचय ।	विषय सम्बन्धी - - कारक के महत्त्व को समझ सके । - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए । - वाक्यों में इनके पहचान व महत्त्व को समझने में सक्षम ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					- कारक भेदों का परिचय। - प्रत्येक भेद की पहचान बताते हुए भेदों का अभ्यास	
अगस्त – 22 दिन	पर्यायवाची शब्द, विलोम शब्द , अनेकार्थी शब्द, अनेक शब्दों के लिए, श्रुति सम भिन्नार्थक शब्द और मुहावरे, लोकोक्तियाँ	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	- पूर्व ज्ञान परीक्षण - पुनरावृत्ति - विषय की घोषणा - 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 - - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य। - वाक्य में इन्हें पहचानकर उत्तर समझने में सक्षम
	उपसर्ग, प्रत्यय	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - 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 - - 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 हुए

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	वसंत भाग-2 संस्मरण - अपूर्व अनुभव	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=ZDCw5NQLnHg	आनुभविक ज्ञानार्जन - - 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 । कला समेकित ज्ञानार्जन- - तोतो चान से जुड़े दो मजेदार किस्से दिखाना । https://www.youtube.com/watch?v=2nflLivR6s4 https://www.youtube.com/watch?v=7op0G-Oiqp0 श्रवण कौशल- - सभी विद्यार्थियों का किस्सा/ कहानी ध्यानपूर्वक सुनना । वाचन कौशल - - सभी विद्यार्थियों द्वारा अपना कोई साहसी किस्सा/ मजेदार किस्सा कक्षा में सुनाना । बहुविषयक सहलग्नता - (विज्ञान) - 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	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइसब्रेकिंग गतिविधि - 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 - - पाठ का परिचय देना । - कहानी का पुस्तक की सहायता पठन तथा सरल अर्थ 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	विषय सम्बन्धी - - 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 । - रचनात्मक कौशल का विकास हुआ - नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए । कला संबंधी - 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 । नैतिक मूल्य- - सबके लिए सहयोगात्मक भाव का विकास हुआ ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			करना ।			उचित - अनुचित की समझ उत्पन्न हुई।
	महाभारत -वन पर्व	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति	- आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । - कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य	- 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 - - महाभारत के रचयिता का ज्ञान - अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए ।
	विराम चिन्ह व उसके भेद	- पी डी एफ पुस्तक से सरल अर्थ - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइसब्रेकिंग गतिविधि - 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 हुए प्रायोगिक रूप में अभ्यास करवाना	विषय सम्बन्धी - - लिखते हुए इनकी आवश्यकता व महत्व को समझने में सक्षम - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य - वाक्य में इन्हें पहचानकर समझने में सक्षम हुए ।
	वसंत भाग-2 कविता - रहीम के दोहे	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक	आनुभविक ज्ञानार्जन - - दोहों को याद कर कक्षा में उनका गायन - चर्चा - क्या होगा यदि हम तालाब और सरोवर की तरह	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइसब्रेकिंग गतिविधि- - संख्या 2 दिखाकर विद्यार्थियों से मन के विचार पूछे जाएंगे । - अपेक्षित उत्तर न	विषय सम्बन्धी - - संतों की विचारधारा से परिचित हुए - दोहों का सार व मूल

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति	बन जाए - - यदि सब समझ जाएँ कि हमें अपने शरीर का कष्ट अपने आप भुगतना है तो क्या होगा ? वाचन गतिविधि - दोहों पर कक्षा में चर्चा कला समेकित ज्ञानार्जन- - दोहों का गायन कक्षा में सुनाया जाएगा । - 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 ।		मिलने के स्थिति में कुछ दोहों का गायन दिखाया जाएगा https://www.youtube.com/watch?v=rHs8UCk-FNo - प्रश्न पूछे जाएंगे । विषय की घोषणा - - संतों के अनुभव पर आधारित ज्ञान पर बातचीत करते हुए दोहों के सत्य से अवगत करवाना । - दोहों का सरल 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	सन्देश समझकर उत्तर देने में सक्षम। - गायन का गुण पता चला । - सच्चे मित्र तथा सज्ज 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 । कला संबंधी - - रहीम के दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई । - वाचन कौशल का विकास । - श्रवण कौशल का विकास । - रचनात्मक लेखन का विकास हुआ । - कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- - सच्ची मित्रता, परोपकार जैसे गुणों का विकास हुआ । - अपने शरीर के प्रति

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						जागरूक बने।
सितम्बर -24 दिन	वसंत भाग - 2 कहानी (मलयालम) - कंचा	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चाँक - डस्टर - ब्लैक बोर्ड - कहानी की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=IE-hCufva-U	आनुभविक ज्ञानार्जन - - 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 सम्बन्धित ज्ञानार्जन- - कंचे दिखाना https://www.youtube.com/watch?v=6ZvNz4dd50Q - ग्रामीण खेलों का वीडियो दिखाते हुए चर्चा https://www.youtube.com/watch?v=oszJuWLCJWc - कहानी ईदगाह दिखाना बहुविषयक सहलग्नता (संगीत, कम्प्यूटर) - - विद्यार्थी स्वयं द्वारा खेले जाने वाले किसी ग्रामीण खेल का वीडियो भेजेंगे।	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइसब्रेकिंग गतिविधि- - 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 - - पुस्तक से पाठ का सरल अर्थ तथा पठन विषय का विस्तार - - पठन अभ्यास - चर्चा - सम्बन्धित प्रश्न पृष्ठना - खुले अंत वाले प्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - पाठ का मूल भाव - पुस्तक से सम्बन्धित प्रश्नों पर चर्चा	विषय सम्बन्धी - - 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 - - बाल मानसिकता की समझ उत्पन्न हुई। - वाचन कौशल का विकास। - श्रवण कौशल का विकास। - रचनात्मक लेखन का विकास हुआ। - कंप्यूटर दक्षता में सुधार। नैतिक मूल्य- - उचित - अनुचित कार्य की समझ उत्पन्न हुई
	समास	- ई-पुस्तक से पठन - श्याम पट्ट - पुस्तक से अभ्यास		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न	आइसब्रेकिंग गतिविधि- बोर्ड पर कुछ वाक्य लिखकर अध्यापिका कुछ वाक्यों के लिए	विषय सम्बन्धी - समास का भाषा में महत्व समझ सके। - शब्द तथा वाक्यों में

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यम सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- एक्स्ट्रा मार्क्स द्वारा प्रस्तुतिकरण - समास का वीडियो दिखाना https://www.youtube.com/watch?v=Ubv5ygeji6M - दोहराई के लिए वीडियो https://www.youtube.com/watch?v=XZvWHItPOno			एक शब्द पूछेंगी । - बच्चों द्वारा शब्दों को बताने के लिए प्रयास किया जाएगा । - उचित शब्द मिलने पर शब्दों पर चर्चा विषय की घोषणा - - समास का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास ।	उनकी पहचान करना सीखे । - सामासिक शब्द का विग्रह करने में सक्षम हुए । - प्रत्येक भेद की पहचान में सक्षम हुए ।
	महाभारत - विराट पर्व	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति	आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRK1	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य	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 - - 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	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - चॉक - डस्टर - ब्लैक बोर्ड - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=8dtvHPHgO9o	आनुभविक ज्ञानार्जन - - निर्जीव वस्तुओं पर संवाद लिखवाना । - कबीर के दोहे व कविता में समानता व अंतर लिखवाना कला समेकित ज्ञानार्जन- - कविता का दो के समूह में अभिनय ।	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न	आइसब्रेकिंग गतिविधि - अध्यापिका कक्षा में कुछ घास के तिनके लेकर जाएँगी तथा सभी बच्चों से इसके बारे में कुछ कहने के लिए कहेंगी । - अवांछित वस्तुओं के महत्व पर बातचीत । विषय की घोषणा - - कविता के सारांश पर चर्चा - कविता का पुस्तक से	विषय सम्बन्धी - - कोई भी वस्तु अनुपयोगी नहीं होती, उनके महत्व की जानकारी मिली । - कविता भावार्थ समझ सके । - कल्पनशीलता का विकास हुआ । - रचनात्मकता का विकास हुआ । - वाचन कौशल का विकास ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					अध्ययन व सरल अर्थ समझाना । विषय का विस्तार • कविता वचन अभ्यास • चर्चा • खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • कविता का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा	• लेखन कौशल का विकास हुआ । • कविता के अर्थ को ग्रहण कर उत्तर देने में सक्षम हुए। • कला संबंधी - • अभिनय तथा वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- • किसी को भी छोटा मानकर अपमानित न करना तथा सबका सम्मान करना - भावना का विकास हुआ ।
	वसंत भाग - 2 निबंध -खान -पान की बदलती तस्वीर	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पाठ की पुनरावृत्ति । https://www.youtube.com/watch?v=lqFrb3cREc8 https://www.youtube.com/watch?v=Iuvo_hxP0c	आनुभविक ज्ञानार्जन • 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 । कला समेकित/ बहुविषयक सहलग्नता (कला + सामाजिक अध्ययन) • विभिन्न प्रकार के व्यंजनों की	• प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	आइसब्रेकिंग गतिविधि • 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 । • बाज़ार में उपलब्ध अनेक प्रकार के खानों पर बात।	विषय सम्बन्धी - • 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 गए किसी भी प्रश्न का उत्तर देने में सक्षम हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		Y	वीडियो दिखाना । • विद्यालय के चिकित्सक द्वारा द्वारा संतुलित भोजन और स्वास्थ्य पर बात की जाएगी । https://www.youtube.com/watch?v=Iuvo_hxP0cY		विषय की घोषणा - • पुस्तक से पाठ का अध्ययन 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	• रचनात्मकता का विकास हुआ । • वाचन कौशल का विकास । • लेखन कौशल का विकास हुआ । कला संबंधी - • वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- • विभिन्न प्रकार के खानों के लिए सम्मान की भावना उत्पन्न हुई
अक्तूबर- 21 दिन	वसंत भाग - 2 रेखाचित्र - नीलकंठ	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • वीडियो द्वारा पाठ की पुनरावृत्ति । https://www.youtube.com/watch?v=BK5mAX1ZgHC	आनुभविक ज्ञानार्जन गतिविधि - कला समेकित ज्ञानार्जन - • 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 । कला समेकित/ बहुविषयक सहलग्नता (कंप्यूटर) • मोर को राष्ट्रीय पक्षी क्यों चुना गया - जानकारी एकत्रित कीजिए तथा पी पी	• प्रश्नोत्तरी • मौखिक परीक्षा • लिखित कार्य • लिखित परीक्षा	आइसब्रेकिंग गतिविधि • 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 विषय की घोषणा • पुस्तक से पाठ का अध्ययन	विषय सम्बन्धी - • 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 ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			टी तैयार कीजिए ।		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	• वाचन कौशल का विकास । • लेखन कौशल का विकास हुआ । कला संबंधी – • वाचन कौशल का विकास । • श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य– • विद्यार्थियों में भाषा के प्रति रूचि उत्पन्न हुई • जीव जंतुओं के प्रति संवेदना व सहानुभूति जागृत
	वसंत भाग - 2 कविता - भोर और बरखा	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स से प्रस्तुतिकरण • चॉक • डस्टर • ब्लैक बोर्ड • पुनरावृत्ति के लिए • वीडियो दिखाना https://www.youtube.com/watch?v=WvaNqdtPcw • https://www.youtube.com/watch?v=XqfOQg6n0L4	आनुभविक ज्ञानार्जन – • अपने अनुभव के आधार ऋतुओं, सावन के बारे में लिखिए । कला समेकित ज्ञानार्जन / परियोजना कार्य – • मीराबाई के जीवन पर आधारित गाने दिखाना । https://www.youtube.com/watch?v=9Cjyc3L8uaQ https://www.youtube.com/watch?v=XqfOQg6n0L4 • मीराबाई की कहानी पता कर लिखना ।	• प्रश्नोत्तरी • मौखिक अभ्यास • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	आइसब्रेकिंग गतिविधि • मीराबाई का गाना दिखाना • https://www.youtube.com/watch?v=9Cjyc3L8uaQ • गाने के बारे में चर्चा • मीराबाई का संक्षिप्त जीवन परिचय विषय की घोषणा – • कविता का पुस्तक से अध्ययन व सरल अर्थ समझाना । विषय का विस्तार – • पठन अभ्यास • चर्चा	विषय सम्बन्धी – • 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 – • वाचन कौशल का विकास ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					• खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ • पाठ का मूल भाव • पुस्तक से सम्बंधित प्रश्नों पर चर्चा	• श्रवण कौशल का विकास । • रचनात्मक लेखन का विकास हुआ । • कंप्यूटर दक्षता में सुधार । नैतिक मूल्य- • भक्तिकाल की कवयित्री के जीवन को जान सके ।
	वसंत भाग - 2 विभागीय - वीर कुंवर सिंह	• ई-पुस्तक से पठन • एक्स्ट्रा 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	आनुभविक ज्ञानार्जन - • किन्हीं दो स्वतंत्रता सेनानियों के बारे में जानकारी एकत्रित । • किसी एक के जीवन से कोई किस्सा सुनाना । कला समेकित ज्ञानार्जन • 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 बहुविषयक सहलग्नता / कला समेकित परियोजना कार्य - • कुंवर सिंह जैसे वीर स्वतंत्रता सेनानियों पर पोस्टर बनाना । • आज़ादी का कोई नारा लिखना ।	• प्रश्नोत्तरी • मौखिक अभ्यास • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	आइसब्रेकिंग गतिविधि • 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 ।	विषय सम्बन्धी - • 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 विकास हुआ । • कंप्यूटर दक्षता में

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						सुधार । नैतिक मूल्य- • उदारता, साहस, बहादुरी जैसे जीवन मूल्यों के लिए प्रेरित हुए ।
	पत्र व अनुच्छेद लेखन, संवाद लेखन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - वीडियो दिखाना - चॉक - डस्टर - ब्लैक बोर्ड		- लिखित कार्य - लिखित अभ्यास - लिखित परीक्षा	पूर्व ज्ञान परीक्षण पुनरावृत्ति विषय की घोषणा औपचारिक तथा अनौपचारिक पत्रों पर बातचीत करते हुए इनके उदाहरण देकर अभ्यास करवाना ।	विषय सम्बन्धी - - 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	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - वीडियो दिखाना - चॉक - डस्टर - ब्लैक बोर्ड		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न	- शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना - रूप परिवर्तन बताते हुए अभ्यास ।	- परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य । - एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम
	महाभारत –उद्योग पर्व तथा भीष्म पर्व	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - वीडियो दिखाना - चॉक - डस्टर - ब्लैक बोर्ड	आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य - लिखित परीक्षा	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 - - महाभारत के रचयिता का ज्ञान - अपने समृद्ध इतिहास की गौरवमयी कथा को समझने व जानने में सक्षम हुए ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	समास	- पी डी एफ पुस्तक से अभ्यास - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - वीडियो दिखाना - चॉक - डस्टर - ब्लैक बोर्ड		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी - लिखित परीक्षा	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	- समास का भाषा में महत्व समझ सके। - 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	- ई-पुस्तक से पठन - वीडियो दिखाना - पी पी टी - चॉक - डस्टर - ब्लैक बोर्ड - चक दे इंडिया.....गाना दिखाना https://www.youtube.com/watch?v=2V7GFP11eTk	आनुभविक ज्ञानार्जन - - अपने घर में किसी भी बड़े व्यक्ति जैसे माता -पिता /दादा-दादी या किसी अन्य व्यक्ति का साक्षात्कार लेना। - हॉकी हमारा राष्ट्रीय खेल क्यों बना - जानकारी एकत्रित करना। कला समेकित ज्ञानार्जन - धनराज पिल्लै का साक्षात्कार दिखाना। https://www.youtube.com/watch?v=zgQgWTRfzFk - चक दे इंडिया गाना सुनाना - धनराज का वीडियो दिखाना https://www.youtube.com/watch?v=Co8pp5gi38U	- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइसब्रेकिंग गतिविधि - चक दे इंडिया का वीडियो दिखाना। - गाने के बारे में बातचीत विषय की घोषणा - पुस्तक से पात्र बनाकर अभिनय 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।	विषय सम्बन्धी - - हॉकी खिलाड़ी धनराज पिल्लै के बारे में जान सके - संघर्ष का महत्व समझ सके। - 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। कला संबंधी - - वाचन कौशल का विकास।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बहुविषयक सहलग्नता (कला + खेल) - हॉकी पर अनुच्छेद लेखन - आज के हॉकी के खिलाड़ियों का कोलाज बनाना ।			- श्रवण कौशल का विकास । - रचनात्मक लेखन का विकास हुआ । - कंप्यूटर दक्षता में सुधार । - साक्षात्कार विधा में विस्तार - अभिनय कौशल में विस्तार नैतिक मूल्य- - धनराज पिल्लै के जीवन से हिम्मत व कभी हार न मानने के लिए प्रेरित हुए।
	महाभारत द्रोण पर्व से लेकर अंत तक	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स से प्रस्तुतिकरण - वीडियो दिखाना - चॉक - डस्टर - ब्लैक बोर्ड	आनुभविक ज्ञानार्जन - - घर पर छुट्टियों में बी. आर. चोपड़ा की महाभारत देखना । कला समेकित ज्ञानार्जन - - महाभारत के लिए छोटी सी फिल्म दिखाना । https://www.youtube.com/watch?v=D-1qp9nqRKI	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य	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 - - 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	- पाठ्यपुस्तक से अभ्यास - कक्षा में श्यामपट पर अभ्यास - वीडियो दिखाना - पी.पी टी - चॉक - डस्टर - ब्लैक बोर्ड		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान परीक्षण पुनरावृत्ति - कक्षा में वाक्यों में पहचान करवाते हुए प्रत्येक का अभ्यास । - श्यामपट पर उदाहरण देकर समझाना। - सबका अभ्यास	विषय सम्बन्धी - - शब्द भंडार में वृद्धि हुई - भाषा का विकास हुआ। - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य - वाक्य में इन्हें पहचानकर समझने

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिड़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					करवाना ।	में सक्षम
	वसंत भाग - 2 लेखा - जोखा -आश्रम का अनुमानित व्यय (केवल पढ़ने के लिए)	- ई-पुस्तक से पठन - वीडियो दिखाना - पी पी टी - चाँक - 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 ज्ञानार्जन - - अपने घर के खर्चों का लेखा- जोखा (बजट) बनाना । - कला समेकित ज्ञानार्जन - साबरमती आश्रम का वीडियो दिखाना https://www.youtube.com/watch?v=phTSAQjx-84 - गाना दिखाना - दे दी हमें आज़ादी https://www.youtube.com/watch?v=w999fBZs8MY	- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न	आइसब्रेकिंग गतिविधि - गाना दिखाना - दे दी हमें आज़ादी - गाने 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 - - 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 - - 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 - - धन का सही प्रयोग करने के लिए जागरूक होंगे

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल/ सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	वसंत भाग - 2 कविता - विप्लव गायन (केवल पढ़ने के लिए)	- ई-पुस्तक से पठन - चाँक - डस्टर - ब्लैक बोर्ड - वीडियो दिखाना द्वारा कविता का पठन https://www.youtube.com/watch?v=fchBvqR2kg0	आनुभविक ज्ञानार्जन - - कक्षा में वीर रस की कोई एक कविता सुनाना कला समेकित ज्ञानार्जन - फ्लिप ग्रीड वीर रस की कविता का अपना वीडियो भेजना।	- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न	आइसब्रेकिंग गतिविधि - 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 - - कविता का पुस्तक से सरल अर्थ समझाना। विषय का विस्तार - - पठन अभ्यास - चर्चा - खुले अंत वाले प्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - कविता का मूल भाव।	- 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 - - 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 - - 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 2022-23

Month No of working days	Topic/ Sub- topic	TeachingAids	Projects/Exper iential/Inter disciplinary linkage/Art Integration/Pr actical's/Skill Assessments	Assignment and Assessments (Oral/Written/M CQs /Quizzes/Tests)	Pedagog ical Proces ses	Learning Outcomes
Februa ry March No. of periods: 10	Chapter : 1 Integers	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).Introduction : https://www.youtube.com/watch?v=oj5lZBbzVck ii). Integers on a number line: https://www.youtube.com/watch?v=o3kLi8g3mwI 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	Experiential Learning: To check the temperature of any ten cities including hottest and coldest cities and write the temperature in ascending order 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.	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignment s (CW & HW) Remedial Worksheet s Mental Math Paper/Pen Test	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 between: i). Withdraw al ii). Deposit Green-board Explanation: Properties of Integers i). Closure ii). Commutati ve iii). Associative iv) Distributive property of multiplication over: a). Addition b). Subtractio n v). Additive Identity vi) Multiplicative Identity Solve the problem of Integers using different	Child will be able to understand: The difference between Integers and whole numbers and natural numbers How to represent integers on a number line Properties of Integers How to apply integers in daily life situations

					mathematical operators.	
March No. Of Periods: 10	Chapter :2 Fractions and Decimals	Learning by doing Activity Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handouts i). Diksha e-learning Portal ii). Vidya Dan Multi-Media Links i). Fractions and its types https://www.youtube.com/watch?v=kClkeSoCd8Q ii). Decimal Basics https://www.youtube.com/watch?v=3gaBpdEj_8oM iii). Multiplications of Decimals by 10, 100 and 1000 https://www.youtube.com/watch?v=kHWnoC-B2bo	Experiential Learning Pour water from 1 liter water bottle in glasses in a manner that all glasses should be equally filled and note down the observation Inter disciplinary linkage (with science): What eatables you include in balanced diet while having breakfast? Make a table showing the following in fraction: Fats Proteins Carbohydrates 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	The L.O. will be assessed through Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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: To draw some polygons on the green board and shade some parts of it and clear the concept of: a). Fractions and types b). representing fractions on a number line Multiplication of a). fractions b). decimals Division of fractions 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	Child will be able to comprehend: The concept of fraction and its types The concept of decimal 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 i). 10 ii). 100 iii). 1000 to solve statement problems related to decimals, fractions in daily life situation

March / April	Chapter :3 Data Handling	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 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=IUS2IV_ZZV0 iv). Probability https://www.youtube.com/watch?v=7jwK51yWo4g	Experiential learning: Collect the information how many students wearing particular school shoe number and record the data and will apply the formula and calculate Mean, Media & Mode 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 i). event ii). outcomes iii). how to calculate Probability	The L.O. will be assessed through: •Crossword - Puzzles - MCQ Test - Assignments (CW & HW) - Remedial - Worksheets - Mental Math - Paper/Pen Test	PK Testing Collect the information how many children of a class like art, dance, sports and find which is most favorite hobby? 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 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 Events b) Outcomes c) Application of Formula	Child will be able to understand How to calculate and apply in their daily life Mean Median iii) Mode Differentiate between Bar Graph & Double Bar Graph and how to interpret it. The term probability and its application in daily life.

April No. of periods: 10	Chapter: 4 Simple Equations	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-MediaLinks: i). Equation: https://www.youtube.com/watch?v=O65fxp7DKMc Method to solve and equation: Trial and Error Method: https://www.youtube.com/watch?v=Up-6LkPG1XM Transpose method to solve an equation: https://www.google.com/search?channel=crow2&client=firefox-b_d&q=transpose+method	Experiential Learning: To clear the concept of variable and constant by taking imaginary ages of a parent and son and form an equation 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.	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	PK Testing (Survey): Make a record how many classes have sections and how many don't have? Ice breaking Session: Session will start to write on the Green-Board i). Class with Section e.g., 7A, 7B, 7C ii). Class without any Section e.g., 7 and clear the difference of Variable and constant Rapid-Fire To find whether given variable is solution or an equation or not? Green-Board Explanation: Methods to solve an equation: i). Trial and Error ii). Systematic iii). Transpose Flip Teaching: Translate word problems into equations and vice versa	Child will be able to understand: How to balance equation by putting the given value of variable and find whether the equation: i). satisfies ii). not satisfy How to solve an equation by i). Trial and error method ii). Systematic method iii). Transpose method How to solve word problems related to daily life.

April/ May No. of periods: 15	Chapter :5 Lines and Angles	Learning by doing Activity Smart Class Extra marksmodules PDF of the Chapter Projector Mind Maps PPT HandoutSource: Diksha e-learning Portal ii)Vidya Dan Multi-MediaLinks: i). Types of angles: https://www.youtube.com/watch?v=7hL0EN2VmVc ii). Complement ary 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=6RMN5Pf1fHU	Experiential Learning: Take two pencils and tie in a manner as they form a English letter 'X' and to show Adjacent angles Liner pair of angles Vertically pair of angles Inter disciplinary Linkage (with Physical Education-PTdisplay) Make students stand in two parallel lines of children and onemore line showing transversal line and to show: i) Corresponding angles ii). Alternate interior angles iii). Alternate exterior anglesiv). Co-interior angles Art Integration (with Physical Education) Perform some yoga asana and todisplay different types of angles Lab Activity: To find the relationship between angles made by parallel lines and transversal	Experiential Learning: Take two pencils and tie in a manner as they form a English letter 'X' and to show Adjacent angles Liner pair of angles Vertically pair of angles Inter disciplinary Linkage (with Physical Education-PTdisplay) Make students stand in two parallel lines of children and onemore line showing transversal line and to show: i) Corresponding angles ii). Alternate interior angles iii). Alternate exterior anglesiv). Co-interior angles Art Integration (with Physical Education) Perform some yoga asana and todisplay different types of angles Lab Activity: To find the relationship between angles made by parallel lines and transversal	PK Testing Recall session by showing some objects:i). Corner of a book for a line segment Ice Breaking Session A wall clock will be shown keeping seconds and minute hand straight and by movinghour hand of a clock and clear the concept of the following angles: i). Complementary ii). Supplementary Green-board Explanation: To recapitulate the concept of line, line segment, rays and angles, parallel lines, transversal line To clear the concept of i). complementary ii) supplementary anglesiii). adjacent angles iv). Linear pair of angles v). vertically opposite angles To clear the concept of angles formed Alternate interior angles Alternate exterior angles Co-interior angles or angles on the same side of transversal line. To prove i).how two lines are parallel if transversal line is given ii). how a line is called transversal if two parallel lines are given.	Child will be able to understand 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.

May No. of periods : 10	Chapter:6 Triangle & Properties Learning by doing Activity Smart Class Extra marks modules PDF of the Chapter Skill Assessment Mind Maps PPT Handout Source: i) Diksha e-learning Portal ii) Vidya Dan Multimedia links 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=JH9V3bW A1T0	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: Scalene triangle Isosceles triangle Equilateral triangle Experiential learning: Take a picture frame. Measure its dimension and find its 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: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	PK Testing Recall the types of triangles on the basis of: i). sides ii). Angles Ice breaking Session: Through paper folding following concepts will be introduced: Median of a triangle and it's centroid Altitudes of a triangle and it's orthocenter Green Board Explanation: Elements of a triangle Exterior angle property Angle sum property for: a). Scalene triangle b). Isosceles triangle c). Equilateral triangle iv). Inequality property v). Right Angle Triangle and Pythagoras property v). Pythagoras Theorem and its application	Child will be able to understand: How to differentiate between: Centroid Orthocenter The properties of triangle and its application. Can three different sides form i). a triangle ii). a right-angle triangle Concept of Pythagoras Theorem and its application in real life. How to solve word problems

July No. of periods : 16	Chapter: 7 Congruency of Triangles	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). Introduction https://www.youtube.com/watch?v=86iU3fypTd4 ii). Condition for triangle congruence https://www.youtube.com/watch?v=LyiXr-li7yg	Experiential learning: Collect some similar objects available at home and paste them in your scrap book e.g., bangles, two Cd's. What do you observe? 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	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	PK Testing Two erasers of same brand will be shown and child will be asked to speak about their size and shape. 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 i). Symbol of congruency ii). Congruency by superposition method iii). Congruence of: a). Plane Figure b). Line Segments c). Angles d). Triangles iv). Condition of Congruency of triangles: a). SSS condition b). SAS condition c). ASA condition d). RHS condition	Child will be able to understand The term Congruence Criteria i). SSS ii). SAS iii). ASA iv). RHS Application of Congruency in daily life
July/Aug No. of periods: 13	Chapter: 8 Comparing Quantities	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). Ratio https://www.youtube.com/watch?v=B4T6-rc35Y ii). Percentage https://www.youtube.com/watch?v=B4T6-rc35Y	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? Interdisciplinary linkage (with science)	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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 i). Concept of Ratio ii). Concept of Percentage iii). Profit and Loss iv). Formula to calculate: CP if SP and P% or L% is given	Child will be able to understand 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 i). CP, SP ii). P%, L%

[h?v=Uf-R11e2I4Q](https://www.youtube.com/watch?v=Uf-R11e2I4Q)
 Profit and Loss
<https://www.youtube.com/watch?v=w8G3rhsW12s>
 Simple Interest
<https://www.youtube.com/watch?v=vjl-jbKsg6E>

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:

- i). Principal
- ii) Rate
- iii). Time

Calculate:

- i) SI ii) Amount

Practical:

To check last year report card and verify whether the % calculated in report card is correct.

SP if CP and P% or L% is given

Flip Teaching

To create a shop and clear the concept of

- i). Cost Price
- ii). Selling Price
- iii). Profit
- iv). Loss

August No. of periods 15	Chapter: 9 Rational Numbers	Learning by doing Activity Smart Class Extra marks module PDF of the Chapter Projector Mind Maps PPT Handout Source: i). Diksha portal e-learning Portal ii). Vidya Dan Multi-Media Links: i) Introduction: https://www.youtube.com/watch?v=SQ4cB9yXkHM ii). Rational Number: https://www.youtube.com/watch?v=9yvtLN_24G0 To find rational numbers between two rational numbers https://www.youtube.com/watch?v=lg04THe8wfy Additive and Multiplicative Inverse of Rational Numbers https://www.youtube.com/watch?v=dhdvEPIExlg	Experiential learning: To teach the concept of Rational number through outdoor activity 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.	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	PK Testing Recall integers i). positive ii). negative 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: Concept of positive and negative rational number by drawing a number line To choose any two rational numbers from the number line and explain how to Multiply 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	Child will be able to understand 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.
Sep No. of periods : 10	Chapter: 10 Practical Geometry	Learning by doing Smart Class Extra marks modules PDF of the Chapter Projector Mind Maps PPT Handout	Experiential learning: Concept clearance of a parallel line to a given line through paper folding Art Integration	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets	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:	Child will be able to comprehend: How to draw different angles (multiples of 15) with the help of scale and compass By just mere observation

		Source: i)Diksha e-learning Portal ii)Vidya Dan Multi-Media Links i)Geometrical tool box https://www.youtube.com/watch?v=yTFfWM CZYK4 ii). Constructing a parallel through a given point https://www.youtube.com/watch?v=im81vHlh ZS8 iii). Construction of a triangle if One side and two angles are given https://www.youtube.com/watch?v=Pi5fOkupI Ng	(withart) 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 segment example	Mental Math Paper/Pen Test	. sides ii). angles Green- Board discussion To construct the parallel line to a given line through a given point but not on the line. To construct a triangle: a). when all three sides 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.	how to find the difference between the types of triangles on the basis of angles and sides. the difference between parallel lines and perpendicular lines 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

Sep No. of periods : 15	Chapter: 11 Perimeter and Area	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).2-D shapes https://www.youtube.com/watch?v=i_hMPyqBh8k ii). Area and Perimeter of square and rectangle https://www.youtube.com/watch?v=1xfo5aLn2IU iii). Area of a triangle: a). right angled b). isosceles https://www.youtube.com/watch?v=Dt5fi89gA -0 iv). Parallelogram https://www.youtube.com/watch?v=PKzE3OWXTQ v). Circle https://www.youtube.com/watch?v=c1FLzA2FjX8	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	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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 2D figures and how they are differing to each other Area and perimeter of: a) Square b) Rectangle c) Parallelogram Triangles Circle f). concentric circles iii). How to calculate area of a rectangle and square if path is mentioned: a). inside the figure b). outside the figure iv) Concept of crossroads and calculation of area	Child will be able to differentiate between: i) Area ii) Perimeter Child will be capable to comprehend: i). difference between 2D and 3D shapes the use of area and perimeter in his/her daily life situation.

October No. of periods : 13	Chapter:12 Algebraic Expressions	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) Introduction https://www.youtube.com/watch?v=5Q0FlxcEEIw ii) Polynomial https://www.youtube.com/watch?v=xmJjQ3KyTdw iii). Like and unlike terms of algebraic expressions https://www.youtube.com/watch?v=Jw-toLAUqPg Addition and sub of like terms https://www.youtube.com/watch?v=4vgZJbM4t0I Patterns and algebra https://www.youtube.com/watch?v=PhFhnUJIhw0	Experiential learning: How can you write and evaluate an expression that represents a real-life situation? Give one example with i). addition ii). subtraction iii). multiplication iv). division Art Integration: Draw a colorful a) a quadrilateral b). a pentagon c). a hexagon. Form an algebraic expression for the number of diagonals of n number of sides. 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	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	PK Testing Recall the definition of an equation and child will talk about: i). variable ii). constant Ice Breaking Session Different algebraic terms will be shown and child will count the terms Green Board Discussion i). Types of polynomials ii). coefficients iii). numerical coefficients iv). Terms of an expression a). Like b). Unlike Forming Algebraic expression 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). rules for number pattern	value of the given variables (one or more than one variables)

October No. of period s: 7	Chapter: 13 Exponents & Powers	Learning by doing Activity Smart Class Extra modules PDF of the Chapter Projector Mind Maps PPT Handout Source: i) Diksha e-learning Portal ii). Vidya Dan 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). expression in standard form https://www.youtube.com/watch?v=O1BFglpZfC0	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	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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 To make understand the different laws of exponent and how to apply them 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	Child will be able to comprehend: The laws of exponents and its application. Convert exponent value into standard form. Convert Standard form to usual form.

Nov No. of period s: 11 + 13 days Revision and exam	Chapter: 14 Symmetry	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 Symmetry https://www.youtube.com/watch?v=MtqtIiJsfiE Rotational Symmetry https://www.youtube.com/watch?v=s4tS-ZmpJfw	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: i). Line Symmetry ii). Rotational Symmetry To clear the concept of symmetry and their types. To make understand the child how to find the lines of symmetry of any polygon	The L.O. will be assessed through: Crossword Puzzles MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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: i). Line Symmetry for a regular polygon ii). Rotational Symmetry iii). Centre of Rotation iv). Angle of Rotation v). Order of rotation	Child will be able to understand the different types of symmetry Line Rotational iii). Central angle iv). Order of Rotation.

Chapter: 15 Visualizing Solid Shapes	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-juIEQ ii). 3D Shapes https://www.youtube.com/watch?v=3-QwWFkz5hw iii). Faces, Vertices and Edges of 3D shapes https://www.youtube.com/watch?v=3nLpD6bE4fE iv). Nets of a solid https://www.youtube.com/watch?v=hQG5kd3Q28g	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.	The L.O. will be assessed through: Match the following MCQ Test Assignments (CW & HW) Remedial Worksheets Mental Math Paper/Pen Test	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 correlate 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	Child will be able to understand The difference between the concept of 2D and 3D shapes How to differentiate between pyramid and prism How to draw 3D solid shapes with dot method How to identify Faces, vertices, and edges of 3D shapes.

					types of 3D shapes and to discuss each shape in detail i). Appearance ii). Faces iii). Vertices iv). Edges v). Nets vi). Similar objects available in the class	

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: SCIENCE
Class: VII
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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/ March No. of Periods: 10	Topic/Chapter: NUTRITION IN PLANTS 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	Art Integration - Diagram on photosynthesis, stomata, pitcher plant, plant cell and animal cell. Experiential Learning - Activity: To detect the presence of starch in leaves.	- Oral test was conducted - Written test - MCQs testing and Quizzes	- Activating Prior Knowledge by Random Questioning - Introducing the topic to be taught after getting the expected response from the students. - Developing hypothesis by: Group Learning (<i>Brainstorming</i>) <i>Collaborate and communicate</i> with each other. - Discussion on the modes of nutrition with the examples of Cuscuta, mushroom, lichen and alga, Insectivorous plants <i>Critically compare</i> the different methods of replenishing the nutrients in the soil. - Plant Cell and Animal Cell <i>Lecture Discussion Activities</i>	The students will be able to - 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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Application and diagrammatic skill-based questions on the topic. Video: Different modes of nutrition. Photosynthesis Plant and animal cell	
Month: March No. of Periods: 9	Topic/Chapter: NUTRITION IN ANIMALS 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	- Diagram on human digestive system, structure of tooth, different types of teeth and tongue with taste buds - 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.	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: Group learning (<i>Brainstorming</i>) <i>Collaborate</i> and <i>communicate</i> with each other about the different modes of taking food, role of mouth in digestion, different organs and their arrangement in the body. Application and diagrammatic skill-based questions on the topic. <i>Critically analyse</i> the importance of balanced diet, journey of food from the stomach till anus, the role of various glands and	The students will be able to understand: - The concept of how different animals take in food. - 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.

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					the secretions secreted by them. Difference between digestive system of humans, cow and amoeba. Built <i>character</i> and <i>citizenship</i> amongst themselves by discussing the impact of junk food on digestion, importance of drinking water. Difference between digestive systems of unicellular and multicellular organisms. <i>Lecture Discussion.</i> 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.	
Month: March No. of Periods: 9	Topic/Chapter: FIBRE TO FABRIC 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	- Diagram on Life cycle of silk moth - Flowchart on how to obtain wool from sheep. - Activity: Burning test of wool, silk,	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Class demonstration on fabric.	The students will be able to: - Understand the characteristics of silk and wool. - Selective breeding, - Extraction of wool from sheep. - Life cycle of silk moth. - processing 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
	https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s		convection and radiation		measurement of temperature. Developing hypothesis by: Group learning (<i>Brainstorming</i>) <i>Collaborate and communicate</i> with each other Use of clinical thermometer and lab thermometer On different modes of transfer of heat. (Conduction, convection and radiation) Interpret types of clothes worn in summers and winters. <i>Critically analyse</i> the hot and cold objects. Construction of thermometer Modes of transfer of heat Good conductors and bad conductors Dark colored clothes absorb heat and light-colored clothes reflect heat. Built <i>character</i> amongst themselves in understanding the degree of hotness and coldness	• 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/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					(temperature) Understanding the different types of thermometers Understanding different modes of transfer of heat. Land breeze and sea breeze Understanding, application and diagrammatic skill-based questions based on the topic. <i>Lecture Discussion.</i> Video: Different thermometers Ways of transferring heat i.e., Conduction, Convection, Radiation	
Month: April No. of Periods:9 UNIT I postponed due to pandemic	Topic/Chapter: ACIDS, BASES and SALTS https://www.youtube.com/watch?v=B3A-UzEN7lw https://www.youtube.com/watch?v=9aEx067YkDE https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Videos, Charts, Extra marks, board and chalk	- Practical: Uses of indicators to determine that given substance is acidic or basic in nature. - Neutralization reaction - To find out different acids and bases in each	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> <i>Collaborate and</i>	The students will be able to understand: - The concept of acid, bases and salts. - Uses of acids and bases. - Indicators, neutralization reaction in everyday life. - Different types of salts with examples. - Comprehend the concept of indicators used to determine acid and base

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			substance.		<i>communicate</i> with each other Properties of acids and bases. Discussion of different examples to understand the concept. <i>Critically analyse</i> acids and bases used in day-to-day life. Identify the chemical nature of different solutions (tap water, lemon juice, sugar solution, soap solution etc. Compare various indicators Compare different examples of neutralization. <i>Lecture Discussion.</i> Perform activities in groups; develop citizenship and character in the process. Video: Acids, bases and salts Indicators Neutralization reaction	• Differentiate between acids and bases. • Differentiate between Acidic, basic and neutral salts. • Determine whether given substance is acid or base.

Month/ No of working days	Topic/Sub-topic	Teaching 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: April/May 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	- Art integrated: draw flowchart on physical and chemical changes. - Experiments: - Burning of magnesium ribbon - Reaction between baking soda and vinegar - Reaction between copper sulphate solution and iron - Activity: Rusting of iron - Process of crystallization	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> <i>Collaborate and communicate</i> with each other Different types of changes Interpret the process of rusting. Process of crystallization <i>Critically analyse</i> the term physical change and chemical change. Properties of physical change and chemical change Principle behind the process of crystallization <i>Lecture Discussion.</i> Video: Physical and chemical changes. Rusting of iron	The students will be able to understand: - 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 and activities - Condition and measures to prevent rusting - Draw the inference from a given table

Month/ No of working days	Topic/Sub-topic	Teaching 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>Critically analyse</i> the term Weather and climate. Flora and fauna of a region is dependent on the climate of a particular region. Compare the climate of northern and southern regions. <i>Lecture discussion.</i> Video: Weather and climate Adaptations in animals found in tropical rainforest	frog, Monkey and Lion Tailed Macaque Draw the inference from a given adaptations
Month-May No. of Periods:8	Topic/Chapter: WINDS, STORMS and CYCLONES https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Videos, Charts, Extra marks, board and chalk	- Project: Collect information in dormant and active volcano in the world. - Activity: Different properties of air. - Art Integrated: Draw diagram on the cyclone	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students Developing hypothesis by: <i>Brainstorming</i> Group learning <i>Collaborate and communicate</i> with	The students will be able to understand the concept of: - 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.

Month/ No of working days	Topic/Sub-topic	Teaching 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: UNIT I					each other High speed winds are accompanied by low air pressure. Explain uneven heating of land and water Explain the list of safety measures <i>Critically analyse</i> that air has pressure and it expands on heating. Properties of air Destruction caused by thunderstorms and cyclones Built <i>citizenship</i> To help people living in affected areas Built <i>critical thinking</i> Steps that should be taken to protect people from disasters. Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic. <i>Lecture Discussion.</i> Video: Wind Cyclone Thunderstorm Tornado	• Precautions to be taken during thunderstorm • Comprehend the concept on cyclone, how is it formed, and destruction caused by cyclone • Understanding the concept on tornado, destruction caused by tornadoes and protection from tornado. • Differentiate between wind and thunderstorm • Differentiate between cyclone and tornado

Month/ No of working days	Topic/Sub-topic	Teaching 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- July No. of Periods: 9	Topic/Chapter: SOIL 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	- 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.	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Classroom demonstration of soil profile Developing hypothesis by: <i>Brainstorming</i> Group learning <i>Collaborate</i> and <i>communicate</i> with each other Understand the term soil profile, percolation rate, water holding capacity for different soils, different soil types and quality Differentiate between soil types <i>Critically analyse and compare</i> characteristics of different layers in soil profile Analyse the components of soil <i>Lecture discussion.</i> Video: Soil Soil profile Composition of soil Types of soil Soil erosion Soil pollution	The students should be able to understand: - The concept of soil and soil profile. - Comprehend the concept of composition of soil. - Differentiate between topsoil 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, its cause, effect and ways to prevent it. - Concept clarity on soil pollution and different methods to prevent 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/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Month - July No of Periods: 9	Topic/Chapter: RESPIRATION IN ORGANISMS 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	- 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 respiration in other animals.	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> <i>Collaborate</i> and <i>communicate</i> with each other Explain the different organs involved in respiration in humans, cockroach, fish and frog. Explain the process of aerobic and anaerobic respiration. Function of lungs <i>Critically analyse</i> the importance of breathing clean air. Built <i>character</i> and <i>citizenship</i> by observing the importance of keeping fit and exercise regularly. Clean air is important for healthy living. Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.	The students are able to Understand: - The concept of respiration - Different types of respiration - Human respiratory system - Mechanism of respiration - Mechanism of respiration - Breathing and respiration in other animals - Respiration in plants through root, stem and leaves

Month/ No of working days	Topic/Sub-topic	Teaching 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: Aerobic and anaerobic respiration Mechanism of respiration The human respiratory system Breathing and respiration	
Month – July / August No of Periods:9	Topic/Chapter: TRANSPORT IN ANIMALS AND PLANTS 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	• 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	• Oral test was conducted • Written test • MCQs testing and Quizzes	Discussion on circulatory system, components of blood, pulse rate. Finding the pulse rate of the desk partner. Developing hypothesis by <i>Brain storming</i> . <i>Collaborate</i> and <i>communicate</i> with each other Transportation in animals and plants. Understand the circulatory system, blood components, blood vessels Human heart Function of excretory system <i>Critically analyse</i> the importance of circulatory system and excretory system. Role of organ system in the process of transportation. Need of conducting tissues. Process of transpiration. Built <i>character</i> and <i>citizenship</i> by Discussing the	• 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/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					importance of transport in animals and plants Application and diagrammatic skill-based questions on the topic. Video: Animations on heart structure and function. Blood vessels Video: On working of excretory system. Dialysis Transport in plants.	
Month – August No of Periods: 9	Topic/Chapter: REPRODUCTION IN PLANTS 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	- Flowchart on different method of reproduction - Art Integration-draw different methods of vegetative propagation and asexual reproduction - Draw structure of a flower - Diagrammatically explain cross and self pollination - Diagram of	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> Spell check Demonstration of flower Developing hypothesis by <i>Brain storming</i>.	- Understand the concept of reproduction, types and its role. - Comprehend the concept of vegetative propagation - Understanding the concept of asexual reproduction by enlisting examples - Imparting knowledge on reproduction in flower with reference to pollination and 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
			fertilization. Activity: Germination and dispersal of seeds		<i>Collaborate and communicate</i> with each other To explain the parts of flower Different modes of asexual reproduction Pollination and its types <i>Critically analyse</i> the importance of reproduction Role of various parts of a plant in reproduction Need of seed dispersal Method of seed dispersal Built <i>character and citizenship</i> by Discussing the importance of reproduction for the continuity of life on earth. Impact of seed dispersal Application and diagrammatic skill-based questions on the topic. Video: Asexual and sexual reproduction Different methods of multiplication/ vegetative propagation Structure of flower Pollination and	- 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

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			electric current. - Activity: To make an electromagnet - Art integrated: Draw electric bell		other Importance of magnetic effect of electric current <i>Critically analyse</i> two effects of electric current Heating effect and Magnetic effect Electric components Design <i>creative methods</i> to construct electromagnet <i>Built character and citizenship</i> Discussion on symbols used in electric circuit. Importance of electricity. Understanding of electric cell and battery. <i>Lecture discussion.</i> 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	- To make an electromagnet - Draw electric bell

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Month-September No of schools: 9	Topic/Chapter: LIGHT 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	• 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 • Discussion: how convex lens is a converging lens and concave lens is a diverging lens	• Oral test was conducted • Written test • MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Spell check Demonstration of lenses and spherical mirrors Debate on images formed by lenses and spherical mirrors Developing hypothesis by: <i>Brainstorming</i> <i>Collaborate and communicate</i> with each other Appreciate importance of light energy Experiment on the image formed by concave and convex mirrors Uses of convex and concave lens. <i>Critically analyse</i> the difference between convex and concave lens. Propagation of light	The students should be able to understand: • 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. • 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

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UNIT II					Reflection of light Characteristics of image formation by plane mirror Construction spherical mirrors Dispersion of light Built <i>character</i> amongst themselves by discussing importance of spherical mirror understanding reflection of light understanding lateral inversion understanding spherical mirrors Image formed by convex and concave lens <i>Develop citizenship</i> in doing activity to identify propagation of light by understanding their roles and duties. Model showing dispersion of light Understanding Newton's Disc Video: Reflection of light Real and virtual image	mirror

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					Characteristics of image formed by a plane mirror Spherical mirrors and image formed by them Lenses and image formed by them Dispersion of light and formation of rainbow.	
Month – October No of Periods: 11	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	- 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	- Oral test was conducted - Written test - MCQs testing and Quizzes	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: <i>Brainstorming</i> Spell check Demonstration of different states of water Flip teaching Video: Importance of water Different forms of water	- 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

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					Groundwater Depletion of water table Proper management on water Rainwater harvesting	to human being in minimizing waste of water. - Differentiate between three states of water - Differentiate between drought and flood
Month-October No of Periods:10	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	- Flowchart on components of forest - Diagram on how minerals are returned 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 affecting the climatic condition of the entire world	- Oral test was conducted - Written test - MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by: <i>Brainstorming</i> Spell check Demonstration of different layers of forest and food chain Flip teaching Video: 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: - 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

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						conservation of forests. - Differentiate between different layers of forest - Differentiate between abiotic and biotic components
Month – November No of Periods: 11	Topic/Chapter: WASTEWATER STORY 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	- 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	- Oral test was conducted - Written test - MCQs testing and Quizzes	Discussions. Debate Quiz Survey Developing hypothesis by: <i>Brainstorming</i> <i>Collaborate and communicate with each other</i> Identify and discuss the sources of wastewater (critical thinking) Discuss the steps during clarification of water Role of bacteria in wastewater treatment <i>Critically analyse</i> water contaminants various ways of clarification of water	The students should understand: - Comprehend the concept of the sewerage system - what is sewage and its composition - Understanding the importance of wastewater 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.

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					Built <i>character</i> and <i>citizenship</i> by summarize the significance of waste management techniques in daily life. Improper sanitation leads to damage health Video: Animations on wastewater treatment plant, sewer and sewage system, sanitation and diseases, different types of tanks, sanitation at public places.	• Differentiate between sludge and sewage • Differentiate between sewers and sewage system
MONTH-DECEMBER UNIT III	REVISION					

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February (5 Days)	Chapter Civics Chapter 1 Equality No. of Periods:04	• 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	• 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)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• 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	• 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

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			Art Integration Students will prepare posters on equality.		discussions and interactions Video on summary of chapter	understanding about the challenges democratic countries are facing. Practical Outcome - Students will be able to implement the knowledge gained through chapter in their real life by treating everyone with respect and dignity irrespective of their financial status, religion, caste, gender. Value based Outcome: To develop equity, dignity and respect.
March (23 Days)	Chapter Geography Chapter 1 Environment No. of Periods:05	- PPT - Globe - Wall map of the world	Art integration: Drawing of domains of the environment - FLIP LEARNING Students to be given a small portion of	- MCQ (daily) - Oral discussions on question answers - Written assignment.	Developing knowledge of concept by: The session would begin with pre knowledge testing as they have studied the concept	Students will be able to - Enlist the components of environment. - Differentiate between natural – man made components. - Classify the natural

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		- Flow Charts - Video: on Environment https://www.youtube.com/watch?v=x3Dqco-NEGk - Black board for diagram of ecosystem - E-Book - Chalk and Board	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)	- Weekly conceptual test (MCQ based) - Pen paper test	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 collecting their suggestion facilitator will introduce the concept of environment - Students can use pictures, diagrams and black board to	environment and describe each component. - To Critically analyze the need to preserve the ecosystem. Practical Outcome Students will develop gratitude towards the components of environment and ecosystem surrounding them and will try to protect the environment. Value based Outcome: To develop sense of sustainable development and concerned for environment.

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					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	• PPT • Video: on Our past history • Wall map of the India • Black board for flow charts top show chronology of events • E-Book • Chalk and Board	• Practical Students were told to compare map 1 and map 2 and find out similarities and differences between two maps • Presentation by students on comparison of map 1 and map 2 similarities and differences. • Skill assessment Reading skills (Loud reading of the chapter)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• 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 the sources of information in	• 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, Pratiharas,

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			Writing skills (Assignments, Question answers & test)		history and its importance (literary sources and archeological sources) • 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	Rashtrakutas and Cholas. • 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 • Practical Outcome The students will understand the importance of unity and harmony especially in today world where the tensions among countries are growing. • Value based Outcome: Respect for the

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						nation and integrity.
March	Chapter 2 Geography Inside Our Earth No. of Periods:05	- PPT - Video: On Rocks and Minerals Video on Inside our Earth https://www.youtube.com/watch?v=pbfi0FDJnoQ - 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	<u>Inter disciplinary linkage.</u> The chapter will be connected with History to explain how Taj Mahal and Red Fort are built with different types of rocks With Science to explain the composition of rocks <u>Art integration:</u> Drawing of interior structure of the earth and rock cycle <u>Skill assessment</u> Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Agree or Disagree FUN GAME) ➤ One rock can change into another type of rock. ➤ Humans have a right to mine the Earth for things like oil, minerals, etc. 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	- After going through this unit, the students would be able to: - Explain the layered structure of the Earth. - 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 Practical Outcome The students will understand importance of inexhaustible sources of energy after knowing that how mineral oil and other

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					• Introduction of the chapter by discussions and interactions	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	• PPT • Video: Temple of Gangaikondacholapuram https://www.youtube.com/watch?v=i5Kw0fAIy8E • Video on GST by Pallavi Joshi • Video on Prashastis and land grants • Wall map of the India • Black board for making flow charts	• Art integration: Colouring the map Show major kingdoms on the political map of India. • Skill assessment • Reading skills (Loud reading of the chapter) • Writing skills (Assignments, Question answers & test)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• Ice Breaking Activity: The teacher will show the images, discuss about the various forms of architecture, material used for construction and kings of medieval period etc. and changes that took place with time. • Developing knowledge of concept by: • Checking their previous knowledge about Kings and their	• Students would be able to understand: • Emergence of new dynasties for seventeenth century and the importance of kannuj and tripartite struggle. • The three kingdoms – Gurjaras, Palas and Rashtrakutas and their constant struggle to acquire control over Kannuj, termed as Tripartite Struggle. • Mahmud of Ghazni • The emergence of Cholas as the most powerful kingdoms • The role of Ur, Sabha

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		to explain chronology of events - E-Book - Chalk and Board			Kingdoms by random questioning. - Introduction of the chapter by discussions and interactions - Video: Temple of Gangaikondachol apuram (for Virtual visit)	and Nagaram in Cholas village administration Practical Outcome 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. Value based Outcome: Students will learn how to respect Law and order.
March	Chapter 2 Civics Role of the Government in Health No. of Periods:04	- PPT - Video: Costa Rican approach https://www.youtube.com/results?search_query=Costa+Rican+approach - Video on Kerala health Status	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.	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: Brainstorming: Students aided by open ended questions to draw comparisons between public and private health care service Developing knowledge of	- 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

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		https://www.youtube.com/watch?v=rUm6r-pDTmk - Wall map of world to show Costa Rica - Wall map of India to show Kerala - E-Book - Chalk and Board	Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		concept by: 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)	improve the health status in India through case study of Kerala. - They will be able to distinguish between private and public health services. Practical Outcome Through debates critical thinking of the students will be developed. Value based Outcome: Students will be sensitized towards the problems faced by poor people because of lack of proper health facilities in India.
April (25 Days)	Chapter 3 History The Delhi Sultans No. of Periods:07	- PPT - Video: Delhi Sultans https://www.youtube.com/watch?v=L4E6tT85JWU	- Activity A map to show Alauddin Khalji's campaign into South India was taken up. Skill assessment Reading skills	- MCQ (daily) - Oral discussions on question answers - Written assignment	Ice Breaking Activity: (Discuss and Debate) ➤ The Architecture of Today v/s The Architecture of the	- 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

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		• Video on Circle of justice • Wall map of India Political • Black board to explain chronology of the events • E-Book • Chalk and Board	(Loud reading of the chapter) Writing skills (Assignments, Question answers & test) Critical Thinking (Discuss and Debate Activity)	• Weekly conceptual test (MCQ based) • Pen paper test	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	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. • Practical Outcome 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

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						good work, Tughlaq was criticised for his wrong policies. • Value based Outcome: Through the character of Alauddin Khillji students will learn the values like assertiveness , maturity and commitment.
April	Chapter 3 Geography Our Changing Earth No. of Periods:06	• 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	• Art integration: A coloured diagram of volcano o be drawn by the students • Skill assessment • Reading skills (Loud reading of the chapter) • Writing skills (Assignments, Question answers & test)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• Ice Breaking • Activity: (CURIOSITY BASED QUESTION) ➤ 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	• 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,

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		- Black board to explain flow chart of Endogenic and Exogenic resources and drawing diagram of volcano and work of sea, river, ice and sand - E-Book - Chalk and Board			knowledge of concept by: - Introduction of the chapter with the help of interactions and discussions - Video on Volcanic eruption (for Virtual Experience) - Real life examples of earthquakes.	glacier and wind. - They would be able to reason why Earthquakes happen. Practical Outcome 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	- PPT - Video: Mughal succession https://www.youtube.com/watch?v=rap7egq3Xd	Project: Students will be asked to do a Role Play on any one of the Mughal Emperor	- MCQ (daily) - Oral discussions on question answers - Written assignment	Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) ➤ Akbar was the first Mughal	Students would be able to Understand who Mughals were and how the Mughal rule started in the Indian subcontinent and appreciate the efficient

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		o • 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	• Skill assessment • Reading skills (Loud reading of the chapter) • Writing skills (Assignments, Question answers & test)	• Weekly conceptual test (MCQ based) • Pen paper test	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 Experience)	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 • Know about emergence of new regional powers under Aurangzeb • Practical Outcome Through the story of Razia Sultana they will come to know status of women in Mughal period.

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						Students will compare Razia with present women leaders to know whether women leaders are accepted readily today. • Value based Outcome: Gender sensitivity and respect for the women will be developed among the students.
April	Chapter 4 Geography Air No. of Periods:04 Note-Unit I examinations postponed due to pandemic	• PPT • Video: Layers of the atmosphere https://www.youtube.com/watch?v=DftEDVzGnMg • Video on experiment of ball and feather • Video on Razia Sultana	Art integration: A coloured diagram of pressure belts and types of rainfalls to be drawn by the students Interdisciplinary Science Composition of atmosphere, humidity • Skill assessment Reading skills	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• 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	Students will be able to: • 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

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		- Videos on types of rainfalls - Black board to make diagrams of structure of atmosphere, pressure belts and types of rainfalls - E-Book - Chalk and Board	(Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		- Discussion on the meaning of various layers of atmosphere with the help of acronyms and mnemonics (Trust Surely Me in The Exams) - Video: Layers of the atmosphere (for Virtual Experience)	climate. - Identify the elements determining the weather i.e. temperature, air pressure, winds and rainfall. - 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. Practical Outcome Besides students would be sensitized towards environment after knowing the importance of different layers of atmosphere.

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May (21 Days)	Chapter 5 History Rulers and Buildings No. of Periods:06	- 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 Black board to draw different styles of techniques used in the construction like Corbelled, true arch - E-Book - Chalk and Board	Activity: Create your own Dream House/castle/fort or building Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (CURIOSITY BASED QUESTION) ➤ 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 (for Virtual Visit) - Introduction of the chapter with the help of interactions and discussions. - Video: Brihdeswar	Students would be able to - Familiarize about the medieval period and illus different forms of art and - 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 about Value based Outcome: Students would learn to appreciate the rich cultural heritage of India after knowing the Peculiar features, Science and

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					temple (for Virtual Visit)	advanced techniques behind these structures.
May	Chapter 5 Geography Water No. of Periods:05	- 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	Art integration: Physical map of the world showing continents and oceans to be done by students. Diagrams of water cycle, spring tides and neap tides Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	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 centres, because...	Students will be able to: - 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. Value based Outcome: They will be sensitized towards the water scarcity, the biggest problem of the world today.

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					- 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	- PPT - Video: Scene of State assembly https://www.youtube.com/watch?v=3mxmtYrFbyc - Wall map of India political to explain	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	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Virtual Experience) - Chapter to be introduced after showing the scene of state assembly through video. Developing	- 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

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		constituency • Black board for helping in practical for depicting constituency, calculating majority, selection of ministers etc. • E-Book • Chalk and Board	be chosen and allocated portfolios and a topic to be debated in the mock assembly. • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		knowledge of concept by: (Example of MUN was given to relate the concept) • Lectures and discussions	people's lives. • To familiarize the students with the functioning of legislative assembly • An understanding of the formation and functioning of government • To develop understanding to distinguish between an MLA and a minister. • • Practical Outcome Through Inter House MUN (Model United Nation), they will get an idea how topics are debated, and resolutions are passed in the assembly. • Value based Outcome: Students will develop a civic sense

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						and will come to know how actually a democratic set up works.
May	Chapter 4 Civics Growing Up as Boys and Girls No. of Periods:05	- PPT - Video: Girls toys Vs Boys toys https://www.youtube.com/watch?v=QKgKaQzil1A - 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 - E-Book - Chalk and Board	Group Activity: Students in a group of five to be enacting a role play to show growing up as boys and girls. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (CURIOSITY BASED QUESTION) ➤ 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) - Interactive dialogue Connecting real life situations.	The students will be able: - 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 by taking certain initiatives like anganwadis etc. - To apprise them with the pitiable condition

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						of domestic helpers • Practical Outcome Students will learn to value the work done by their mothers. • Value based Outcome: They will develop a empathetic attitude towards domestic helpers and will learn to give respect to their helpers
June (4 Days)	Activities Term 1 No. of Periods:05 Unit I Examinations conducted	• Wall Map of India • New political boundary Map of India on the projector • E-Book • Chalk and Board	• 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	• Written test of location of states and union territories and their capitals	• 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	• 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]

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			states and union territories on the chart as a team of five members each • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		They would be given tips to remember seven sisters of India (north eastern states) and for locating the capitals of various states and union territories	Practical Outcome Students will come to know how political boundaries within India has changed after revoking 370
July (22 Days)	Chapter 6 History Town Traders and Craft persons No. of Periods:06	- 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	Activity: Students will show two pilgrim centers, one administrative center, two port cities and two temple towns on the India Political map • Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments,	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Real life examples) - Chapter to be introduced after discussing about present port cities, like Chennai, Mumbai etc. and pilgrim centers like Hardwar, Mathura etc. Developing	Students would be able to: - 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

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		trade centres, port cities and temple towns • E-Book • Chalk and Board	Question answers & test)		knowledge of concept by: Lecture and discussion method • Video on Hampi (for Virtual Experience)	temples, which were often central to the economy and society. • Association of traders • Case study of Surat, Masulipatnam and Hampi • Practical Outcome Students will understand how present days pilgrim centers like Haridwar and Mathura etc. could have converted into towns in the past.
July	Chapter 6 Geography Natural Vegetation and Wildlife No. of Periods:06	• PPT • Video: Evergreen Forest https://www.youtube.com/watch?v=DM8GVVbWOQU • Video: Deciduous vegetation • Video: Deciduous	• Practical: Students will be doing wallpaper activity. They will collect information/ pictures of various types of vegetations. They will be allowed to use their creativity in making charts on natural	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• Ice Breaking Activity: (Food for Thought FUN GAME) ➤ The destruction of Earth's tropical rainforests results in the death and extinction of many birds and animals, because... ➤ Wasting paper results in cutting	Students will be able to: • To familiarize the students with the factors those, influence the natural vegetation of a place. • To acquaint the students with the locations where different types of natural vegetation flourish

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		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	vegetation. • 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 Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test) • Collaborative Learning with English (Desert)		down of more forests, because... • 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	• Students will be able to compare various types of natural vegetation and wildlife living in different types of forests, grasslands and shrubs. • Practical Outcome 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. • Value based Outcome: Through tree planting activity students will develop sense of responsibility accountability and love for community.

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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	- 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	Art integration: 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. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	➤ 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. • Developing knowledge of concept by: FLIP LEARNING ➤ Students can use Flow charts. Statistical data, discussion method, question answer method ➤ Video on women empowerment	Students would be able to: - 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 • Value based Outcome: Students will be sensitized towards the problems of women in India. They will be able to comprehend the role of various movements started by

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					(for Virtual Experience)	women.
July	Chapter 7 History Tribes, Nomads and Settled Communities No. of Periods:07	- PPT - Video: Ahom society - 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	Art integration: They will make weapons/headgears out of waste of different tribal societies on the political map off India. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	➤ Ice Breaking Activity: (Discuss and Debate) ➤ Hunting and Gathering v/s Agriculture ➤ Nomadic life v/s Settled life Developing knowledge of concept by: • 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)	Students would be able to • Examine considerable social changes took place in the subcontinent during this period. • 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 • Practical Outcome Students will be sensitized towards the problems of tribal societies and

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						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	- PPT - Video: relationship between media and business houses https://www.youtube.com/watch?v=rKti_jMCqmvM - Video: Media and democracy - Video: Advertisement of Comfort Fabric Conditioner - E-Book	Activity: The students will write a Report/News Writing on school news or create an Advertisement Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Brainstorming) Students aided by open ended questions brainstorm and find out what TV does to us and what can we do with TV. - PK Testing Interactive dialogue connecting real life situations. Collaborative Project with English on “Media” –	- 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 agendas and its impact on people’s lives and choices - Students will be able to reason why in spite of democratic structure of India and freedom of press, they do get biased reports.

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		Chalk and Board			Children will prepare questionnaire from the HRD Minister on the given topic. Video: How to use social media for business (for Virtual Experience)	- 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 Practical Outcome 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

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						channel and rationally analyse the complete news.
August (22 Days)	Chapter 8 History Devotional Paths to the Divine No. of Periods:07	• PPT • Video: Bhajan of Mirabai • Video: Sufism • Video: Story based on preaching of Guru Nanak Dev ji • Mind Maps • E-Book • Chalk and Board	• Project: Bhajans/Hymns sung by children of different religious beliefs • Skill assessment • Reading skills (Loud reading of the chapter) • Writing skills (Assignments, Question answers & test)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• Ice Breaking Activity: • Calm music will be played (OM) and the students may chant or do slow breathing techniques • (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	• 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. • Value Based Outcome Besides the students

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					lines from various Sufi songs, Shabad of Gurbani and couplets of Rahim Interactive session and discussions	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	- PPT - Video: Fastest train of the world https://www.youtube.com/watch?v=Dw4zn-qw1oM - Video: 5G technology - Wall map of World Political to show location of busiest seaports and airports - Chalk and Board	- Experiential Learning: Solving imaginary case studies to choose the mode of communication and transportation as per situation. Art integration: - 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	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Food for Thought FUN GAME) ➤ India has the largest network of railways in the 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... - Discussions on the topic	- To familiarize the students with the dwellings and their types - To acquaint the students with the different modes of transportation and their importance - 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

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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
			Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)		“Changes in the style of human settlement over years” - Lecturing method - Video: Fastest train of the world (for Virtual Experience)	and in different times Practical Outcome 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	Chapter 8 Geography Human Environment Interactions- The Tropical and the Subtropical Region No. of Periods:06	- 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=AqP0lINvwg	Art Integration: A Map Activity will be done in the class to show Amazon Basin and Ganga Brahmaputra Basin on the world map Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers &	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Virtual Experience and Discussion) The chapter would be introduced by showing the students the location of Amazon Basin and Ganga Brahmaputra Basin followed by a small group discussion on the topic “Similarities in	- 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 regions and will be able to comprehend

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		- Wall map of World Political to show location Amazon Basin and Ganga Brahmaputra Basin - E-Book - Chalk and Board	test)		the economic life of people of Amazon Basin and Ganga Brahmaputra Basin” Lecture method	how flora, fauna, climate and lifestyle of people are interrelated terms Value Based Outcome 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	Chapter 7 Civics Markets Around Us No. of Periods:04	- PPT - Video: Shani Bazaar’s short documentary on weekly market - Video: Chain of markets	Practical: Children will be given a question to discuss in the class.” Do you think shopping in Malls is more efficient than	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual	Ice Breaking Activity: (Food for Thought FUN GAME) ➤ According to me, internet shopping is... ➤ My favorite shop	- 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

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		- Flow Charts - E-Book - Chalk and Board	shopping in local market” Group discussion will be conducted in the class. Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	test (MCQ based) Pen paper test	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.	- To apprise the students about the problems faced by buyers and sellers - Students will be able to differentiate between weekly markets from permanent market. Value Based Outcome Besides through this the value ‘Simple living and high thinking will be promoted and chapter an effort will be made to reduce ‘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.

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Septemb er (24 Days)	Chapter 8 Civics A Shirt in the Market No. of Periods:04	• PPT • Video: on Life cycle of T Shirt • Video: Chain of markets • Flow Charts • E-Book • Chalk and Board	• 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)	• MCQ (daily) • Oral discussions on question answers • Written assignment • Weekly conceptual test (MCQ based) • Pen paper test	• 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	• 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 • Value Based Outcome 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 in future, when they would be acting as

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						entrepreneur might pay well to their labours.
Septemb er	Chapter 9 History The making of regional cultures No. of Periods:07	- 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	- 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. The would be encouraged to share their knowledge with their friends. Art integration: Corelating concept with the famous movie Padmavat Skill assessment Reading skills (Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	Ice Breaking Activity: (Corelating concept with the famous movie Padmavat) Developing knowledge of concept by: Lecture and discussion method	- 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.

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						Value Based Outcome 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.
Septemb er	Chapter 9 Civics Struggles for Equality No. of Periods:05 Unit II Examinations conducted	- 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	- 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)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based) - Pen paper test	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:	- 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

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					Discussion and interactive session	through case study of Tawa Matsya Sangh Value Based Outcome 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	- PPT - Video on formation of Khalsa https://www.youtube.com/watch?v=yBDhEon1d_U - Video: Emergence	Art Integration: Activity: Map showing political formations in eighteenth century Skill assessment Reading skills (Loud reading of the chapter)	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual test (MCQ based)	Ice Breaking Activity: (AGREE OR DISAGREE FUN GAME) ➤ No Indian king or zamindar/landlord challenged the authority of Mughal emperors.	- Students would be able to emergence of new political gro subcontinent during the first h century - Describe the changes initia Khan after Bengal broke away control. - Describe the three common features found amongst Hyderabad, Awadh

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		of Hyderabad, Awadh and Bengal - Wall map of India to show political formations in eighteenth century - E-Book - Chalk and Board	Writing skills (Assignments, Question answers & test)	Pen paper test	➤ Aurangzeb was the last powerful Mughal emperor. - 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	and Bengal during Later Mughals period. - Describe the reasons responsible for the decline of the Mughal Empire Value Based Outcome 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	- PPT - Video on Hot Desert Sahara https://www.youtube.com/watch?v=mjaVm0vs2HY	- Map Activity will be done in the class to show Sahara Desert and Ladakh on the world map Skill assessment Reading skills	- MCQ (daily) - Oral discussions on question answers - Written assignment - Weekly conceptual	Ice Breaking Activity: (Inter-chapter linkage and Virtual Experience)	- 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

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		• Video: Cold Desert Ladakh • Wall map of World Political to show the location of Sahara and Ladakh • E-Book • Chalk and Board	(Loud reading of the chapter) Writing skills (Assignments, Question answers & test)	test (MCQ based) • Pen paper test	The chapter to be introduced linking with chapter 6 natural vegetation and wildlife and through previous knowledge testing trying to know about flora and fauna of desert vegetation. • Video on Hot Desert and Cold Desert (for Virtual Experience) • Developing knowledge of concept by: Lecture and discussion method	features of the Desert Vegetation • Practical Outcome Students will be able to compare the aspects of climate, natural vegetation, wildlife and life of the people in two regions.
Novemb er/ Decemb er	Revisions, Exams and assessment	-	-	-	-	-

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ
ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035
ਸਲਾਨਾ ਪੈਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ
ਕਲਾਸ: 7ਵੀਂ
ਸੈਸ਼ਨ 2022-23

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 / 9 ਕਲਾਸਾਂ	ਵਰਨਮਾਲਾ, ਮਾਤਰਾਵਾਂ ਦੀ ਦੁਹਰਾਈ	ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ				
	ਜਾਨਵਰਾਂ, ਸਬਜ਼ੀਆਂ, ਰੰਗਾਂ, ਫਲਾਂ ਦੇ ਨਾਂ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪ੍ਰੋਜੈਕਟ: ਅਭਿਆਸ ਵਿਚ ਰੰਗਾਂ ਨਾਲ ਚਿੱਤਰ ਭਰੋ ਅਤੇ ਤਸਵੀਰ ਦਾ ਵਰਣਨ ਕਰੋ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> <u>ਸਹੀ / ਗਲਤ</u>	ਬੱਚੇ ਜਾਨਵਰਾਂ ਅਤੇ ਸਬਜ਼ੀਆਂ ਦੇ ਵੱਖੇ ਵੱਖਰੇ ਨਾਮ ਸਿੱਖਣਗੇ	ਸ਼ਬਦ ਦੇ ਅਰਥ ਸਿੱਖਣਾ ਪਾਠ ਸੁਣਾਉਣਾ ਸਿੱਖਣਾ
	ਆਪਣੇ ਬਾਰੇ	ਕਿਤਾਬ, ਹਰਾ	ਹੁਨਰ ਮੁਲਾਂਕਣ: ਪੜ੍ਹਨ ਦੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ,	ਬੱਚੇ ਆਪਣੀ ਜਾਣ-ਪਛਾਣ	ਬੱਚੇ ਜਨਤਕ ਭਾਸ਼ਣ ਦੇਣ

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		ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਹੁਨਰ	ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਟੈਸਟ	ਕਰਾਉਣਗੇ	ਦਾ ਹੁਨਰ ਪ੍ਰਾਪਤ ਕਰਨਗੇ
	ਮੋਰੀ ਮਾਂ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਅਧਿਆਪਕ ਕਵਿਤਾ ਸੁਣਾਏਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਟੈਸਟ	ਕਲਾਸ ਵਿਚ ਮਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਵਿਚਾਰਿਆ ਜਾਵੇਗਾ	ਬੱਚੇ ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਗੇ
ਅਪ੍ਰੈਲ / 7 ਕਲਾਸਾਂ	ਜਾਗੋ! ਜਾਗੋ! ਹੋਇਆ ਸਵੇਰਾ	ਕਿਤਾਬ ਅਤੇ ਯੂਟਿ .ਬ ਵੀਡੀਓ https://youtu.be/W3lNRsko5vE	ਸਰਗਰਮੀ: ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਨੋਟਬੁੱਕ 'ਤੇ ਵਾਪਸ ਕਸਰਤ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ	ਕੁਦਰਤ ਦੀ ਮਹੱਤਤਾ 'ਤੇ ਵਿਚਾਰ-ਵਟਾਂਦਰੇ ਕੀਤੇ ਜਾਣਗੇ	ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਾ, ਬੱਚਿਆਂ ਨੂੰ ਕੁਦਰਤ ਦੇ ਨੇੜੇ ਲਿਆਉਣਾ
	ਮਨ ਦਾ ਡਰ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਅਧਿਆਪਕ ਚੈਪਟਰ ਨਾਲ ਸੰਬੰਧਤ ਵੱਖ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ	ਹਰ ਬੱਚਾ ਆਪਣੇ ਡਰ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ	ਸਾਥੀ ਸਹਿਪਾਠੀ ਦੀ ਮਦਦ ਨਾਲ ਬੱਚੇ ਆਪਣੇ ਡਰ ਨੂੰ ਦੂਰ

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
			ਵੱਖ ਤਰਾਂ ਦੇ ਡਰ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ	ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> : ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>		ਕਰਨ ਦੇ ਤਰੀਕੇ ਸਿੱਖਣਗੇ
ਮਈ / 5 ਕਲਾਸਾਂ	ਇੱਕ ਸੀ ਸ਼ੇਖਰਿਲੀ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪਾਠ ਪੜ੍ਹਨਾ, ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ, ਤਸਵੀਰ ਨੂੰ ਸਹੀ ਸ਼ਬਦਾਂ ਨਾਲ ਮੇਲਣਾ	<u>ਲਿਖਿਆ</u> : ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> : ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਕਲਾਸ ਵਿਚ ਆਪਣੇ ਸੁਪਨਿਆਂ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਸੁਪਨੇ ਵੇਖਣ ਦੀ ਬਜਾਏ ਉਨ੍ਹਾਂ ਦੇ ਸੁਪਨਿਆਂ ਲਈ ਕੰਮ ਕਰਨਾ ਮਹੱਤਵਪੂਰਨ ਹੈ
	ਕੀੜੀ ਤੇ ਹਾਥੀ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ</u> : ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ	<u>ਲਿਖਿਆ</u> : ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਪਿਛਲੀ ਕਸਰਤ <u>ਮੌਖਿਕ</u> : ਕਵਿਤਾ ਸੁਣਾਓ	ਬੱਚੇ ਇਕ ਅਜਿਹੀ ਘਟਨਾ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ ਜਿੱਥੇ ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੀਆਂ ਚੀਜ਼ਾਂ	ਬੱਚੇ ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਗੇ ਬੱਚੇ ਦੂਜਿਆਂ ਨਾਲ ਚੀਜ਼ਾਂ ਸਾਂਝੇ ਕਰਨ ਦੀ ਮਹੱਤਤਾ

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
				<u>ਸਹੀ / ਗਲਤ</u> <u>ਕਵਿਤਾ ਦੇ ਸੰਬੰਧ ਵਿੱਚ ਟੈਸਟ</u>	ਦੂਜਿਆਂ ਨਾਲ ਸਾਂਝੀਆਂ ਕੀਤੀਆਂ	ਬਾਰੇ ਸਿੱਖਣਗੇ
ਜੁਲਾਈ / 7 ਕਲਾਸਾਂ	ਚਿੜੀ ਤੇ ਪਿੱਪਲ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ</u> : ਵੱਖ-ਵੱਖ ਸਮੂਹਾਂ ਵਿੱਚ ਬੱਚੇ ਸਖਤ ਮਿਹਨਤ ਬਾਰੇ ਇੱਕ ਸਕਿੱਟ ਪੇਸ਼ ਕਰਨਗੇ	<u>ਲਿਖਿਆ</u> : ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> : ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਅਧਿਆਪਕ ਵੱਖਰੀਆਂ ਕਹਾਣੀਆਂ ਦੁਆਰਾ ਅਧਿਆਇ ਦੇ ਨੈਤਿਕਤਾ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ	ਵਿਦਿਆਰਥੀ ਕਦੇ ਹਾਰ ਨਾ ਮੰਨਣ ਦੇ ਰਵੱਈਏ ਬਾਰੇ ਸਿੱਖਣਗੇ
	ਭਾਈ ਲਾਲੋ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਡਸਟਰ	ਕਲਾਸ ਵਿੱਚ ਪਾਠ ਪੜ੍ਹਨਾ ਯੂਟਿ .ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=11421MJVMCI	<u>ਲਿਖਿਆ</u> : ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> : ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਅਧਿਆਪਕ ਕਲਾਸ ਵਿੱਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀਆਂ ਹੋਰ ਸਿੱਖਿਆਵਾਂ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ	ਬੱਚੇ ਸਖਤ ਅਤੇ ਸਹੀ ਮਿਹਨਤ ਦੀ ਕੀਮਤ 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
	ਬੱਦਲ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਬੱਚੇ ਇਸ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ ਕਿ ਉਹ ਬਾਰਸ਼ ਦਾ ਅਨੰਦ ਕਿਵੇਂ ਲੈਂਦੇ ਹਨ	ਬੱਚੇ ਦਿਨ ਪ੍ਰਤੀ ਦਿਨ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿਚ ਬੱਦਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖਣਗੇ
ਅਗਸਤ / 7 ਕਲਾਸਾਂ	ਨਿੱਮ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਬੱਚੇ ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੱਤੇ ਇਕੱਠੇ ਕਰਨਗੇ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣੀ ਨੋਟਬੁੱਕ ਵਿੱਚ ਚਿਪਕਾ ਦੇਣਗੇ	ਬੱਚੇ ਨਿੱਮ ਦੀ ਵਰਤੋਂ ਅਤੇ ਦਵਾਈ ਦੇ ਉਦੇਸ਼ਾਂ ਬਾਰੇ ਸਿੱਖਣਗੇ
	ਮੋਰਾ ਪਿੰਡ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ	ਬੱਚੇ ਪਿੰਡ ਵਿੱਚ ਨੌਕਰੀਆਂ ਅਤੇ ਦਿਹਾਤੀ ਖੇਤਰ ਵਿੱਚ ਉਪਲਬਧ ਸਹੂਲਤਾਂ ਨੂੰ ਸੂਚੀਬੱਧ ਕਰਨਗੇ	ਵਿਦਿਆਰਥੀ ਪਿੰਡ ਦੇ ਜੀਵਨ 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
				<u>ਟੈਸਟ</u>		
	ਪੰਛੀ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਬੱਚੇ ਸਕੂਲ ਕੈਪਸ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੰਛੀਆਂ ਦੀ ਪਛਾਣ ਕਰਨਗੇ	ਬੱਚੇ ਪੰਛੀਆਂ ਦੀਆਂ ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਬਾਰੇ ਸਿੱਖਣਗੇ
ਸਤੰਬਰ / 5 ਕਲਾਸ	ਅੱਥੁ ਦੀਆਂ ਕੁਕੜੀਆਂ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪਾਠ ਪੜ੍ਹਨਾ, ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਵਿਦਿਆਰਥੀ ਹੋਸਟਲ ਦੀ ਜ਼ਿੰਦਗੀ ਦੇ ਆਪਣੇ ਤਜਰਬੇ ਸਾਂਝੇ ਕਰਨਗੇ	ਇਸ ਚੈਪਟਰ ਦੁਆਰਾ ਬੱਚੇ ਇਕ ਦੂਜੇ ਨਾਲ ਰਹਿਣ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਨਗੇ
	ਕੋਟਲਾ-ਛਪਾਕੀ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ	ਯੂਟਿ .ਬ ਵੀਡੀਓ https://www.youtube.com/watch?v=Kypxu3jFSYg	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ	ਬੱਚੇ ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੀਆਂ ਬਾਹਰੀ ਖੇਡਾਂ ਖੇਡਣਗੇ	ਬੱਚੇ ਖੇਡਾਂ ਅਤੇ ਟੀਮ ਦੀ ਭਾਵਨਾ 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
				<u>ਟੈਸਟ</u>		
	ਰੁੱਖ ਲਗਾਈਏ ਰੁੱਖ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜ੍ਹਨਾ ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ <u>ਅਭਿਆਸ</u> <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਸਕੂਲ ਵਿੱਚ ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਰੁੱਖਾਂ ਦੀ ਪਛਾਣ ਕਰਨਗੇ	ਬੱਚੇ ਰੁੱਖਾਂ ਅਤੇ ਜੰਗਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖਣਗੇ
ਅਕਤੂਬਰ / 8 ਕਲਾਸਾਂ	ਦਸਹਿਰਾ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ</u> : ਸ਼੍ਰੀ ਰਾਮ 'ਤੇ ਲੇਖ ਮੁਕਾਬਲੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਵੱਖ ਵੱਖ ਸਮੂਹਾਂ ਵਿੱਚ ਰਮਾਇਣ ਦੇ ਵੱਖ ਵੱਖ ਦ੍ਰਿਸ਼ ਪੇਸ਼ ਕਰਨਗੇ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਚੰਗੇ ਹਮੇਸ਼ਾ ਬੁਰਾਈਆਂ ਉੱਤੇ ਜਿੱਤ ਪਾਉਂਦੇ ਹਨ
	ਹਰੀਆਂ ਸਬਜ਼ੀਆਂ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜ੍ਹਨਾ ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ <u>ਸਰਗਰਮੀ</u> : ਬੱਚੇ ਆਪਣੀ ਸਭ ਤੋਂ ਮਨਪਸੰਦ ਸਬਜ਼ੀ 'ਤੇ ਪੰਜ ਲਾਈਨਾਂ ਲਿਖਣਗੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਹਰੀਆਂ ਸਬਜ਼ੀਆਂ 'ਤੇ ਚਾਰਟ ਬਣਾਓ ਅਤੇ ਉਨ੍ਹਾਂ ਦੁਆਰਾ ਪ੍ਰਦਾਨ ਕੀਤੇ ਜਾਂਦੇ ਪੈਸਟਿਕ ਤੱਤ ਦਾ ਵਰਣਨ ਕਰੋ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਹਰੀਆਂ ਸਬਜ਼ੀਆਂ ਅਤੇ ਸਿਹਤਮੰਦ ਖੁਰਾਕ ਖਾਣਾ ਕਿਉਂ ਮਹੱਤਵਪੂਰਣ ਹੈ

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
	ਆਓ ਬੁੱਝੀਏ	ਕਿਤਾਬ, ਨੋਟਬੁੱਕ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਅਧਿਆਪਕ ਕਲਾਸ ਵਿਚ ਕੁਇਜ਼ ਮੁਕਾਬਲਾ ਕਰੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਖਾਲੀ ਥਾਂ ਭਰੋ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਅਖਬਾਰ ਦੀਆਂ ਬੁਝਾਰਤਾਂ ਨੂੰ ਸੁਲਝਾਉਣਗੇ ਅਤੇ ਆਪਣੀ ਨੋਟਬੁੱਕ ਵਿੱਚ ਪੇਸਟ ਕਰਨਗੇ	ਬੱਚੇ ਬੁਝਾਰਤਾਂ ਨੂੰ ਹੱਲ ਕਰਨਾ ਸਿੱਖਣਗੇ
ਨਵੰਬਰ / 3 ਕਲਾਸਾਂ	ਸੋਧ	ਕਿਤਾਬ, ਨੋਟਬੁੱਕ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ ਟੈਸਟ- ਲਿਖਤੀ ਅਤੇ ਮੌਖਿਕ <u>ਸਹੀ / ਗਲਤ</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ		<u>ਟੈਸਟ:</u> ਲਿਖਤੀ ਅਤੇ ਜੁਬਾਨੀ <u>ਸਹੀ / ਗਲਤ</u> <u>ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ</u>		

PINEGROVE SCHOOL DHARAMPUR

Affiliation No. 63004;School Code: 43035

Annual Pedagogy Plan: Music

Classes:VI - VIII

Session:2021 - 22

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 8 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh,Avroh,Shudh Sawar,Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	- Learners will be involved in daily practice - Discussion on different types of artist/Musicians	Knowledge of basic music
March 8 Days	Topic: SchoolSong	Musical Instruments	- Practice of song - Use of Correct Rhythm &Pronunciation	- Practice of the Song - Evaluating music & musical performance	- Different note & rhythm will be explained - Performed in morning assembly	- Children will learn new technique of using instrument - Students will improve singing skills
April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem Written	- Learners will be involved in practice - Performed in morning assembly	- Practically they will learn to use musical instruments - Feeling of patriotism
May 8 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	- Group Discussion - Introduction of teen taal	Practice of teen Taal on hand verbally and along	Verbal Practice, practice on Hand (taali)	Develop the Rhythm, sense of synchronize with

				with Tabla. Ek gun, doh gun		the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	- Notes given - Evaluation of musical performance	Learners will be explained the use of different noted and rhythm	- Feeling of patriotism - Use of musical instruments according to note and rhythm
July 8 Days	Topic: Song Sub- Topic: <i>Tu hi Ram, Tu hi Raheem</i>	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	Practice of song	- Learners will be involved in practice - Performed in music department	Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	- Group Discussion - Detailed explanation of Rhythm & Notes	- Practice of <i>taal dadra(Ek gun, doh gun)</i> - Notes given	Learners will be involved in practice	It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- <i>Aye maalik tere bande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song using Proper Rhythm & notes	Performed in morning assembly	Promote participation and Performance in singing
Oct 8 Days	Topic: Thaats Sub-Topic: - Vilawal - Kalyan - Khamaj - Asavari - Kafi - Bhairav - Bhairavi - Marwa - Purvi - Todhi	Musical Instruments	- Group Discussion - Detailed explanation of different thaats in music.	- Practice of thaats - Notes Given	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Nov 8 days	Topic: Alankar's	Musical Instruments	- Group Discussion - Details explanation of different Alankar.	- Practice of Alankar - Notes Given	The learners will be involved in daily practice	Helps to learn Ragas and Composition

						Helps develop vocal and instrumental knowledge

पाइनग्रीव स्कूल, धर्मपुर
संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
वार्षिक शिक्षाशास्त्र योजना : संस्कृत
कक्षा : 7
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिप / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
फरवरी (5)	स्तुति	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा कला समेकित ज्ञानार्जन: - सरस्वती देवी का चित्र बनाना व उसमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल श्लोक लिखवाना - वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा	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: - कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिक मूल्य - माता-पिता व गुरु के सम्मान करने की भावना का विकास कला संबंधी - रचनात्मकता का विकास
मार्च (23)	संस्कृत वर्णमाला	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - वर्णों को सही क्रम में लगाना - खेल -खेल में वर्णों का ज्ञान करवाना कला समेकित ज्ञानार्जन: - अ से ज तक के चित्रों में रंग	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: - विद्यार्थियों से वर्णों के बारे में बातचीत करना - वर्णमाला का अनुकरणात्मक वाचन विषय की घोषणा	विषय संबंधी - वर्णों की पहचान - वर्णों को सही रूप में पढ़ना तथा लिखना कला संबंधी - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भरवाना कौशल मूल्यांकन: - वाचन कौशल वर्णों का सामूहिक वाचन - लेखन कौशल वर्णों को क्रम से लिखना		विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
	शब्द :परिचय-	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - आपके बस्ते में क्या -क्या चीजे रखी हैं उनके नाम संस्कृत में सुनाओ कला समेकित ज्ञानार्जन: - एक चार्ट पर शरीर के अंगों के चित्र बनाकर उनके नाम संस्कृत में लिखो कौशल मूल्यांकन: - वाचन कौशल कक्षा में आस पाई जाने वाली चीजों के नाम संस्कृत में सुनाओ - लेखन कौशल आकारान्त स्त्रीलिंग के पाँच शब्द लिखो	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: - 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 विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी शब्द ज्ञान - पुल्लिङ्गम - स्त्रीलिंग - नपुंसकलिंग कला संबंधी - रचनात्मकता का विकास
	सर्वनाम :परिचय -	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र	आनुभविक ज्ञानार्जन गतिविधि: दस संज्ञा शब्दों के स्थान पर सर्वनाम शब्दों का प्रयोग	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: प्रथम मध्यम ,तथा उत्तम पुरुष के बारे में जानकारी दी	विषय संबंधी प्रथम ,मध्यम तथा उत्तम पुरुष के बारे में जानकारी होना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		दृश्य - श्रव्य साधन	करने के लिए कहा जायेगा - सअश तथा तत : का प्रयोग करना सिखाया जायेगा कला समेकित ज्ञानार्जन: - प्रोजेक्ट वर्क तीनों लिंगों के दो – दो सर्वनाम शब्दों को लिखकर अर्थानुसार चित्र बनाने के लिए कहा जायेगा कौशल मूल्यांकन: 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	- मौखिक परीक्षा - लिखित परीक्षा	जाएगी - अस्मद तथा युष्मद शब्दों में अंतर समझाया जायेगा - बच्चों से पूछा जायेगा की तत तथा एतत में क्या अंतर हैं विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	- सर्वनाम शब्दों का प्रयोग करने योग्य होना कला संबंधी - रचनात्मकता का विकास
	धातु अवबोध -	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - मूल धातु के क्रिया रूप को संस्कृत हिंदी तथा , अंग्रेजी में बताया जायेगा कला समेकित ज्ञानार्जन: - दस धातुओं के लट लकार प्रथम पुरुष	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: प्रतिदिन की जाने वाली क्रियाओं की दस धातुओं को अर्थ सहित लिखने के लिए कहा जायेगा विषय की घोषणा विषय विस्तार	विषय संबंधी - क्रिया रूपों का तीनो पुरुषों तथा वचनों में प्रयोग करना सीखना कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - जीवन में आगे

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			एकवचन के रूप फाइल में चित्र सहित लिखने के लिए कहा जायेगा कौशल मूल्यांकन: - 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		- पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	आने के लिए गतिशीलता जरूरी हैं लक्ष्य प्राप्ति के लिए सम्यक ज्ञान तथा आत्मविश्वास जरूरी हैं
अप्रैल (25)	सः कः अस्ति ? (प्रथम पुरुष)	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - तीनों पुरुषों का ज्ञान कक्षा के तीन छात्रों के संवाद द्वारा करवाया जायेगा कला समेकित ज्ञानार्जन: - कक्षा में दस – दस स्त्रीलिंग पुल्लिंग तथा नपुंसकलिंग की वस्तुओं के नाम चार्ट पर लिखने के लिए कहना कौशल मूल्यांकन:	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 से पूछा जायेगा की प्रथम पुरुष का प्रयोग किसके साथ किया जाता है ? - तत् शब्द के प्रथम पुरुष तीनों लिंगों के रूप में सुनाने के लिए कहा जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना	विषय संबंधी - प्रथम पुरुष तीनों वचनों में पथ धातु के रूप का ज्ञान होना कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - हमें बालक-बालिकाओं में भेद नहीं करना चाहिए - छोटे-छोटे जीव – जन्तुओं को देखकर हमारे मन में

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- 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		पुनरावृत्ति	उनकी रक्षा करने के विचार आने चाहिए
	तत् त्वं असि मध्यम) पुरुष(	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा के छात्र स्वच्छता विषय पर आपस में दो-दो का समूह बनाकर वार्तालाप करेंगे कला समेकित ज्ञानार्जन: - चार्ट पेपर पर कार्टून चित्र बनाकर उस पर चार वाक्य बनाने के लिए कहा कौशल मूल्यांकन: - लेखन कौशल - चित्रों को देखकर मध्यम पुरुष के वाक्य बनाने के लिए कहा जायेगा	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: - कक्षा के छात्र स्वच्छता विषय पर आपस में दो-दो का समूह बनाकर वार्तालाप करने के लिए कहा जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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 - रचनात्मकता का विकास
	अहम् आत्मा अस्मि उत्तम) (पुरुष	पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला)	आनुभविक ज्ञानार्जन गतिविधि: वर्ग पहेली में से	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: कक्षा में समूह	विषय संबंधी आमी तथा : आव, का प्रयोग: आम

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रेरणा / 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
		- चाक, डस्टर - रंगीन चित्र - द्रश्य - श्रव्य - साधन	प्रथममध्यम पुरुष , तथा उत्तम पुरुषके कर्ता पद चुनकर लिखना कला समेकित ज्ञानार्जन: - चार्ट पेपर पर कार्टून चित्र बनाकर उस पर चार वाक्य बनाने के लिए कहा कौशल मूल्यांकन: - लेखन कौशल स्व – परिचय लिखिए	- बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	बनाकर मध्यम तथा उत्तम पुरुष पर वातालाप किया जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	करके मूल धातु के क्रिया रूप बनाना सीखना कला संबंधी रचनात्मकता का विकास
मई (21)	अव्यय – पदानि	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - द्रश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - अव्यय के समान अन्य भाषाओं के शब्द भी बताये जायेगे जिनके रूप नहीं बदलते कला समेकित ज्ञानार्जन: - वाक्यों में अव्ययों का प्रयोग करते हुए दस वाक्य चित्र सहित लिखने को कहना कौशल मूल्यांकन: - वाचन कौशल परिश्रम के महत्व पर भाषण बोलना - लेखन कौशल दस अव्ययों को संस्कृत	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: - वाक्य में एक साथ प्रयोग किये जाने वाले अव्ययों 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 विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा	विषय संबंधी - वाक्य में एक साथ प्रयोग किये जाने वाले अव्ययों का ज्ञान होना कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - हमें सदैव सत्य बोलना चाहिए - परिश्रम करना सफलता की कुंजी है

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रेरणा / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रायोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			भाषा में चार्ट पर लिखना		- संबंधित प्रश्न पूछना - पुनरावृत्ति	
	कारक – परिचय : (:विभक्ति)	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - सातों विभक्तियों को अंग्रेजी भाषा के द्वारा समझाया जायेगा कला समेकित ज्ञानार्जन: - प्रत्येक विभक्ति का एक – एक वाक्य संस्कृत में लिखिए तथा चित्र भी बनाओ कौशल मूल्यांकन: - लेखन कौशल चित्र देखकर संस्कृत में वाक्य लिखना सिखाया जायेगा	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: - चार्ट की सहायता से कारक चिन्हों के बारे में बताया जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - अकर्मक तथा सकर्मक वाक्यों की पहचान होना कला संबंधी - रचनात्मकता का विकास
	अब तक किये गए सारे कार्य की दोहराई					
जुलाई (22)	कर्ता कारक प्रथमा) (:विभक्ति	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: 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 - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - कर्ता किसे कहते हैं - कर्ता कारक में कौन सा चिन्ह होता है - कर्ता कारक में कौनसी विभक्ति होती है ? आदि प्रश्नों पर चर्चा करते	विषय संबंधी - कर्ता, कर्ता कारक व कर्ता कारक में विभक्ति का ज्ञान होना कला संबंधी - रचनात्मकता का विकास

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किर्ज़ा / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			तरीका समझाएंगे कला समेकित ज्ञानार्जन: - अस्मद तथा युष्मद के कर्ता द्वारा एक लघु संवाद चित्र सहित चार्ट पेपर पर लिखिए कौशल मूल्यांकन: - वाचन कौशल - लेखन कौशल आपके आस-पास काम करने वाले भिन्न-भिन्न दस व्यक्तियों के नाम लिखिए जैसे-मजदूर		हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
	स ग्रामं :गच्छति - कर्म) (:द्वितीयाविभक्ति) (कारकं	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कर्मकारक के वाक्य बोलने के लिए बच्चों को प्रोत्साहित करना कला समेकित ज्ञानार्जन: - परिवार में होने वाले दस कामों के चित्र बना कर द्वितीय विभक्ति का रूप लिखो कौशल मूल्यांकन: - वाचन कौशल चित्र को पहचान कर द्वितीय विभक्ति एकवचन का रूप बोलना	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: - कोई पाँच वाक्य जिसमें क्रिया विशेषण का प्रयोग हुआ हो, पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - वाक्यों में क्रिया विशेषण का प्रयोग करना सीखना कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - हमें जीवन में अच्छे कर्म करने चाहिए - बुरे कर्म करने से जगत में निंदा होती है

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लेखन कौशल श्री कृष्ण द्वारा गीता में दिए गये कर्मोपदेश के दस वाक्य लिखने के लिए कहा जायेगा			
	स्वभावों परोपकारी भवेत करणकारकं तृतीया) (:विभक्ति	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - 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: - तीसरी विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: - लेखन कौशल कर्मकारक के चिन्हों का प्रयोग करते हुए दस वाक्य 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: - तीसरी विभक्ति के उदाहरणों की सहायता से चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - बच्चों को अंग विकार (विकलांग) के बारे में ज्ञान होना कि इसमें हमेशा तीसरी विभक्ति लगती है। कला संबंधी - रचनात्मकता का विकास
अगस्त (22)	विद्या ज्ञानाय धनं च दानाय सम्प)र्दान - (:कारकं चतुर्थी विभक्ति	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य	आनुभविक ज्ञानार्जन गतिविधि: कस्मै लगाकर प्रश्न पूछने व चतुर्थी विभक्ति में उत्तर देने का अभ्यास	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को बताया जायेगा कि आदर , सम्मान सूचक शब्दों में हमेशा चतुर्थी	विषय संबंधी 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	प्रोजना / 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
		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 [(:	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - 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	- 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- रंगीन चित्र - दृश्य - श्रव्य साधन	कला समेकित ज्ञानार्जन: - भारत का मानचित्र बनाना कौशल मूल्यांकन: - लेखन कौशल शब्दों की सहायता से वाक्य बनाकर लिखना	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	कारक के वाक्यों पर चर्चा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	कला संबंधी रचनात्मकता का विकास
सितंबर (24)	उद्याने वृष्टि:	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - सप्तम विभक्ति में तीनो लिंगो व सर्वनाम शब्दों का अभ्यास करना कला समेकित ज्ञानार्जन: - सप्तम विभक्ति के दस वाक्य चार्ट पेपर पर लिखना कौशल मूल्यांकन: - लेखन कौशल सप्तम 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: - सप्तमी विभक्ति के रूप बनाने का अभ्यास छात्रों को करवाया जायेगा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - विभक्तियों का प्रयोग करने में सक्षम होना व संस्कृत भाषा में वाक्य निर्माण में निपुण होना कला संबंधी - रचनात्मकता का विकास
	अब तक किये गए सारे कार्य की दोहराई					
अक्टूबर (21)	भगवान् राम (सम्बोधन):	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर	आनुभविक ज्ञानार्जन गतिविधि: कक्षा में रामायण से सम्बन्धित विडियो	छात्रों द्वारा किये गए कार्य का निरीक्षण करना प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से रामायण के पात्रों में चर्चा करते	विषय संबंधी सम्बोधन रूप के वाक्य बनाने सीखें कला संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- रंगीन चित्र - दृश्य - श्रव्य साधन	दिखाना कला समेकित ज्ञानार्जन: - भगवान श्री राम जी का चित्र बनाना कौशल मूल्यांकन: - वाचन कौशल - स्म्बोधन का प्रयोग कर के बच्चों से संवाद करवाना - लेखन कौशल भगवान राम जी के बारे में एक अनुच्छेद लिखना	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	- रचनात्मकता का विकास नैतिक मूल्य - निःस्वार्थ भाव से परोपकार करना
	किं भविष्यति लृट) (:लकार	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - जन्तुशाला का शैक्षणिक भ्रमण करवाना कला समेकित ज्ञानार्जन: - विद्यालय में चलने वाली सह- शैक्षणिक गतिविधियों को चार्ट पेपर पर चित्र सहित चिपकाना कौशल मूल्यांकन: - वाचन कौशल - लट लकार:के रूपों को लृट लकार: में बदलकर छात्रों से बुलवाना - लेखन कौशल जन्तुशाला पर संस्कृत भाषा में दस वाक्य 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 से उनके प्रिय जन्तु के बारे में पूछते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - लट लकार:के रूपों को लृट लकार: में बदलकर वाक्य बनाना सीखा कला संबंधी - रचनात्मकता का विकास नैतिक मूल्य - पशु पक्षियों व जन्तुओं को प्रति प्रेम व सहानुभूति की भावना रखना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	संख्याज्ञानम्	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - द्रश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों को कक्षा में आस पास की वस्तुओं को गिन कर अंग्रेजी व संस्कृत भाषा में लिखने के लिए कहा जायेगा कला समेकित ज्ञानार्जन: 1 से 50 तक की संख्याओं को संस्कृत में चार्ट पर लिखना कौशल मूल्यांकन: - वाचन कौशल संख्याओं का कंठस्थ वाचन - लेखन कौशल एक से चार तक की संख्याओं के तीनो लिंगों के रूपों को 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: - कक्षा में छात्रों से प्रश्न पूछ कर संख्यां रूप में उतर जानेंगे. विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृति	विषय संबंधी - गिनती का संस्कृत भाषा में ज्ञान प्राप्त किया कला संबंधी - रचनात्मकता का विकास
नवंबर (11)	मधुरवचनानि	- पाठ्यपुस्तिका (सुप्रभातम् संस्कृत पाठमाला) - चाक, डस्टर - रंगीन चित्र - द्रश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: नीति से सम्बन्धित श्लोकों को लिखवा कर कक्षा में श्लोक पाठ प्रतियोगिता आयोजित करवाना कला समेकित ज्ञानार्जन:	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 से उनके शरीर के विभिन्न अंगों के नाम के बारे में पूछा जायेगा व उन्हें संस्कृत भाषा में बोलने के लिए कहा	विषय संबंधी - श्लोकों का हिंदी अनुवाद करना - शारीरिक अंगों के नाम संस्कृत भाषा में सीखना कला संबंधी - रचनात्मकता का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- पाँच नीति श्लोकों को चार्ट पेपर पर अर्थ सहित लिखना कौशल मूल्यांकन: - वाचन कौशल श्लोकों का सस्वर वाचन - लेखन कौशल श्लोकों का अर्थ अन्वय पूर्वक लिखवाना		जायेगा विषय की घोषणा विषय विस्तार - 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: Health and Physical Education
Class: VI & VIII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 DAYS)	PHYSICAL FITNESS TEST.	- Measuring tape - Lime powder - Clapper - Wooden box (3'x 3') - Stop watch - Whistle - Rope - Balls	NA	NA	- Vertical jump - Shuttle run 60-meter sprint 800-meter run - Measuring height and weight	Data collection for BMI Speed Strength Agility and Coordination
MARCH (26 DAYS)	HUMAN BODY - 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 - Sexual abuse - Concept of body image	- Reference books - Study Materials - class lectures - Playground - Skeleton - Computer	- Speaking on the topic - Preparing presentation. - Sharing the views - Taking help of science teachers - Watching videos	MCQ Tests. Performance recording of every individual.	- Participation - Interactive sessions.	- Realize 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 School health

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	• Mental health • Emotional development • Target/Goal setting					checkup and follow up
APRIL (23 DAYS)	SPORTS SKILLS • Orientation to Sports Skills • Agility • Motor skills • Rhythm • Yoga PHYSICAL FITNESS • Physical fitness • Introduction to Components of Physical Fitness • Leaders and followers • Player and Sportsperson	• Stadiometer • weighing machine • measuring tape • Age Appropriate Index. • Playfield • Stopwatches • Textbooks • Reference Books • Cones • Ladder • Balls • Whistle • Yoga mats	• Speaking on the topic • Sharing the views • Taking help of science teachers • Watching videos • Recreational games	• Research on the topic. • Sharing views. • Performance recording of every individual. • Oral Testing.	• Practical demonstration of Sports skills • Interactive Session • Practical use of Science in sports • Demonstration and Participation in games and sports	• Improve Physical health of students. • Improve technique for better results. • Help in setting goals of future by talking to famous sports person. • Improve leadership quality
MAY (26 DAYS)	WE AND OUR ENVIRONMENT • Microbes useful and harmful • Water borne diseases • Diseases transmitted through fecal matter • Vector borne diseases • Environmental pollution and health	• Reference books • Videos • Fields • Seeds • Water	• Speaking on the Topic. • Sharing each other's views. • Sharing experiences.	• Planting plants in school garden. • Visiting STP plant.	• Visiting nearby fields and gardens • Planting plants in school • Visiting nearby hospital	• Helps to love our environment. • Helps protecting from Diseases. • Learn how to keep our surrounding clean.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- Water and hygiene sanitation - Seed banking					
JUNE	TERM-1 EXAMINATION					
JULY (23 DAYS)	FOOD AND NUTRITION - Purchasing consuming and preserving nutritious food - Preparing food - Food practices - Genetically modified food	- Pictures and charts of fruits , vegetables and junk food etc. - Books - Magazines - Videos	- Speaking on the topic. - Preparing a presentation. - Sharing the views. - Lecture on Nutrition	- Written Tests. Performance - MCQ's Quiz - Assignments on the topic for preparation.	Demonstration, Observation of practices of Healthy Eating habits.	Learnt the need of nutrition food as pertinent to health.
AUGUST (24 DAYS)	SAFETY AND SECURITY - Safety outside the school - Common injuries - Safety from animals and treatment of animal bite - First Aid	- Emergency Bell - White board - Stretcher - First Aid kit - Playground	- Speaking on the topic. - Sharing the views and experiences. - Taking help of Doctor. Watching videos.	- MCQ Tests. Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. Taking help of the medical and admin staff	- Discussion and sharing the experiences of peer group. - Discussions and lectures	- Applies safety measures in different situation. - Explain the role education in health promotion. - applies first aid principles and survival skills during injuries and emergency. - Expresses responsible behavior regarding substances misuse
	SOCIAL HEALTH - Gender Sensitivity - Community health - Peer and social pressure - Adapting to situations and	- Resource Material - Media Material - Medicines Charts	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences.	Written Tests. Performance Recording of every individual assignment on the topic for preparation.	- Discussion and sharing the experiences of peer group. - Discussions and lectures	- Listening to others. - Doing Negotiations - Taking decisions. - Solving problems - Doing activities

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	changes - Outstanding personalities in health and sports - Positive use of leisure time - Qualities of socially healthy persons		Taking help of the medical and admin staff.			for relaxation - Reacting to strangers - Taking care of Aged. Develop leadership skills
OCTOBER (27 DAYS)	CONSUMER HEALTH AND SPORTS SERVICES - 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	- Health promoting Materials. - Case Studies. Sports and Sports Education Promoting Agencies. - Literature - Information - Institutional Profile - Reading Material.	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the medical staff.	Written Tests. Performance recording of every individual Assignments on the topic for preparation.	- 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 - Visit to nearest news agency	- 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
NOVEMBER (19 DAYS)	ACADEMIC REVISION					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: VII-VIII
Session 2022-23

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	Topic /Theme: Environment /people/object/tradit ion based Painting Composition - 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.	- Image references. - Wikipedia - Books	- Practical assignments - Integrated with the history and techniques of water color, pencil shading and oil pastel etc.	- Assessments of practical work. - Portfolio assessment.	- 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 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.

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May 8days	Topic/Theme: Environment /people/object/tradit ion based - Print making Sub-topic: - Form, proportion, texture, color and techniques.	- Books - Wikipedia	- Live Demonstration - Practical's - Integration with history.	Assessment of practical work.	- 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.	- 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 - Folk Art Sub-topic: - Limbs of art(Form,	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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	- The learners develop observation, recording, manipulation and application skills. - The learners discover their potential for

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	proportion, Expression, Resemblance, color and grace) Principles of art(Balance, rhythm,				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.	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.	—	—	—	—	—

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July 8days	Topic /Theme: Environment /people/object/tradit ion based - Still life study Sub-topic: - Form, Shape, Tone, texture and color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.pinterest.com/ - Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com	- 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: Proportion	- Books - YouTube	- Experiment with different kinds of form and shape. - Skill assessment	Assessment of practical work.	- Demonstration will be given on how to make flower, boat, animals etc. - Video will be shown on clay art	Clay modelling helps develop hand-eye coordination, fine motor skills and mental concentration. Use

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	• Expression • Observation skills • Communication skills				for kids. https://youtu.be/X6isMS9HiGw https://youtu.be/yhKtJOvciWo • The learners will be involved in demonstration on making clay modeling. • Students will be involved in daily practice.	of the hands directly stimulates areas of the brain. • 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	Topic/Theme: Environment /people/object/tradition based • Outdoor Sketching • Natural and manmade object Sub-topic: • Line, shape, form, texture, color, space and perspective	• Sketch book • Black board • Wikipedia • Natural things • YouTube	• Practical study of nature(Experiential learning) • Skill assessment	• Assessment of practical work. • Daily portfolio assessment.	• 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	• 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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					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/RUBnDloGHg	beauty of manmade objects. The learners experiment with different methods and materials of visual arts.

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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 : • 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)	• Reflection • Teacher's feedback	Step by step demonstration. Movements of hands. Movements of legs and feet. 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 • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Ma dhya Laya and Drut Laya have to be interduce</i>)	• Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	Demonstration method Demonstration of tying Ghungroo. 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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APRIL NO OF DAYS: 23	<u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u> - Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) - Hastamudra's - Hand movements (Basic exercise with hands)	<u>DEMONSTRATION</u> Use of Chart depicting Mudra's By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Practical	Demonstration method, Learning by regular practices	Excercising of the hand movements and mudra's. The concentration level or thinking capacity widens.

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MAY NO OF DAYS:26	<u>Body Movements</u> • Ang • Pratyang • Upaang <u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist. <u>Pratyang</u> constitutes those parts which help the main parts to move neck, shoulder, arms, etc. <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.	• Videos • Pictures Introducing Videos of great artists. For example: • <i>Pt. Birju Maharaj</i> • <i>Sitara Devi</i> • <i>Pt. Durga Laal, etc</i>	Inter disciplinary linkage: (with EVS, English and Hindi)	• Oral Assessment, • Assessment • Practical	Facial expression demonstration. Body posture demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.
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	• Oral Assessment,	Learning by	Development of Swiftness and

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	<u>OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beatsBhramri • Sound of 1 beat Bhramri Practice of coordination (<i>coordination between hand movements and foot work</i>)	Pkhawaj. By showing videos	Hindi) Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	regular practices Practice of coordination (<i>coordination between hand movements and foot work</i>)	sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination between hand movements and foot work increases.
AUGUST NO OF DAYS:24	<u>Different types of foot work in Teen taal</u> • Different types of Tihai's (1 avartan,2 avartan,3 avartan,Farmaishichake rdaarTihai,etc) <u>GROUP DANCES IN OTHER FORMS</u> To teach different types of group dances for various events.	• Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecord ed music on music system or with the help of live folk	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment, • Practical • Oral assesment	Regular Tatkaar practice Demonstration of tradition steps of particular folk dance. Practice with costumes, jewellery and makeup related	Magic created by weaving different patterns of Laya. Folk dance forms and traditional tunes, songs with their particular language

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		instruments like Dolak, Nal, Duf, etc Showing the costumes, jewellery and makeup related to dance.			to dance.	should be taken by the students. Discussion regarding special elements in the performance costume, body movement, music.
SEPTEMBER NO OF DAYS:16	<u>Basic Kathak Bol's in Teen Taal</u> - Uthaan - Thaat - Salami - Aamad - Tukda	By showing pictures, videos. By using different Mudra, s charts. Live performances of various artists.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Oral assessment - Practical	Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> - Guru Vandana - Ganesh Vandana - Shiv Stuti - Devi Stuti	- Videos on internet - Mudra's on internet	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral assessment - Practicals - Teachers Feedback - Assessments	Demonstration, Discussion about various characters.	Meaning full Shlokas to be understood. Understanding of instruments, make up,

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	Vishnu Stuti,etc <u>SPEAKING SKILLS(Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	- Body postures on internet - Live or recorded music To teach Padhantwith the help of percussion instruments.			By discussing Mythological stories. To teach Padhant by clapping of hands and following the percussion instruments.	costume and other accessories. The thought and feeling behind the Vandana, body movement. Virtues of different mythological beings like:- Siddhi Vinayak- Ganesh AangikamBhav anam-Shiva NagenderHarai -Shiva Shantakaram- Vishnu Have to be understood by students
NOVEMBER NO OF DAYS: 19	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION



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February 7 days	<u>Grammar/Composition</u> Letter Writing Application Writing	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/8RCwWSE01Ck https://youtu.be/2BzA_95rExU • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <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, invention of paper • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• (CW) Discussion and (HW) writing of Letter, Application • Quizzes/MCQs • Class Test	Interactive session to build the connect and to get to know the child To do a quick revision of what the child has done in the previous class. To appreciate the child's effort of making project and speaking about the holidays. 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. Topic will be introduced. PPT on journey of a letter will be shown. Types and Format of writing letters and applications will be taught through examples. Children will write	Students know • 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. The following skills of the students are enhanced: • Reading skills

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					letters to their parents or grandparents using the format taught.	• Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Interpersonal communication skills
	<u>Textbook</u> Honeydew L-1 The Best Christmas Present in the World	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> (<u>PDF</u>), <u>Text book (Honeydew)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• Experiential Learning: Video, PPT • <u>Inter disciplinary (with SSt)</u> Discussion on WW-I, use of Atlas , importance of letter writing with reference to the story • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• (CW) Discussion and (HW) writing of Question answers. • Writing of difficult words, Word Meanings and Making Sentences • Dictation, Quizzes, MCQs, Class Test	Ice breaking– Brainstorming on the topic of universal brotherhood, hope 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	• Students become aware of WW-I • Understand the futility of war • Learns the value of peace and harmony The following skills of the students are enhanced: • Listening skills • Speaking skills • Reading skills • Writing skills • Problem solving • Creative writing • Critical thinking

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						read and interpret critically the text in different contexts.
Month March 24 days	<u>Literature (Honeydew)</u> Poem-1 The Ant and the Cricket	<u>Computer Aided Teaching</u> <u>PPT and videos to be prepared by students</u> <u>Text book (Honeydew)</u> <u>Chalk board, chalk, duster</u> <u>Digitizer</u>	<u>Art Integrated Project:</u> Preparation of digital content/ writing a poem based on a fable <u>Experiential learning:</u> Flip teaching <u>Inter disciplinary linkage:</u> (with Social Science) Discussion on importance of planning and hard work <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u>	(CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Quizzes/ MCQs, Class Test	Brain Storming – Students will research and prepare digital content. Introduction of the topic - PPT and Digital Content would be shared and explained by students first. Summation to be done by the teacher. Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Flip teaching Group Discussion Questioning MCQs	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking The learners - 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.

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						• recite poem with expressions and intonation. • identify the values (hard work and planning) highlighted in the • present their inference from the text. • appreciate poetic language • develop creativity and prepare digital content
	<u>Literature</u> (Honeydew) L-2 The Tsunami (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> A video by BBC of Tsunami https://youtu.be/Hh0M0Gtp5Co https://youtu.be/o2pWPR1gwVU	• <u>Experiential Learning:</u> Watching a documentary on Tsunami. Discussion and sharing of experiences about disasters (natural/man made) if any. Discussion on Disaster Management	• Assignment: Reading the chapter, finding the meanings of new words. • Oral: Discussion over the chapter. Natural Disasters and Disaster management also to be discussed. • Written: Q.Ans A written test with short questions based	Brain Storming – The lesson would start with a discussion on Natural disasters through the following process: Video on tsunami will be shown. Discussion on causes and effects of natural disasters. Introduction of the chapter.	The following skills of the students are enhanced : • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners: • refer to dictionary to

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		• <u>PDF, Text book (Honeydew)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	during natural disasters. • Experiential Learning: Watching a video about Tsunami and how it is caused? • Inter disciplinary Linkages: Discussion over the causes of tsunami covering Geography • Art Integration: Speeches made by students on the causes and effects of natural disasters. • <u>Skill assessment (Reading, Listening, Speaking, Writing skills, short poem)</u>	on the chapter. • MCQ: Questions on types of natural disasters and line of action during such scenarios. Quiz: PK testing done using MCQ Test.	Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning MCQ	check meanings and spelling. • refer to dictionary to find the meanings of difficult words. • Understands the reasons behind natural disasters. • Can express views on the importance of valuing and caring for our environment. Understands the value of Never Giving Up attitude. Attains knowledge about Disaster management and do's and don'ts in case of such situations

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	Literature (Honeydew) Poem -2 Geography Lesson	• Computer Aided Teaching (using Extramarks) • PPT and videos https://youtu.be/hEeUBzROC0 https://youtu.be/fFgrt04q-3I • Text books • BBC Compacta (Grammar workbook) • Chalk board, chalk, duster • Digitizer	• Experiential Learning: Sharing personal experiences of making a journey by aeroplanes • Inter disciplinary Linkages: Discussion over the topic of aviation and altitude and visibility covering Science. Discussion on 'How discrimination and racism have divided mankind into various groups: religious groups, national groups, caste groups, ethnic groups, and many more'. • Art Integration: Artwork based on the theme of the poem.	• (CW) Discussion and (HW) writing of Summary, message • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Ice Breaking exercise: The students will warm up to the new academic topic through 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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learner • Understands the uselessness behind disharmony among people and also understands the importance of peace in the World. • 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

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			• <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Critical thinking)			essential unity among the inhabitants of our planet
	<u>Supplementary Reader</u> L-1 How the Camel Got his Hump (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT</u> • <u>Text book (It so happened...)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential learning:</u> PPT, video, discussion • <u>Art linkage :</u> Discussion about different forms of stories like fable, folktales • <u>Inter disciplinary linkage</u> (with SSt, Hindi): Discussion on camel, Idioms and Proverbs on 'animals' in Hindi and English • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test	Brain Storming – Discussion on camel and its habitat Some idioms and proverbs on 'animals' in Hindi and English will be discussed. 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 MCQ	The following skills of the students are enhanced : • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The learners • 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

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			skills)			skills both printed and electronic mode. • realize the importance of doing work honestly and apply this understanding in their lives.
	<u>Supplementary Reader</u> L-2 Children at Work (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> • <u>Text book (It so happened...)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> Award winning video on Child Labour https://youtu.be/T5CO6AoqaEQ https://youtu.be/uKUdS35gTGM	Experiential Learning : Watching a documentary on Child Labour. Inter disciplinary Linkages: Discussion over the causes of child labour under Humanities. Discussion on the three R's Reduce, Reuse and Recycle and also the importance of different colour dustbins for disposal of waste. Art Integration: Extempore on how to	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/ MCQs, Class Test	Ice Breaking exercise: The students will warm up to the new academic topic and importance of education and rights of children in society through the following process. Video on child labour will be shown. Discussion on child labour, rights of children and right to education. The students would also be told – about the author. Introduction of the topic- PPT and Digital Content would be	The learner: Understands the value of being a part of happy and healthy family. Can express views on the importance of education and rights of children. Understands the importance of being grateful for what one has got. Understands the value of helping others and being sympathetic towards the underprivileged. Students understand the concept of 3 R's Reduce Reuse and

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			safeguard the rights of children. Skill Assessments: Listening skills (Students understand, respond and follow instructions) Reading skills (Loud reading of the chapter)		shared. Guided practice The students would also be told – about the author Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	Recycle. Knows how to write an article on a thought-provoking topic. Enhancement of the following skills takes place : Listening Speaking Reading Writing
	Grammar & Composition Nouns Pronouns Determiners	• 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 Determiners	• Experiential learning: (PPT, video, Game Atlas) • Inter disciplinary linkage : (with Hindi: what is Noun called in Hindi and types of Nouns, what is Pronoun called in Hindi)	• Discussion and exercises in grammar workbook • Quizzes/ MCQs /Class Test based on Nouns	Warm up Activities: Nouns (Atlas Game of names, places, things, feelings etc) Pronouns (PK testing about Nouns and discuss sentences with only nouns) Topic will be introduced and explained with the help of PPTs and videos.	The following skills of the students are enhanced: • 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.

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		https://youtu.be/CaGFclSrKGE https://youtu.be/pcYrmHrtLRY • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>			Guided practice followed by Independent Practice. Exercises will be done in the workbook	
	<u>Grammar & Composition</u> Notice Writing Short Story Writing Reading Comprehension/ Integrated Grammar	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential learning:</u> • Writing notices for school	• Discussion and exercises in grammar workbook • Quizzes/ MCQs • Class Test	Warm up: (discussion on how to circulate a message within an organization, showing some school notices) 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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Observation skills • Problem solving • Creative writing • Critical thinking The learners will be able to • refer to dictionary to check meanings and spelling. • use nouns, pronouns in speech and writing.

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					Think Pair Share MCQ	• write notices for various purposes in the correct format • describe in detail people, places, things, events and write short stories
April 26 days	<u>Unit -I Test</u> <u>Literature</u> L-3 Glimpses of the Past (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://youtu.be/cPjRav8CVr8 • <u>Text book (Honeydew)</u> • <u>Chalk board, chalk, duster</u>	• <u>Inter disciplinary link:</u> (with SSt) • <u>Experiential Learning:</u> PPT, video, discussion, sharing previous knowledge • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	• (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 importance of freedom, why the British ruled India, struggle for independence in Indian context, Introduction of the chapter Video to be shown Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion	The following skills of the students are enhanced: • Reading skills • Listening 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 • write dictation of words. • demonstrate planning skills, locate, access,

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					Questioning MCQ	select and integrate relevant data to answer questions orally and in written. identify the values like respect for martyrs, freedom fighters.
	Literature P-3 Macavity: The Mystery Cat (Poem)	Computer Aided Teaching PPT and video https://youtu.be/rQ-uzCC3hjQ PDF Text books (Honeydew) Chalk board, chalk, duster	Experiential Learning: PPT, video, Sharing personal experiences on keeping pets - Art Integration (with Music): watching a dance drama on the poem Skill assessment (Reading, Listening, Speaking, Writing skills)	- CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences - Quiz/MCQs, Class Test	Ice breaking Activity- The students will be asked to share some personal experiences on keeping pets. 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	The following skills of the students are enhanced: - Reading skills - Listening skills - Speaking skills - Writing skills - Creative writing - Critical thinking The students: - infer the meaning of unfamiliar words by reading them in context - write dictation of words - recite poem with expressions and

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						intonation • love for animals
	<u>Supplementary Reader</u> L-3 The Selfish Giant (Story)	• <u>Text book(It so happened...)</u> • <u>Self study</u>	• <u>Experiential Learning:</u> Role Play • <u>Inter disciplinary linkage:</u> <u>(with Hindi)</u> discussion on similar stories in Hindi • <u>Skill assessment</u> <u>(Reading, Listening, Speaking, Writing skills, Collaboration, Leadership)</u>	• (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 kindness, harmony. Introduction of the topic. Students will read the story independently, prepare and present a role-play Questions/answers to be discussed in the classroom. Techniques to be used: Independent reading, Group Discussion, Role Play, Questioning MCQ	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking The students • Will learn to work independently and in collaboration • answer the questions orally and in written. • read and interpret critically the text in different contexts. • realize the value of kindness, harmony

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	<u>Grammar/Composition</u> Factual Description E-mail	• <u>Computer Aided Teaching</u> PPT and videos • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> E-mail https://www.youtube.com/watch?v=hgMvrcgYeGY	• <u>Experiential Learning:</u> PPT, writing paragraphs on people, things, places, events using given clues or on the basis of personal Writing e-mails to parents and friends	• (CW) Discussion and (HW) Exercises in Grammar workbook • Reading articles, advertisements, stories published in the magazines, newspapers • Quizzes/ MCQs, Class Test, Revision	Ice breaking Activity (Factual Description): Write 5 sentences on any given object, add more sentences, so on	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Students think critically, analyse social issues • draft, revise and write, E-mails, descriptive paragraphs on given topics based on verbal, print and pictorial clues

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May 26 days	Supplementary Reader L-4 The Treasure Within (Story)	• NCERT Digital Book PDF • Extramarks module • PPT about the author and story • A video on the author and the chapter https://youtu.be/cmTK66BQiGc	Experiential Learning: A video on the chapter Inter disciplinary Linkages: Discussion over the importance of discovering your talent Art Integration: Students showcase their talents their own treasure within. Skill Assessments: (Reading, Listening, Speaking, Writing skills, Collaboration, Leadership)	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test	Ice Breaking exercise: The students to be shown a small video based on the chapter 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	The learner: • understands the importance of exploring one's hidden talents • can express views on how doing what you are good at can make you happy and successful • enhancement of the following skills takes place: Listening Speaking Reading Writing
	<u>Grammar/ Composition</u> Letter to the Editor Short Story Reading Comprehension	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> Diary Entry https://youtu.be/2VbXRddlCB8 Short Story	• <u>Experiential Learning:</u> PPT, writing paragraphs on people, things, places, events using given clues or on the basis of personal	• (CW) Discussion and (HW) Exercises in Grammar workbook • Reading letters, stories published in the magazines, newspapers • Quizzes/ MCQs, Class	Warm up (Letter to the Editor): Students will be asked how to reach up to the public at large to express your views Ice breaking Activity Story Writing:	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving

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		https://www.youtube.com/watch?v=R1ahI0K22Hs • Grammar workbook • Chalk board, chalk, duster • Digitizer	experiences • Visit to Library (Reading Letters to Editors in the magazines, newspapers) Video, Writing diary, Letter to the Editor stories	Test, Revision	Discussion about the best things about grandparents, the stories told by them etc. Topics will be introduced by the teacher and explained through PPTs and video. Short stories will be read out from magazines and story books. Elements of a story will be discussed. Practice will be done in writing.	• Creative writing • Critical thinking • Students think critically, analyse social issues • draft, revise and write Letters to Editor, descriptive paragraphs on given issues/ topics based on verbal, print and visual clues
	Grammar Verbs Subject-Verb Agreement Finite/Non-finite Adverb Integrated Grammar and Composition	• Computer Aided Teaching (using Extramarks) • PPT and videos https://youtu.be/uLiQBnhLrZE Subject Verb Agreement https://youtu.be/LfJPA8GwTdk • Adverbs https://youtu.be/yFPS8	• Inter disciplinary linkage (with Hindi) What is Verb called in Hindi, its types • Experiential Learning PPT, videos	• 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	The following skills of the students are enhanced: • Reading skills • Listening skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • write grammatically correct sentences for a variety of situations

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		yTS_Gw https://youtu.be/ePxNKUKWNDM • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u>			discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• apply knowledge of one topic to another
	L-4 Bepin Chaudhary's Lapse of Memory (Honeydew)	• Loud Reading by students • Explanation by the teacher • <u>Computer Aided Teaching</u> (using Extra marks) • Use of dictionary • Chalk, board, duster • You tube videos	Experiential Learning: A trip to the grocery store. They will make a list of things they need to buy. Write a story based on this short visit and try to recall as many things you can. Inter disciplinary Linkages: Science- The students will categorise the grocery items based on nutrients (proteins, carbs, fats, etc) Art Integration:	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs, Class Test	Ice-Breaking Activity and PK Testing: The children would be asked about the author Satyajee Ray and which famous works can they relate with him. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice	The following skills of the students are enhanced: • 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/

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	<u>Textbook</u> Poem- 4 The Last Bargain Honeydew	- 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)	Students will draw the things bought by them Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal Experiential Learning: List out the most precious qualities a person should possess. Which ones do you think you lack? What can you do to imbibe them? Talk to your partner. Inter disciplinary Linkages: Hindi- Talk about the qualities your partner possesses.	- CW) Discussion and (HW) writing of Question answers. - Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test	Ice breaking: Let's talk about – What do you like about your best friend? Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice	imaginary situations using the correct tenses. - write grammatically correct sentences for a variety of situations The following skills of the students shall be enhanced : - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - The students ask and respond to questions based on texts and out of curiosity -The students infer the

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			Write in Hindi Art Integration: Make the document as creative as possible. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter- personal			meaning of unfamiliar words by reading them in context

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June 6 days	Revision Unit Test II Holidays Homework	• Computer Aided Teaching (using Extra marks) • Explanation by the teacher • Use of dictionary • Textbooks, Grammar workbook • Chalk, board, duster • You tube videos	• Art integrated Project (Holidays HW) Research for the project work related to the next chapter mentioned ahead. • Skill Assessment – Reading, Writing, Speaking, Critical Thinking,	Research, self -study, enquiry-based learning Revision Unit tests	Holidays Homework (Students will research on the given topic.)	The following skills of the students shall be enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • The students learn to appreciate the cultural diversity of the world • The students learn the use of technology • Students learn to work independently

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July 26 days	<u>Literature</u> L-5 The Summit Within (Story)	● Computer Aided Teaching (using Extra marks) ● Explanation by the teacher ● Use of dictionary ● Chalk, board, duster ● You tube videos	Experiential Learning: Check out the map of the Himalayan region to know which countries one can see from the top of the summit. Write them down on a sheet of paper. Staple the map with it. Inter disciplinary Linkages: Social Science- Map Work. Hindi- Find out whether these countries have mentioned Himalayas in their national anthem. Math- Find out the altitude of 5 highest mountain peaks of Himalayas.	● (CW) Discussion and (HW) writing of Question answers. ● Writing of Difficult words, Word Meanings and Making Sentences Quizzes/ MCQs, Class Test	Ice-Breaking Activity: ● The facilitator would initiate a discussion on the highest/biggest/ largest/first entities found around the world eg biggest flower, etc. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	The following skills will be assessed: ● Listening Skill ● Inter-personal Skills ● Creative Writing ● Writing Skills ● Reading Skills ● 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 geographical diversity

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			Science- Find out the crops grown in these areas/ regions. Art Integration: Draw the crops grown in these areas. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal			
	<u>Textbook</u> Poem-5 The School Boy (Poem)	• Loud Reading by students • Explanation by the teacher • <u>Computer Aided Teaching</u> (using Extra marks) • <u>PPT</u>	Experiential Learning: Make a list of things/ activities you enjoy doing in class. Group activity. Inter disciplinary Linkage- (with Music) Children will sing	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	• Ice-Breaking Activity: • The students will sing their favourite jingles. Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice	The following skills of the students shall be enhanced : • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading

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			jingles. Maths- Draw a Venn diagram highlighting their similarities and dissimilarities. Art Integration: Students will recite the poem in groups. They will make posters and use them during recitation. Skill Assessment – Reading, Writing, Speaking, Critical Thinking, Inter-personal		Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• Students participate in activities in English like role play • Students respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • knowledge of one discipline in other different disciplines and learning is deepened.
	Supplementary Reader L-5 Princess September (Story)	• Computer Aided Teaching (using Extramarks) • PPT and videos • PDF Text book • Chalk board, chalk,	Experiential Learning: The students will see a video based on sharing and caring Art Integration: The	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences	Ice-Breaking Activity: The children would see a video of the poem- The caged Bird by Maya Angelou. A discussion would be initiated on the poem.	The following skills of the students shall be enhanced : • Reading skills • Speaking skills • Writing skills

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		<u>duster</u> • <u>Digitizer</u>	students will draw two pictures- One in which a bird is inside a cage and one with the bird flying high in the sky.	• Quizzes/MCQs, Class Test	Children will attempt creative writing like stories, their own answers, etc Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• Problem solving • Creative writing • Critical thinking • Love for reading • 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

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	• Grammar Tenses • Composition Diary Entry	• Computer Aided Teaching (using Extramarks) • PPT and videos • Tenses https://youtu.be/xLA58CSIf3M Tenses https://youtu.be/Lm7BJV3sizM Tenses https://youtu.be/mOQ_VnC6dtU • All Tenses https://youtu.be/PQG_gYFePD4		• CW) Discussion and (HW) exercises in the grammar workbook • Crossword, riddles • Quizzes/MCQs, Class Test	Warm up: Present Tense Student will tell their routine. Past Tense: Any interesting experience to be shared. Future Tense : Writing/ Speaking about future plans. Introduction of the topic: PPT and Digital Content would be shared Guided practice followed by Independent Practice – Exercises will be discussed and written in the workbook. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • 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.
August 22 days	<u>Grammar</u>	• Computer Aided Teaching (using Extramarks)	• Inter disciplinary linkage (with Hindi):	• CW) Discussion and (HW) exercises in the grammar workbook	Warm up Activities: Adverbs (Teacher will write	The following skills of the students are enhanced:

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	Prepositions	<u>PPT and videos</u> • <u>Prepositions</u> https://youtu.be/oV5xwP5E9qU https://youtu.be/k9yh7OOkfes • <u>Grammar Workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	Recalling what are adverbs and prepositions called in Hindi, their function.	• Crossword, riddles • Quizzes/MCQs, Class Test	some sentences on board ending with adverbs, discussion on what is common in those sentences) Prepositions (Teacher will show an object and keep changing its position and ask the children where it is) Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Exercises to be discussed and written in the workbook Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ	• Reading skills • Speaking skills • Listening skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading Learners will be able to: • write grammatically correct sentences for a variety of situations using appropriate adverbs, prepositions etc. • reflect and apply knowledge of one discipline in other different disciplines and learning is deepened.
	• <u>Composition Article Writing</u> • <u>Reading Comprehension</u>	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/u1g7oNGw-Xs	• <u>Experiential Learning:</u> PPT, video, reading out articles from magazines and	Articles to be read and written Quizzes/MCQs, Class Test	Warm up: (Article Writing) Visit to library Reading out articles from magazines and	The following skills of the students are enhanced: • Listening skills • Reading skills

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	<u>Integrated Grammar</u>		newspaper clippings <u>Inter disciplinary linkage:</u> <u>with Social Science, Science</u> (Writing Articles on various environmental and social issues)		newspapers Writing articles Comprehension and Integrated Grammar to be practiced in the workbook	- Speaking skills - Writing skills - The learner will be able to - express their views and concern in the form of articles - apply knowledge one discipline in the other
	<u>Textbook</u> L-6 This is Jody's Fawn- (Story)	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks) <u>Text book (Honeydew)</u> <u>Chalk board, chalk, duster</u>	Experiential Learning: Children will draw a few medicinal plants. Children will talk about some home remedies which are used by their parents and grandparents. Interdisciplinary linkage : (with	(CW) Discussion and (HW) writing of Question answers. - Short class test of questions based on the story - MCQ, Quiz	Ice Breaking Activity- Let's discuss some ' Dadi Ma Ke Nuskhe' Creative writing like stories, their own answers, etc Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be	The following skills of the students shall be enhanced : - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Love for reading - Students are able to use meaningful

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			Science) First aid		discussed in the classroom. Techniques to be used: Group Discussion Questioning, Think Pair Share and MCQ	sentences to describe/ narrate factual/ imaginary situations using the correct tenses.
	<u>Supplementary Reader</u> L-6 The Fight	• <u>Computer Aided Teaching</u> (using Extra marks) • <u>Text book (It so happened...)</u> • <u>Chalk board, chalk, duster</u> • Digitizer	Experiential Learning and Art Integration- Mime- The students will prepare it.	• Writing of Difficult words, Word Meanings and Making Sentences • Class Test based on modals • Intra class debate will be held and marked • MCQ, Quiz	Ice-Breaking Activity: The teacher will behave as if she is upset with the students. She'll write on the board that she'll not talk to anybody. The students will ask her and then she'll try and explain with actions. The students have to guess 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	The following skills of the students shall be enhanced : • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Acting skills • The students can use meaningful sentences to describe/narrate factual/imaginary situations

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					Share	
	<u>Supplementary Reader</u> L-7 The Open Window	● <u>Computer Aided Teaching</u> (using Extra marks) ● <u>Text book (It so happened...)</u> ● <u>Chalk board, chalk, duster</u> ● Digitizer	Experiential Learning: Role Play The students will enact the scenes. The class can be divided into 2-3 groups. The scenes can be divided among them. They will write the dialogues. Art Integration: Role Play on playing pranks	● Writing of difficult words, Word Meanings and Making Sentences ● Class Test based on modals ● Intra class debate will be held and marked MCQ, Quiz	Ice-Breaking Activity: The teacher will play a prank on children. Discussion on April Fool The children would be asked this question- Is it ok to play harmless pranks on our friends? A discussion will follow.	The following skills of the students shall be enhanced : ● 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 ● Sense of humour without hurting others' feelings

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September (25 days)	<u>Textbook</u> L-7 A Visit to Cambridge-	- Loud Reading by students - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks) <u>Text book (Honeydew)</u> <u>Chalk board, chalk, duster</u> - Digitizer	Experiential Learning: Research Work- Make a list of scholars/ great personalities who have graduated from Cambridge University. Find out their field of specialization and list out the famous work/works done by them. Inter disciplinary Linkages: All Subjects (except Hindi)- The famous personalities belong to various fields Art Integration: Make a collage of those personalities • <u>Skill assessment (Reading, Listening, Speaking, Writing skills)</u> <u>Collaboration:</u>	(CW) Discussion and (HW) writing of Question answers - Short class test of questions based on the story - MCQ, Quiz	Ice Breaking Activity- Research work and discussion 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	The following skills of the students are enhanced: - Listening skills - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Love for reading - Collaboration - Learn the value of hard work

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			(working in group, group discussion) <u>Confidence and Leadership skills:</u> (through independent study, research work)			
	<u>Textbook</u> <u>Poem -7</u> When I set Out For Lyonnesse	- Model recitation by the teacher - Explanation by the teacher <u>Computer Aided Teaching</u> (using Extra marks) <u>Text book (Honeydew)</u> <u>Chalk board, chalk, duster</u>	Experiential Learning: A video on The poem will be shown. The students will be asked to write a poem based on a few keywords and rhyming words given by the facilitator. Art Integration: The students will write their self-composed poems on coloured A 4 size sheets and decorate them. They will write poems on an imaginary land.	(CW) Discussion and (HW) writing of Summary, Question answers. - Short class test of questions based on the story - MCQ, Quiz	Ice-Breaking Activity: The children would be asked to write about an imaginary place they would like to visit. Model recitation by the teacher followed by recitation by students. Explanation, discussion, reflection	The following skills of the students shall be enhanced : - Reading skills - Speaking skills - Writing skills - Problem solving - Creative writing - Critical thinking - Love for reading - Children will be able to read stories/plays and locate details, sequence of ideas and events and identify main idea

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	<u>Supplementary Reader</u> L- 8 Jalebi (Story)	• <u>Computer Aided Teaching</u> • <u>Video</u> https://youtu.be/HmHyxMJSCxo https://youtu.be/pdFm9Rnz4H8 • <u>Text book (It so happened..)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning:</u> • Independent study, video • <u>Interdisciplinary linkage</u> with SSt (video on history of <i>jalebi</i>) • <u>Art integration Activity :</u> (with Culinary Skills) Video on jalebi making and writing the recipe • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills) <u>Collaboration:</u> (working in group, group discussion) <u>Confidence and Leadership skills:</u> (through independent study, research work)	• Writing Activity : Write the recipe of '<i>jalebi</i>'. • Writing of Difficult words, Word Meanings and Making Sentences • (CW) Discussion and (HW) writing of Question answers • Quizzes/MCQs, Class Test	Brain Storming –The class would start with a discussion on the importance of sleeping and dreaming to enhance the collaborative, communication, critical thinking skills. Introduction of the topic- PPT and Digital Content would be shared. The students will read the chapter on their own and the next day questions /answers will be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	The following skills of the students are enhanced: • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • Culinary skills • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • write grammatically correct sentences for a variety of situations. • develop interest in music, songs, lullabies etc. • deeply engaged and high-order thinking skills and ability of

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						application to complex problems is developed.
	• <u>Grammar: Modals</u> • <u>Speech (Direct/Indirect)</u> • <u>Short stories</u> • <u>Reading Comprehension</u> • <u>Integrated Grammar</u>	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> • <u>PDF, Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> • <u>Story books, magazines, newspapers</u>	• <u>Experiential learning:</u> Reading, watching stories, narrating • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>) • <u>Collaboration:</u> (working in group, group discussion and writing stories)	• CW) Discussion and (HW) exercises in the grammar workbook • Crossword, riddles • Quizzes/MCQs, Class Test	Icebreaking: (for Modals) In this guessing game, students think of a secret job. Then, they have to write down a few hints using the following modal verbs: Have to Don't have to Needn't Mustn't Working with a partner, they can tell them the hints and their partner can guess the job. Repeat the process 2-3 times with a different partner. Short stories Reading short stories from magazines, books, newspapers	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills (Story writing) • Listening skills • Problem solving • Creative writing • Critical thinking • Will be able to use correct modals in written and oral expression • Derive morals out of story

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					Short story videos will be shown Explanation by teacher : how to write stories Students will write stories on given clues/ title/ theme independently / in group Comprehension to be practiced in the workbook. Guided and independent practice of integrated grammar in workbook	
October 20 days	<u>Textbook</u> L-8 A Short Monsoon Diary (Story)	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/TSpPRpV8TPo • <u>PDF, Text book (Honeydew)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential Learning:</u> Video on Ruskin Bond • <u>Interdisciplinary linkage</u> with Social Science (discussion on monsoon)	• CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class Test	Brain Storming – Discussion on monsoon in India Introduction of the topic- Ruskin Bond's autobiography video Digital Content would be shared Guided practice	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills (Diary writing) • Problem solving • Creative writing • Critical thinking

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			• <u>Project Art/IT integration</u> (with art and craft) Making bookmarks in the shape of paperboats, clouds, umbrella • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)		followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• Love for reading • Understand and describe the significance of various seasons • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses.
	• <u>Grammar & Composition</u> Voice (Active/Passive) • Reading Comprehension • Integrated Grammar	• <u>Computer Aided Teaching</u> • <u>PPT and videos</u> https://youtu.be/u1g7oNGw-Xs • Voice https://youtu.be/OkSv_HdfyLg • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u>	• <u>Experiential Learning:</u> PPT, video, reading out articles from magazines and newspaper clippings • <u>Inter disciplinary linkage:</u> with Social Science, Science (Writing Articles on various	• Speaking and writing sentences in Active/Passive voice • Exercises in workbook • Quiz/MCQs, Class Test • Revision	Warm up: (Article Writing) Reading out articles from magazines and newspapers Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice – Questions/answers to be discussed in the	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • respond to a variety of questions on familiar and

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			environmental and social issues) • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)		classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	unfamiliar texts verbally and in writing • use meaningful articles on various social issues • write grammatically correct sentences for a variety of situations • skills necessary for a particular role and apply the knowledge of all the disciplines • will be able to speak and write sentences in active and passive voice.
	<u>Literature</u> P-8 On the Grasshopper and Cricket (Poem)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and video</u> https://youtu.be/hX7p6Lo6Vug • <u>Textbook (Honeydew)</u>	• <u>Experiential Learning</u> : School round to observe beauty of nature • <u>Inter disciplinary Link (with Social Science)</u>	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/ MCQs,	Icebreaking Activity: School round Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent Practice –	The following skills of the students are enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking

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		• <u>Chalk board, chalk, duster</u>	Importance of various insects • <u>Art integration activity :</u> Write a short poem on nature • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills)	Class Test	Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• Love for reading • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. • Love and appreciation for nature
	<u>Literature</u> L-9 -The Great Stone Face- I (Story) L-10 The Great Stone Face -II (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PDF Text books (Honeydew)</u> • <u>Chalk board, chalk, duster</u>	• <u>Experiential Learning: Activity involving Pareidolia</u> Loud reading, discussion • <u>Inter disciplinary Link :</u> (with Science) Discussion about the term - Pareidolia • <u>Art integrated</u>	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quiz/MCQs, Class test	Brain Storming– Activity(watch the surroundings to find some familiar objects in things) Introduction of the topic- Digital Content would be shared , Loud reading Guided practice followed by Independent Practice – Questions/answers to be discussed in the	The following skills of the students are enhanced: • 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

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			<u>Activity :</u> (with music) Write a poem with rhyming words and sing it on any Bollywood tune. • <u>Skill assessment</u> (<u>Reading, Listening, Speaking, Writing skills</u>)		classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	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 • understand and incorporate values like good faith in others, hope and positive attitude
November (26 days)	<u>Supplementary Reader</u> L- 9 The Comet-I (Story) L- 10 The Comet-II (Story)	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> https://youtu.be/QvTmdlhYnes https://youtu.be/fGTq14qCwJk	• <u>Experiential Learning :</u> Virtual tour to NASA • <u>Inter disciplinary Link (with Science, Social Science)</u> Interesting facts	• (CW) Discussion and (HW) writing of Question answers. • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class	Brain Storming– Virtual Tour to NASA, space Introduction of the topic- PPT and Digital Content would be shared Guided practice followed by Independent	The following skills of the students are enhanced: • Listening skills • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing

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		• <u>Text books, Grammar workbook</u> • <u>Chalk board, chalk, duster</u>	about space and celestial bodies, superstitions • <u>Skill assessment (Reading, Listening, Speaking, Writing, Critical, Logical skills)</u>	Test	Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• 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. • know about the futility of superstitions and apply the rational knowledge in their real life.

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	<u>Supplementary Reader</u> L- 11 Ancient Education System of India	• <u>Computer Aided Learning</u> • <u>PPT and videos</u> • <u>PDF Text book(It so happened...)</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> • <u>Chart paper, pictures</u>	• <u>Experiential learning :</u> Research • <u>Inter disciplinary linkage :</u> (with SSt, IT) Ancient universities and education system of India • <u>Art integrated Activity</u> (with Art and Craft) Group activity Research, discussion and collage making • <u>Skill assessment</u> (Reading, Listening, Speaking, Writing skills, Collaboration, Team work)	• (CW) Discussion and (HW) writing of Question answers • Research, Collage making • Writing of Difficult words, Word Meanings and Making Sentences • Quizzes/MCQs, Class Test	Brain Storming– Research on ancient universities and education system of India Introduction of the topic- PPT and Digital Content would be prepared by the students Guided practice followed by Independent Practice – Questions/answers to be discussed in the classroom. Techniques to be used: Research Group Discussion Questioning Think Pair Share MCQ	The following skills of the students shall be enhanced: • Reading skills • Speaking skills • Writing skills • Problem solving • Creative writing • Critical thinking • Love for reading • Enquiry-based learning • use meaningful sentences to describe/ narrate factual/ imaginary situations using the correct tenses. • Students are more deeply engaged and high-order thinking skills and ability of application to complex problems is developed.

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	<u>Grammar</u> Conjunctions Clauses Reported Speech Class Tests	• <u>Computer Aided Teaching</u> (using Extramarks) • <u>PPT and videos</u> Conjunctions https://youtu.be/nBm0OkI3AYE Reported Speech https://youtu.be/DaDYIx_cQYE • <u>Grammar workbook</u> • <u>Chalk board, chalk, duster</u> • <u>Digitizer</u> • <u>Paper strips, stapler, cello tape</u>	• <u>Experiential learning:</u> PPTs, videos, Link activity Asking questions and answers using modals. • <u>Inter disciplinary linkage:</u> with Hindi (equivalent words and translation in Hindi) • <u>Art integrated Activity</u> (with Art and Craft) Link game to teach Conjunctions	• CW, HW Exercises in Grammar book • Quizzes/MCQs, Class Tests	Ice breaking Activity : Conjunctions: Link game (Children will be given slips with sentences and conjunctions written on them. They will join sentences using link words) <u>Modals</u> Sentences with different modal words will be written on the board, what is the difference Reported Speech: The teacher will write this sentence on board- “In a village there is a barber who cuts everyone’s hair . But who cuts the barber’s hair?” Children will discuss in pair and their answers will be recorded.	The following skills of the students shall be enhanced: • 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 conjunctions, modals.

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					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. Techniques to be used: Group Discussion Questioning Think Pair Share MCQ	• apply the knowledge and concepts one subject in other disciplines. • Students are more deeply engaged and high-order thinking skills and ability of application to complex problems is developed.
	Revision			Revision in the form of Quizzes, Discussions, doubt clearing, Oral tests, Class tests		• 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

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						less anxiety and stress.
December 13 days	Final exams					

पाइनग्रोवस्कूल, धर्मपुर
 संबद्धीकरणसंख्या630044; स्कूलकोड: 43035
 वार्षिकशिक्षाशास्त्रयोजना : हिन्दी
 कक्षा : आठवीं
 सत्र: 2021-22

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
फरवरी (05 दिन)	ध्वनि (कविता)	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - वसंत ऋतु पर आधारित गीत का □□□□□□ https://youtu.be/Cz0jHM HBN4 - विषयवस्तु विस्तार - वीडियो लिंक - https://youtu.be/9FmXtqhevX0 - संगीत एकीकरण हेतु लिंक - https://youtu.be/UNzslcwWq 4	- परियोजना: वसंत ऋतु में वृक्षों, फूलों, कलियों में आए परिवर्तनों के बारे में अपने 10-10 अनुभव लिखिए। - कला एकीकरण- कविता को गीत बनाकर गवाया जाएगा। - गीत का लिंक - https://youtu.be/UNzslcwWq 4	- कविता लिखिए। - अभ्यास से प्रश्नों के उत्तर लिखिए। - वस्तुनिष्ठ प्रश्न कक्षा परीक्षा।	- वसंत ऋतु पर आधारित लघु गीत दिखाया जाएगा। - आइसब्रेकिंग- 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 विषयकी उद्घोषणा की जाएगी। - विद्यार्थी अध्यापक के पीछे कविता को पढ़ेंगे। - वीडियो दिखाया	- वसंत ऋतु में प्रकृति में विकास एवम् परिवर्तन के बारे में सोचतेहैं, विचार करते हैं। - युवाशक्ति को रचनात्मक कार्यों में रुचि लेने की शिक्षा मिलेगी। इस प्रकार वे अपने मस्तिष्क एवंसमझ के अनुसार विभिन्न रचनात्मक कार्योंके बारे में सोचतेहैं। - वसंत ऋतु में प्रकृति के चित्रण की संप्राप्ति (Outcomes) होने से प्रकृति में होने वाले परिवर्तनों के विषय में सोचतेहैं।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					जाएगा एवम् आवश्यकता अनुसार वीडियो को रोककर समझायाभी जाएगा। • पुनरावृत्ति केप्रश्नपूछेजाएंगे । • गृहकार्य।	• संगीतके माध्यम से प्रकृति के स्वरूप को जानते हैं गीत में रुचि लेकर विषय के विस्तार को सहजता पूर्वक समझते हैं। • जीभ को छोड़कर अन्य सभी ज्ञान इंद्रियों का प्रयोग करते हैं।
मार्च (23 दिन)	लाख की चूड़ियां	• पाठ्य पुस्तक • चाक • झाड़न श्यामपट्ट • लाख पिघलाने एवम् उसे विभिन्न आकार देने का वीडियो -1 • https://youtu.be/UNfso1lKcZc • विषयवस्तु विस्तार संबंधी विडिओ क्रमांक -2 • https://youtu.be/UZ1fnviQw4 • लघु एवं कुटीर उद्योगों पर	• अनुभव जन्य ज्ञान : (1) विद्यार्थियों को परिसर में कार्यरत चतुर्थ श्रेणी कर्मचारियों से उनके जीवन एवम् व्यवसाय पर बातचीत करवाई जाएगी। • (2) उनसे वैकल्पिक व्यवसाय एवम् प्राथमिकता, उसके कारण पर भी चर्चा करवाई जाएगी।	• क्विजकरवाईजाएगी। • अभ्यास के प्रश्नों के उत्तर लिखवाना। • पाठएक एवम् दो के अभ्यास के प्रश्नों की कक्षा परीक्षा भी ली जाएगी।	• लाख की चूड़ियों पर आधारित विडिओ क्रमांक- 1 ।दिखाना • आइसब्रेकिंग- विद्यार्थियोंसेलघु 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	• लघु, कुटीर उद्योगों पर औद्योगिकरण का दुष्प्रभाव जान पाएंगे। • 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। • पहले वीडियो से जानते हैं कि

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		औद्योगिकरणप्रभा ववीडियो -3 https://youtu.be/Y942tcJTEq4			उद्घोषणा की जाएगी। - कहानी को □□□□□□ क्रमांक- 2 दिखाते हुए चूड़ियों का व्यवसाय बंद होने तक पढ़ाना ओर फिर बदलू का व्यवसाय बंद होने की जानकारी के पश्चात वीडियो-3 दिखाया जाएगा। इसके पश्चात पाठ पूरा किया जाएगा। - पुनरावृत्ति के प्रश्न गृहकार्य ।	कुटीर उद्योग में कितनी मेहनत का काम है, इन व्यवसायों से जीवन यापन करने वालों की कर्मठताके बारे में जानते हैं।
	बस की यात्रा	- पाठ्यपुस्तक - चाक - झाड़न - श्यामपट्ट - बसकी यात्रा कावीडियो -1 https://youtu.be/fr2psF39w-o - वीडियो-2 सविनयअवज्ञा आंदोलन -	परियोजना एवम् कला एकीकरण: पुरानी टूटी - फूटी बस का चित्र बनाइए एवम् लिखिए कि उसमें क्या कमियां हैं और यात्रियों को क्या - क्या	- शब्दार्थ एवम् अभ्यास के प्रश्नों के उत्तर सभी विद्यार्थी अभ्यास पुस्तिका में लिखेंगे। - टूटी - फूटी बस में यात्रियों की समस्याओं पर	- आइसब्रेकिंग- 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	- विद्यार्थियों को हास्य व्यंग्य की जानकारी प्राप्त जिससे वे सभीहास्यकेविषय मेंजानेंगे । - उपमा एवम् उपमेय के विषय में सीखेंगे।

महीना /कार्यदिवसोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		https://youtu.be/G23fg14dCIA	असुविधाएं हो सकती हैं। अपने एवं टूटी फूटी बस को पात्र मानते हुए संवाद लेखन व अभिनय।	परियोजनाकार्यकी जिए। सविनय अवज्ञा आन्दोलनकेविषय मेंएकअनुच्छेद लिखिए।	आज के विषय 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।	- वृद्धावस्था की कल्पना कर पाने में सक्षम होंगे। - सीखेंगे कि धन से अधिक महत्व जीवन का होता है। - सविनय अवज्ञा आन्दोलनएवम्व तंत्रतासंघर्ष की कल्पनाकरसकेंगे।
अप्रैल (25 दिन) युनिट -1	दीवानों की हस्ती नोट: कोरोना महामारी के कारण युनिट -1 परीक्षाएं जून में ली गईं। अप्रैल में केवल 9 दिन कक्षाएं लगीं।	- पाठ्यपुस्तक - चाक - झाड़न - श्यामपट्ट - कवितासेसंबंधितएनसीईआरटीऑफिशियलवीडियो - दीवानोंकीहस्ती गीत - https://youtu.be/n4LOnShHEC4	कविता को गीत बनाकर लयबद्ध करवाया जाएगा।	- कविता को अच्छे लेख में लिखिए। - अभ्यास के प्रश्नों के उत्तर लिखिए। - शब्दार्थलिखकरलाइए। - पाठ तीन एवम् चार के अभ्यास प्रश्नों की लिखित कक्षा परीक्षा ली जाएगी।	- आइसब्रेकिंग- विद्यार्थियों से बस में यात्रा करने केविषय में सरल एवम् अति लघु प्रश्न पूछे जाएंगे। - प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय	- युवा पीढ़ी को देशहित में कार्य करने के लिए प्रेरित करने में कवियों व कविताओं की भूमिका जानते हैं। - तुकबंदीएवम्वल - ताल में गाने का प्रयास करते हैं।

महीना /कार्यदिवस ोंकीसंख या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		दीवानों कि हस्तीविषयवस्तुविस्तारवीडियो - https://youtu.be/pz0iwIT07m4		कविता के लयबद्ध प्रस्तुतीकरण सम्बन्धी क्रियाकलाप।	की उद्घोषणा की जाएगी। - वीडियो -1 - विषय विस्तार हेतु वीडियो - 2 के साथ अध्यापक सभी पद्यांशों को स्पष्ट करेगा। - इस प्रकार विषय वस्तु से सभी विद्यार्थियों को सुपरिचित करवाते हुए कविता पढ़ाई जाएगी।	- कविताकोकैसेएक गीत के रूपमें गाकर रुचिकर बनाया जाता है यह अनुभव करते हैं। - अपने व्यस्त क्षणों में से समाज सेवा के लिए समय निकालने को प्रेरित होतेहैं। - फकीरों, संतों की मनोवृत्ति, समाज सेवा की भावना □□□□□□□□ के विषय में जानते/समझते हैं।
	चिट्ठियों की अनूठी दुनिया नोट: कोरोना महामारी में छुट्टियों के कारण यह अध्याय मई माह में पढ़ाया गया।	- पत्र पेटी - मनीऑर्डर फॉर्म - अनेक प्रकार / मूल्य के टिकट / बार कोड - RTGS फॉर्म - पाठ्यपुस्तक - चाक - झाड़न - श्यामपट्ट। - पूर्वज्ञान प्रश्नों के बाद का विडिओ लिंक -	अनुभव जन्य ज्ञान : (1) विद्यार्थियों को पोस्टकार्ड देकर पत्र लिखाकर घर भिजवाना।	- वैकल्पिक प्रश्न पूछे जाएंगे। - अभ्यास के प्रश्नों के उत्तर एवम् शब्दार्थ लिखिए - अभ्यास प्रश्नों की लघु कक्षा परीक्षा ली जाएगी।	- आइसब्रेकिंग- 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	- विद्यार्थी पत्रोंके पुस्तक संग्रह, धरोहरकेविषयमें ज्ञान प्राप्तकरतेहैं। - मनीऑर्डर सुविधा के विषय में जानते हैं जो आज व्यावहारिकता में बहुत कम रह गई है।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		https://youtu.be/u3rOmrDdPz0			से जोड़ते हुए आज के विषय की उद्घोषणा की जाएगी। - पाठ का नाम एवम् आज का विषय बोलने के पश्चात वीडियो दिखाया जाएगा। - वीडियो के पश्चात सभी विद्यार्थी बारी- बारी से पठन कौशल विकास की दृष्टि से पढ़ेंगे एवम् अध्यापक विषय विस्तार के साथ-साथउ से स्पष्ट भी करेगा। - पुनरावृत्ति प्रश्न एवं गृहकार्य।	- 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 करतेहैं। - वर्तमान में भी पत्र बहुत महत्वपूर्ण हैं, इस बातको समझतेहैं। - भिन्न - भिन्न भाषाओं में पत्रों के लिए अलग - अलग नाम, किन परिस्थितियों में केवल पत्र ही है जो संदेश पहुंचने का एक मात्र साधनहै, डाकिए को देवदूतक्यों मानते हैं, इन सभी का ज्ञान प्राप्त करते हैं।
	बुद्ध चरित- (1) आरंभिक जीवन (2) अभिनिष्क्रमण (पाठ 2 कोरोना महामारी के	https://youtu.be/o8ElFprn8pQ		पाठ के अभ्यास के प्रश्नोत्तर लिखिए।	ईक्षवाकू वंश का □□□□□□	विद्यार्थी ईक्षवाकू वंश के बारे में ज्ञान अर्जित करते हैं।

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	कारण जुलाई में पढ़ाया गया)	• भगवान बुद्ध के जन्म का वीडियो- https://youtu.be/fClRlZh7m0s • अभिनिष्क्रमण https://youtu.be/3lK8U4A-DRE पाठ्य पुस्तक		• अध्याय को पुनः पढ़िए एवं समझिए।	दिखाता जाएगा। • पूर्व ज्ञान के प्रश्न पूछे जाएंगे। • □□□□□□□□ □□□□ के पश्चात □□□□□□ के माध्यम से एवं अध्यापक द्वारा सरलीकरण से विषय वस्तु को स्पष्ट किया जाएगा। • अभिनिष्क्रमण का □□□□□□ । • पुनरावृत्ति एवं गृहकार्य।	• 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।
	व्याकरण : • वर्ण विच्छेद • पर्यायवाची शब्द • विलोम शब्द • वाक्यांश के लिए एक शब्द • उपसर्ग • संधि • पत्र • अपठित गद्यांश/ पद्यांश	• पाठ्य पुस्तक • चाक • श्यामपट्ट • झाड़न • संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.be/GbN62GXiHoA • पत्र लेखन - https://youtu.be/VilMSIvOq8Q	• विषय बिंदु एकीकरण: पाठ्य पुस्तक ' वसंत भाग - 3 ' एवम् ' बुद्ध चरित ' में अध्यायों को पढ़ाते समय जहां व्याकरण के इन विषय बिंदुओं का उल्लेख आया,	• 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।	• विद्यार्थियों को भाषा की विभिन्न विधाओं का ज्ञान होगा एवम् भाषा के लेखन तथा मौखिक प्रयोग में शुद्धता एवं पता चलेगा। • वे अपनी भाषा की प्रवीणता में

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	अनुच्छेद		व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण स्थापित करके समझाया जाएगा।			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।
मई (21 दिन)	भगवान के डाकिए	- पाठ्यपुस्तक - चाक - झाड़न - श्यामपट्ट - ड्राइंगशीट्स। - पेंसिल, इरेज़र, शार्पनर, रंग एवम् ब्रश। - पूर्वज्ञानप्रश्नोंकोपूछनेसेपूर्ववीडियोदिखायाजासकताहै। - वीडियो 1 - https://youtu.be/4kBLExOafhQ - विषयवस्तु का विस्तार, वीडियो -2 कालिक - https://youtu.be/NvZWRUEwENY	लेखन कौशल विकास : डाकिए का हमारे जीवन में क्या महत्व है, अनुच्छेद लिखिए।	- कविता एवम् शब्दार्थ लिखिए। - वैकल्पिक मौखिक प्रश्नावली। - अभ्यास से प्रश्नों के उत्तर लिखिए। - पाठ पांच एवम् पाठ छह की लघु कक्षा परीक्षा।	- पूर्वज्ञान के प्रश्नोंसेपहलेवीडियो -1 दिखाया जाएगा। - आइसब्रेकिंग- विद्यार्थियों से मनुष्य के स्वार्थ परक, द्वेष पूर्ण व्यवहार 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।	- सभी विद्यार्थी पक्षी एवम् बादल के उदाहरणों से भगवान के सदभावना संदेश को समझतेहैं। - अपनेव्यवहार 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

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					वीडियो क्रमांक 2 को दिखाते हुए कविता की विषय वस्तु को स्पष्ट किया जाएगा।	इंद्रियों का प्रयोग करते हैं।
जुलाई (22 दिन)	क्या निराश हुआ जाए।	- ईपेपर में भ्रष्टाचार की खबरों की स्लाइड्स। - इमानदारी की खबरों की स्लाइड्स। - पाठ्यपुस्तक - चाक - झाड़न - श्यामपट - अध्याय की विषय वस्तु विस्तार के लिए वीडियो लिंक - https://youtu.be/do7YhD0iBTI	कला एकीकरण: कक्षा में विद्यार्थियों द्वारा इमानदारी पर आधारित लघु नाटिका प्रस्तुत की जाएगी।	- शब्दार्थ एवम् अभ्यास के प्रश्नोत्तर लिखिए। - वैकल्पिक प्रश्न पूछे जाएंगे।	- पूर्वज्ञान के प्रश्न पूछे जाएंगे। - पूर्वज्ञान के प्रश्नों को क्रमवार विषय वस्तु से जोड़ते हुए विषय का उद्घाटन किया जाएगा। - विषयवस्तु विस्तार □□□□□□ दिखाया जाएगा। - पुनरावृत्ति प्रश्न एवं गृहकार्य।	- इमानदारी केजीवंतउदाहरणों सेअपने व्यवहार में इमानदारी लानेकी भावना काविकासकरतेहैं। - 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	- पाठ्यपुस्तक - चाक - झाड़न - श्यामपट - कविता की विषयवस्तु से संबंधित □□□□□□- https://youtu.be/hGvkmI5xqWo		- कविता लिखिए। - शब्दार्थ लिखिए। - अभ्यास के प्रश्नों के उत्तर लिखिए। - अति लघुत्तर मौखिक प्रश्न पूछे जाएंगे। - परियोजनाकार्य।	- पूर्वज्ञान के प्रश्न पूछे जाएंगे। - पूर्वज्ञान के प्रश्नों को क्रमवार विषय वस्तु से जोड़ते हुए विषय का उद्घाटन किया जाएगा।	कठिनाई में भी हिम्मत नाहारना, सकारात्मक सोच रखना, आशावादी होने के जीवन मूल्यों का विकास करते हैं।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					- सभीविद्यार्थीएक बारपूरीकविता को अध्यापक के पीछेपढ़ेंगे, 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। - पुनरावृत्ति के प्रश्न एवं गृहकार्य।	- प्राकृतिक आपदा की कल्पना एवं उससे होने वाले विनाश की कल्पना करते हैं एवं उस पर चर्चा करते हैं। - कठिनसमय में सहायता मिल जाने के प्रति आशावादी रहते हैं एवं स्वयं भी दूसरों कीसहायताकरनेकी भावना का विकासकरतेहैं। - विभिन्न प्रकार की आपदाओं की चर्चा करतेहैं एवं साथ - साथ उससे बचने के रास्ते एवं सावधानियों के विषय में ज्ञान बढ़ाते हैं।
	कबीर की साखियां	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - कबीरवाणी पर वीडियो -1 - https://you	भोजनालय में प्रातः अल्पाहार के समय श्रव्य साधन का प्रयोग करते हुए कबीर अमृत वाणी सुनना।	- शब्दार्थ लिखिए। - प्रश्नों के उत्तर लिखिए। - पाठ का सारांश लिखिए। - पाठ आठ एवम् साखियों की लिखित कक्षा	कबीर अमृत वाणी वीडियो क्रमांक 1 दिखाया जाएगा। विद्यार्थी वीडियो के	- विद्यार्थी अनेक जीवन मूल्यों को सीखते हैं। - ज्ञान को महत्व देते हैं जाति, धन अथवा नहीं को सम्पदा।

महीना /कार्यदिवसों की संख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान / अन्तर अनुशासनात्मक संपर्क / कला एकीकरण / प्रयोग / प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न / क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		tu.be/HH1PXnKg2LU विषय विस्तार वीडियो -2 https://youtu.be/q8cK4XR1iF0	कक्षा में समूह बनाकर कबीर अमृतवाणी के गायन की गतिविधि करवाना।	परीक्षा। मूल्यांकन को रिकॉर्ड में रखा जाएगा। समूह बनाकर साखियों की गायन गतिविधि करवाई जाएगी।	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 उद्घाटन किया जाएगा। - वीडियो क्रमांक 2 को दिखाते हुए पाठ को पढ़ाया एवं समझाया जाएगा। - पुनरावृत्ति प्रश्न एवं गृहकार्य।	- कलह के मूल कारण एवम् समाधान के विषय में जानते हैं एवं चर्चा करते हैं। - एकाग्रचित्त होकर भगवान की भक्ति, दीनहीन की निन्दा ना करना, अपना मन शीतल रखना आदि गुणों के बारे में जानते व सीखते हैं। - गीत - गीत में अनेक अच्छे व्यवहारों को आत्म सात करते हैं।
अगस्त (22 दिन)	कामचोर	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - पूर्व ज्ञान प्रश्नों से पहले वीडियो क्रमांक 1 दिखाया जा सकता है - https://youtu.be/HH1PXnKg2LU	कौशल आंकलन : छात्रावास में समूह बनाकर मेट्रन की देखरेख में कुछ कार्य (जैसे रुमाल धुलवाना, सफाई के कार्य करवाना, रजिस्टर में नाम	- शब्दार्थ लिखिए। - प्रश्नोत्तर लिखिए। - अति लघु उत्तर मौखिक प्रश्न पूछे जाएंगे। - समूह में किए गए कार्य के अनुभव साझा करवाएं जाएंगे।	- पाठ शुरू करने एवं पूर्वज्ञान प्रश्नों से पहले वीडियो क्रमांक 1 दिखाया जाएगा। - पूर्वज्ञान के प्रश्न पूछे जाएंगे।	- 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

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		tu.be/VY1EUJsdnC0 विषयविस्तारवीडियो क्रमांक 2 https://youtu.be/KDpRvN19KHI	लिखवाना आदि) कीजिए □□□ कक्षा में अपने अनुभव साझा कीजिए।		- प्रश्नों के क्रम को आगे बढ़ाते हुए विषय का उद्घाटन। - 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।	परिणाम नहीं देते यह भी छात्र इस पाठ से सीखतेहैं। - हास्य - व्यंग्य से परिचित होते है। - समूह में कार्य करने के नियोजन से अवगत होते हैं। - कार्य ना करने, आलस करने या कार्य से भागने के परिणाम से अवगत होतेहैं।
	बुद्ध चरित- (3) ज्ञान प्राप्ति	- वीडियो https://youtu.be/fwnTpqrB0uk - पाठ्य पुस्तक।		अभ्यास से प्रश्नों के उत्तर लिखिए।	- पूर्वज्ञान के प्रश्न। □□□□□□ दिखाया जाएगा। - विद्यार्थी अध्याय को क्रमशः पढ़ेंगे एवम् अध्यापक स्पष्ट करेगा।	- विद्यार्थियों को ज्ञान होगा कि सिद्धार्थ को कैसे बुद्धत्व प्राप्त हुआ। - विद्यार्थियों को जो □□□□□□ दिखाया जाएगा उससे वे सीखेंगे की अगर हमें अपने मन को जीतना है तो

महीना /कार्यदिवस ोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					पुनरावृत्ति प्रश्न एवं गृहकार्य।	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/GbN62GXiHoA - 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 स्थापित करके समझाया जाएगा। - अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे।	- 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 बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा।
	जब सिनेमा ने बोलना सीखा।	- पाठ्य पुस्तक - श्यामपट्ट - चाक - झाड़न	कला एकीकरण : किन्हीं दो मूवीज़ के पोस्टर्स बनाइए एवम् उनपर	- अध्याय के शब्दार्थ लिखिए । - प्रश्नों के उत्तर लिखिए।	भारतीय सिनेमा के विषय में □□□□□□ क्रमांक 1	विद्यार्थियों को मूक भारतीय सिनेमा का ज्ञान होता है ।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		- पूर्वज्ञान प्रश्न से पहले □□□□□□ क्रमांक का 1 - लिंक https://youtu.be/tn9ZNlguhYM - विषयोदघाटन के पश्चात दिखाए जाने वाले □□□□□□ क्रमांक का 2 -लिंक https://youtu.be/QtfZu8DmMuc	कुछ विज्ञापन वाक्य भी लिखिए।यह कार्य कला अध्यापक के दिशा निर्देश मे कला के कालांश मे करवाया जाएगा।	- सिनेमा कौन कौन से रोजगारों का सृजन करता है इस पर एक लेख लिखिए। - पाठ दस एवम् ग्यारह की लिखित कक्षा परीक्षा ली जाएगी।	दिखाया जाएगा - आइसब्रेकिंग- विद्यार्थियों से भारतीय सिनेमा 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। - पाठ का नाम एवम् आज का विषय बोलने के पश्चात विषय विस्तार □□□□□□ क्रमांक दिखाया जाएगा - अध्यापक द्वारा □□□□□□ के साथ विषयवस्तु को सरल रूप में	- भारतीय सिनेमा की विकास यात्रा को समझते हैं। - तत्कालीन और आधुनिक सिनेमा का तुलनात्मक विश्लेषण कर पाने मे सक्षम होते हैं। - तत्कालीन भारतीय सिनेमा मे नायक , एवं नायिका के पात्रों अन्य रने कार्य लिए के लोगों वाले जानते में विषय हैं उस दौर एवं वर्तमान मे फिल्म □□□□□□ □□□□ साधन आवश्यक बातों अन्य तथा तुलनात्मक मे विकसित सोच हैं करते - नाटिका अभिनय से विद्यार्थी सभी पत्रों क जीवंत अनुभव करते हैं, अपनी

महीना /कार्यदिवस ोंकीसंख्या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					स्पष्ट किया जाएगा। • पुनरावृत्ति प्रश्न पूछने के पश्चात गृहकार्य दिया जाएगा।	ज्ञान इंद्रियों का प्रयोग करते हैं।
	सुदामा चरित	- सुदामा एवम् श्रीकृष्ण भेंट का □□□□□□ क्रमांक -1 https://youtu.be/TgF5a0VmkJs - पाठ्य पुस्तक। - चॉक - झाड़न - श्यामपट्ट - विषयवस्तु परिचय □□□□□□ क्रमांक - 2 https://youtu.be/aufVuZW_mQo - विषयवस्तु विस्तार □□□□□□ क्रमांक - 3 https://youtu.be/_0ggxFN0DP0	कला एकीकरण - 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।	- 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।	- सुदामा की गरीबी के विषय में □□□□□□ क्रमांक 1 दिखाया जाएगा - सुदामा का द्वारका में जाना एवं श्रीकृष्ण से मिलने के प्रयास पर आधारित □□□□□□ क्रमांक 2 दिखाया जाएगा - पूर्वज्ञान प्रश्न पूछे जाएंगे। - पाठ का नाम एवम् आज का विषय बोलने के पश्चात	- 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। - विद्यार्थियों का आत्मविश्वास बढ़ता है ।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					विषय विस्तार □□□□□□ क्रमांक- 3 दिखाया जाएगा - अध्यापक द्वारा □□□□□□ के साथ विषयवस्तु को सरल रूप में स्पष्ट किया जाएगा। - पुनरावृत्ति प्रश्न पूछने के पश्चात गृहकार्य दिया जाएगा।	
सितम्बर (24 दिन) युनिट-II	जहां पहिया है	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - विषयवस्तु से संबंधित □□□□□□ लिंक - https://youtu.be/ViCMeY_DAs0	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।	- अभ्यास के प्रश्नों के उत्तर लिखो। - अध्याय के शब्दार्थ लिखिए। - पाठ बारह एवम् तेरह की लिखित कक्षा परीक्षा ली जाएगी।	- आइसब्रेकिंग- विद्यार्थियों से विभिन्न सामाजिक आंदोलनों के विषय में सरलएवम् अतिलघु उत्तर वाले प्रश्न पूछे जाएंगे। - प्रश्नों के क्रम को विषय बिंदु से जोड़ते हुए आज के विषय की उद्घोषणा कीजाएगी।	- सामाजिक बुराइयों एवं कुरीतियों को दूर करने में आंदोलनों की भूमिका को समझते हैं। - अपने व्यस्त क्षणों से सामाजिक कार्यों के लिए समय □□कालने की सोच विकसित करते हैं। - महिलाओं को भी पुरुषों की भांति अपनी

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					□□□□□□ के साथ अध्यापक द्वारा विषय वस्तु को सरल भाषा में स्पष्ट किया जाएगा। - पुनरावृत्ति के प्रश्नों के पश्चात गृहकार्य दिया जाएगा।	काबिलियत तथा कौशल अनुसार व्यवसाय करने की आजादी होनी चाहिए ऐसी सोच का उनमें विकास होता है।
	अकबरी लोटा	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - विषयवस्तु विस्तार से संबंधित □□□□□□ - https://youtu.be/4ZCNMrTNvfg	कक्षा में समूह बनाकर अकबरी लोटा पाठ पर आधारित लघु नाटक प्रस्तुत करेंगे।	- अध्याय के शब्दार्थ लिखिए। - अभ्यास से प्रश्नों के उत्तर लिखिए।	- पूर्वज्ञान के प्रश्न पूछे जाएंगे। - प्रश्नों के क्रमको आगे बढ़ाते हुए विषय का उद्घाटन। - विषय विस्तार हेतु वीडियो दिखाया जाएगा एवम् अध्यापक द्वारा विषय को तथा हास्य व्यंग को □□□ - भांति समझायावस्पष्ट किया जाएगा।	- 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 , का विचारों में विद्यार्थियों संचार होता है।

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	सूर के पद	- पाठ्य पुस्तक - चॉक - श्यामपट्ट - झाड़न - अध्याय की विषयवस्तु पर अदारित वीडियो - https://youtu.be/ELnvGaqEENU	श्रीकृष्ण एवं माता यशोदा के मध्य संवाद लेखन व अभिनय।	- अध्याय के कठिन शब्दों के सरल अर्थ लिखिए। - अभ्यास में पूछे प्रश्नों के उत्तर लिखिए। - सभी पदों का सरल अनुवाद लिखिए।	- पूर्व ज्ञान के प्रश्न पूछे जाएंगे। - पूर्व ज्ञान के प्रश्नों को आज के विषय से जोड़ते हुए पाठ का नाम बताया जाएगा। - विषय वस्तु पर आधारित विडिओ को दिखाते हुए दोनों पदों को सरल शब्दों में समझाया जाएगा। - पुनरावृत्ति के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा।	- 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	- बुद्ध के पंचशील सिद्धांतों का वीडियो लिंक - https://youtu.be/wjekOHKz5Ys - पाठ्य पुस्तक		अभ्यास के प्रश्नों के उत्तर लिखिए।	- पूर्वज्ञान के प्रश्न। □□□□□□ दिखाया जाएगा। - विद्यार्थी अध्याय को क्रमशः पढ़ेंगे एवम् अध्यापक स्पष्ट करेगा।	- बुद्ध धर्म प्रचार का ज्ञान होता है। - विद्यार्थी पंचशील सिद्धांतों के विषय में जानते एवं समझते हैं। - अंगुलिमाल, देवदत्त का द्वेष, आम्रपाली से भेंट

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
					पुनरावृत्ति प्रश्न एवं गृहकार्य।	विषय बिंदुओं से विभिन्न जीवन मूल्यों का ज्ञान प्राप्त करते हैं।
	व्याकरण - - वाक्य (अर्थ के आधार पर) - प्रत्यय - मुहावरे - लोकोक्तियां - समास - पर्यायवाची शब्द - विलोम शब्द - वाक्यांश के लिए एक शब्द - उपसर्ग - संधि - पत्र लेखन - अपठित गद्यांश/ पद्यांश - अनुच्छेद लेखन - संवाद लेखन	- पाठ्य पुस्तक - चाक - श्यामपट्ट - झाड़न - संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.be/GbN62GXiHoA - 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 आया, व्याकरण के इन विषय बिंदुओं के साथ उनका एकीकरण स्थापित करके समझाया जाएगा। - अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे।	- 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 बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा।
अक्तुबर (2 1 दिन)	पानी की कहानी	- पाठ्य पुस्तक - चाक - श्यामपट्ट	जलचक्र का चित्र बनाकर वर्णन कीजिए।	- अभ्यास के प्रश्नों के उत्तर लिखिए। - शब्दार्थ लिखिए। - पाठ चौदह, पंद्रह एवम्	जलचक्र पर आधारित  क्रमांक 1	विद्यार्थियों को पानी के जन्म की कहानी का पता चलता है।

महीना /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्रिज़ / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
		- पूर्वज्ञान के प्रश्नों से पहले दिखाए जाने वाले □□□□□□ क्रमांक का 1 - लिंक https://youtu.be/iDa_ZHxqc6M - अध्याय से संबंधित विषयवस्तु विडिओ क्रमांक -लिंक का 2 https://youtu.be/aZxg7BSORVE		सोलह की कक्षा परीक्षा ली जाएगी।	दिखाया जाएगा - जलचक्र से संबंधित पूर्वज्ञान के प्रश्न पूछे जाएंगे। - बच्चों आज हम की पानी" कहानी के " कुछ में विषय तथ्यों रोचक जानें को - वीडियो क्रमांक की सहायता से विषयवस्तु को स्पष्ट किया जाएगा। - पुनरावृत्ति के प्रश्न पूछे जाएंगे एवं गृहकार्य दिया जाएगा।	- जलचक्र को समझते हैं। - भूगर्भ, ज्वालामुखी, वाष्पीकरण एवं संघनन का ज्ञान प्राप्त करते हैं। - जलचक्र से संबंधित अनेक हिन्दी शब्दों का उनके शब्द भंडार में समावेश होता है।
	बाज़ और सांप	- पाठ्यपुस्तक - चाक - श्यामपट्ट - झाड़न - सांप ओर बाज़ की लड़ाई का □□□□□□ 1 का लिंक-	परियोजना कार्य - बाज़ किन किन बातों में अन्य पक्षियों से भिन्न हैं, जानकारी प्राप्त कीजिए एवम् चित्र बनाकर लिखिए।	- अति लघु उत्तर वाले मौखिक प्रश्न पूछे जाएंगे। - शब्दार्थ लिखिए। - अभ्यास से प्रश्नों के उत्तर लिखिए।	- पूर्व ज्ञान प्रश्नों से पहले □□□□□□ क्रमांक 1 दिखाया जाएगा - पूर्वज्ञान के प्रश्न पूछे जाएंगे ।	- विद्यार्थी बाज़ की वीरता के विषय में जान लेते हैं। - बाज़ एवम् सांप की दुश्मनी तथा वीरों की शान के विषय में सीखते हैं ।

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		https://youtu.be/s-sHY1zSA2I - विषयवस्तु विस्तार □□□□□□ - क्रमांक - लिंक 2 https://youtu.be/bVONz9J18g			- बच्चों आज हम एक घायल बाज़ और एक सांप की रोचक कहानी को जानेंगे। - विषयवस्तु विस्तार □□□□□□ - क्रमांक 1 दिखाया एवं जाएगा अध्यापक समझाएगा - अध्यापन पूर्ण करके पुनरावृत्ति प्रश्न पूछे जाएंगे एवम् गृहकार्य दिया जाएगा।	- 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।
	टोपी	- पाठ्य पुस्तक - चाक - झाड़न - श्यामपट्ट - अध्याय से संबंधित विडिओ लिंक - https://youtu.be/RFKSEH3DqOA	कला एकीकरण परियोजना कार्य - अपने कला अध्यापक की सहायता से धुनिया, कोरी एवम् बुनकर में से किसी एक का सुंदर चित्र बनाइए। उसके कामकाज के विषय में कुछ	- शब्दार्थ लिखिए। - अध्याय में पूछे अभ्यास के प्रश्नों के उत्तर लिखकर लाइये। - पाठ सोलह, सत्रह एवम् अठारह की कक्षा परीक्षा ली जाएगी।	- पूर्वज्ञान के प्रश्न पूछे जाएंगे। - पूर्वज्ञान प्रश्नों के पश्चात विषयोदघटन किया जाएगा। - विषयवस्तु को □□□□□□ के साथ अच्छी प्रकार समझाते हुए रोचक ढंग से अध्याय को	- विद्यार्थी ' जहां चाह वहां राह ' के बारे में चर्चा करते हैं। - छोटी सी चिड़िया अपनी धुन की पकड़ी होने के कारण टोपी बनाने में सफल हो जाती है। इस प्रकार विद्यार्थी लग्न एवं एकाग्रता का

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			पंक्तियाँ भी लिखो।		पढ़ाया जाएगा। पुनरावृत्ति प्रश्न पूछने के पश्चात गृहकार्य दिया जाएगा।	महत्व समझते हैं। - कला एकीकरण के माध्यम से विद्यार्थी चित्र बनाते समय अपनी विभिन्न ज्ञानेन्द्रियों का प्रयोग करते हैं। - कल्पना शक्ति का विकास करते हैं। - पारंपरिक व्यवसायों के विषय में जानते हैं।
नवम्बर (1 1 दिन)	बुद्ध चरित (5) महा परिनिर्वाण	महापरिनिर्वाण का वीडियो लिंक इंडिया टीवी) - साक्षात्कार बोधचर्या शांति स्वरूप जी (https://youtu.be/yQ5tXzUYhXQ) पाठ्यपुस्तक ।	- परियोजना कार्य – भगवान बुद्ध के विषय में जानकारी उपलब्ध कीजिए एवं लिखिए की उनकी अस्थियाँ कितने भागों में बाँटी गई एवं किसको किसको दी गई। - उनके अंतिम संस्कार के विषय में भी लगभग 100 का शब्दों अनुच्छेद लिखिए।	अभ्यास के प्रश्नों के उत्तर लिखिए।	- भगवान बुद्ध के महापरिनिर्वाण का विडिओ (साक्षात्कार) के दिखाने पूर्वज्ञान पश्चात पूछे प्रश्न के जाएंगे - पाठ्य पुस्तक से अध्याय को पढ़ाते हुए विषयवस्तु को स्पष्ट किया जाएगा । पुनरावृत्ति प्रश्न एवं गृहकार्य।	- मार द्वारा बुद्ध को अपने लक्ष्य से भटकने के प्रयासों एवं बुद्ध के दृढ़ निश्चय 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 /कार्यदिवस ोंकीसंख् या	विषय / उपविषय	शिक्षणमेंमददगारसामग्री	योजना / प्रायोगिकज्ञान/ अन्तरअनुशासनात्मकसंपर्क/ कलाएकीकरण/प्रयोग/ प्रवीणतामूल्यांकन	कार्य औरमूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/क्विज / कक्षापरीक्षा)	शैक्षणिकप्रक्रियाएं	अध्ययनकेपरिणाम
	व्याकरण - - 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	- पाठ्य पुस्तक - चाक - श्यामपट्ट - झाड़न - संधि के लिए पावर प्वाइंट प्रेज़न्टेशन लिंक - https://youtu.be/GbN62GXiHoA - 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 स्थापित करके समझाया जाएगा। - अनुभव जन्य - सभी विद्यार्थी अपने अभिभावकों को पत्र लिखेंगे।	- 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 बढ़ेगी एवम् पत्र लेखन से संदेश लिखना एवम् विचारों को लिखित रूप में प्रकट करने की कला का विकास होगा।
दिसम्बर (13 दिन) यूनिट-III	यूनिट-III परीक्षा के पाठ्यक्रम की दोहराई।	प्रत्येक अध्याय एवं विषय बिंदु की दोहराई में वीडियो एवं पी पी टी का भी प्रयोग किया जाएगा।				सभी विद्यार्थी अपने आप को परीक्षा में उत्तीर्ण होने एवं सभी विषय बिन्दुओं को व्यवहारिक जीवन से जोड़ने में सक्षम पायेंगे।

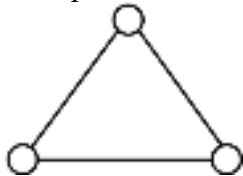
PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: VIII
Session 2022-23

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	• Audio- visual from Extra Marks : Set of different types of numbers • Power Point Presentation • Videos Types of Numbers https://www.youtube.com/watch?v=QUGmwPwtbpg	Experiential Learning • Discussed the use of fractions and decimals in everyday life, such as in recipes, tools, medicine dosages, etc Skills Development • Comparing numbers using a number line (Negative rational Numbers) Students may be asked to represent the rational numbers on number line	• 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 • 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	• Audio- visual from Extra Marks • Explained with the help of live examples of age,	Skill Development • Frame a linear equation involving one variable whose solution is 10.	• Testing with MCQ on daily bases • Testing on completing the	Activating Prior Knowledge by Random Questioning Introducing the	The students will be able to • Understand Linear Equation

		number and market purchases • Power Point Presentation • Videos https://www.youtube.com/watch?v=tHm3X_Ta_iE	i.e. $2X + 5 = 25$ • Framing of linear equation	chapter • Assignments(few questions given based on chapter)	topic to be taught after getting the expected response from the students. Developing hypothesis by Brainstorming Discussion.	• 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	• Audio- visual from Extra Marks • Power Point Presentation • Videos Types of Quadrilateral https://www.youtube.com/watch?v=QVzvklbd8CU	Art Integration • To verify the sum of the interior angles of a quadrilateral is 360° by using activity method Project • To verify that the opposite angles of a parallelogram are equal, by using activity method.	• 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 • 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	• Audio- visual from Extra Marks • Power Point Presentation • Videos • Individual • Group work • ICT, • Mathematics lab	Experiential Learning collect information from your class about which sports among the following, is each one's favorite and write it down	• Testing with MCQ on daily bases • Testing on completing the chapter • Assignments(few questions given based on	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from	The students will be able to • understand the importance of complete accurate and relevant data • Draw pictorial representation of numerical data

		activities, • Survey https://www.youtube.com/watch?v=faBPTFx_NCE	against the name of the pupil. Football, basketball, cricket, handball. • Now organize the data using tally marks. Art Integration • Collection of data from the class related to made of transport used to come to school and draw a bar graph for it.	chapter)	the students. Developing hypothesis by Brainstorming Discussion.	• Make frequency distribution and tally marks • Find probability of an event
May (18)	Cube and Cube Roots	• Innovative Method Tell the students to bring some cube-shaped objects: Ice cube, Dice • Audio- visual from Extra Marks : Set of different types of numbers • Power Point Presentation • Videos https://www.youtube.com/watch?v=DBysu0wjFLY	Art Integration: • Make Charts on Patterns in Cubes and display them in class. Like: $1729 = 10^3 + 9^3 = 12^3 + 1$	• 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 • Determine the cube of a number. • Comprehend the properties of cubes • Understand the patterns in cubes • 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	• 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	• Identifies different parts and types of quadrilaterals • Analyses and finds own way of constructing special quadrilateral	• 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 • Construct quadrilateral with the help of Compass. • make various combination of elements for constructing a unique quadrilateral.
July (23)	Square and Square Roots	• Explained with the help of examples from day-to-day life • Power Point Presentation • Videos https://www.youtube.com/watch?v=RagzBOu032w	• To find the square roots of first ten natural numbers. • 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. • 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,	• 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 : • Properties of Square Root • 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

			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. 			
	Comparing Quantities	- 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=PLCzaIJYXP5YdSNoYv4bZ	Art Integration - To compare simple and compound interest on the graph papers using different coloured pencils. Introductory Activity-1 - 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	- 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 Brainstorming Discussion.	The students will be able to - 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

		CipJqrW30I7N9	Percentage. Activity-2 - Students will fill the remaining two columns : <table border="1"> <tr> <td>CP</td> <td>SP</td> <td>P/L</td> <td>P/L %</td> </tr> <tr> <td>100</td> <td>70</td> <td></td> <td></td> </tr> </table> Audio-Visual - Percentages - Profit & Loss - Application to Discounts Class Activity: - 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	CP	SP	P/L	P/L %	100	70					and depreciation of commodities Calculate Taxes
CP	SP	P/L	P/L %											
100	70													

			parts. Bank and Customer Activity - organize an activity which involves purchasing, depositing and borrowing money, cases of simple and compound interest. - 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 Inter Disciplinary Activity - class room activity to convert students marks in different subjects into percentage and compare performance in ratio and			

			percentage. • Teacher can organize dummy market.			
August (20)	Algebraic Expressions and Identities	• Audio- visual from Extra Marks • Individual • Group work • Mathematics lab activities • Puzzles • Power Point Presentation • Videos https://www.youtube.com/watch?v=ZDWLbHu7y1g	• To verify the identity $(x + a)(x + b) = x^2 + ax + bx + ab$ Art Integration • Make flash cards of identities and use them to memorize. Art Integration • Make flash cards of identities and use them to memorize. To verify $(a + b)^2 = a^2 + 2ab + b^2$ by using activity method To verify $(a - b)^2 = a^2 - 2ab + b^2$ by using activity method To verify $(x + a)(x + b) = x^2 + (a + b)x + ab$ by using activity method	• 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 • 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

			To verify $(a - b)(a + b) = a^2 - b^2$ by using activity method			
	Visualising Solid Shapes	• 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: • A Colorful Collage Making on various 2D and 3D shapes on a Black Chart and display in class.	• 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 • Differentiate between 2D and 3D objects • Apply Euler's Formula to count and verify relation between edges, vertices and faces.
	Mensuration	• Audio- visual from Extra Marks • Individual • Group work • ICT, • Mathematics lab activities • Demonstration • Power Point Presentation • Videos Surface Area https://www.youtube.com/results?search_query=surface	Art Integration • To prove that Surface Area of the closed cylinder of radius r and height h is $(2\pi r(r + h))$ Experiential Learning • To determine a formula for the curved surface area of a cylindrical can by activity method. • To determine a	• 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: • 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 cylinder. • Understand and effectively use the concepts to find the volume of cube, cuboid and

		+area+of+solids+class+8 Area and Perimeter https://www.youtube.com/watch?v=rSVMrPu0_U	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.			cylinder
September (27)	Exponents and Powers	- Audio- visual from Extra Marks - Explained through Mind Map - Power Point Presentation - Videos https://www.youtube.com/results?search_query=exponents+and+powers+class+8	Skill Assessment: Made graphs on the basis of data available in the surroundings.	- 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: - 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.
	Direct and Inverse Proportions	- Audio- visual from Extra Marks - Power Point Presentation - Videos https://www.youtube.com/results?search_query=direct+and+inverse+proportion+class+8	Skill Assessment To test clarity of concepts and ability of mental calculation of the student (Mental Maths)	- 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	The student will be able to: - 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

					hypothesis by Brainstorming Discussion.	related to 'time and work' and 'time and distance'
October (21)	Factorization	• Audio- visual from Extra Marks • Power Point Presentation • Videos https://www.youtube.com/results?search_query=factorization+class+8	Activity • To factorize a quadratic polynomial, $ax^2 + cx + c$) by splitting the middle term(using square sheets)	• 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 • Find the Factors • Recall H.C.F • Factorize by regrouping • Factorize Quadratic Equations by splitting middle term • Factorize using Identities • Divide Algebraic Expressions
	Introduction to Graphs	• 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	Art Integration • Interlinked the graphs with the data collected and made all types of graphs	• 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 • Understand pictorial and graphical representation • Make Pie Graph, Bar Graph, Line graph and histogram

November (4)	Playing with Numbers	• 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	Experiential Learning • To justify test of divisibility using various examples	• 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 Brainstorming Discussion.	The students will be able to • 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 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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/ March (10)	Crop Production https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Inter disciplinary linkages: (with Social Science) to study the type of soil and the crop grown) - History of agriculture/ - farming Art integration - Diagram of different tools used in farming Experiential learning Activity: Visit to a polyhouse.	Oral test were conducted Written test MCQs testing and Quizzes	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. Activities: Selection of seeds Video related to crop production, irrigation and storage of grains. Group discussions	Following skills of students will be enhanced: Creativity Critical thinking life skills The students will be able to know - 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. - Taking as a career option in branch of agriculture.

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March (09)	Cell: Structure and Function https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Art integration - Diagram of plant cell and animal cell Experiential learning 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	Oral test were conducted Written test, MCQs testing and Quizzes.	Activating Prior Knowledge by Random Questioning - 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 Group discussions	Following skills of students will be enhanced: Creativity Critical thinking life skills The students will be able to know - Understand the cell structure. - Comprehend the concept of different shapes and sizes of the cell. - Diagrammatically presentation of plant cell and animal cell.
March (09)	Microorganisms https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Art integration - Draw the diagram of different microorganism Experiential learning - Practical: To observe the micro-organisms with the help of permanent slides - Study the process of fermentation in case of yeast.	Oral test were conducted Written test, MCQs testing and Quizzes.	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 - Understand the different techniques of food preservation - Comprehend the concepts of micro-organisms - Analysis of term vaccine, antibiotic, food poisoning and nitrogen fixation.

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			Picture/diagram identification		Lecture Discussion. Activities Video: microorganism Microbial habitats - Nitrogen cycle - Sewage treatment plant Group discussions	
April (10)	Synthetic fibers and plastics https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and Chalk	Art integration - Draw a mind map to depict different types of fibers Experiential learning - 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 material. - Practical: To compare the tensile strength of different fibers of same thickness and same length.	Oral test were conducted Written test, MCQs testing and Quizzes.	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. Activities Video: Polymerization process - Natural fibers and Synthetic fibers - Uses of synthetic fibers - Plastic and environment	The students will be able to - 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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					- Thermosetting and thermoplastics Group Discussions	
April (10)	Force and Pressure https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s UNIT I POSTPONED DUE TO PANDEMIC	PPT, Video, Charts, Extra marks, Board and Chalk, White Board	Experiential learning - 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.	Oral test were conducted Written test, MCQs testing and Quizzes.	Activating Prior Knowledge by Random Questioning - 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 Group discussions	The students will be able to - Comprehend the concepts of force and types of force. - Effects of force - Comprehend the effect of pressure exerted by the liquids and gases.
April/ May (08)	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 - Draw a diagram of human eye Experiential learning - Types of reflection - Image formation in a plane mirror. - Practical: To prove	Oral test were conducted Written test, MCQs testing and Quizzes.	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 the phenomenon of reflection of light. -Differentiate between regular reflection and irregular reflection.

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			the law of reflection by using a plane mirror. To study the image formation by multiple reflection of light.		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. Group discussions	- Understand the concept of dispersion of light. - Understand the structure of Human eye.
May (09)	Metals and Non metals 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 - Activity: Simple observations relating to physical properties of metals and non-metals shall be done. - Practical: To show that non-metals react with oxygen to form acidic oxides. - Observation on demonstration of displacement	Oral test were conducted Written test, MCQs testing and Quizzes.	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.	The students will be able to - Understand the physical and chemical properties of metals and non-metals. -Differentiate between metals and non-metals on the basis of their physical and chemical properties. - Analysis the basic

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (09)	Stars and Solar system https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art integration - Draw a table showing different constellations. Experiential learning - Observation of motion of objects in the sky during the day and night. - Practical: - To study different types of constellations.	Oral test were conducted Written test, MCQs testing and Quizzes.	- 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 Group Discussions	The students will be able to - 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 (09)	Chapter: Conservation of biodiversity. https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage - Discussion on depletion of wild life and zoo in different states of India Integrated with S.St. Art Integration - Diagram of biosphere reserve. Experiential learning - List of species in Red Data book. - Awareness regarding the National Parks and	Oral test were conducted Written test, MCQs testing and Quizzes	- 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: flora and fauna	The students will be able to - Understand the important terms, role and conservation of biodiversity - They will understand the count and types of species left in India and the world. - They will understand how to conserve the biodiversity

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			Sanctuaries in India			
July/Aug (09)	Chapter: Frictional Force https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Experiential learning - Practical demo: friction between rough and smooth(eraser on paper, cardboard and sand paper) - Relating the topic with day today activities.	Oral test were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students. Lecture Discussion Video: frictional force	Students will be able to understand - 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 (09)	Chapter: Chemical effect of current https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration Representation by diagram of circuits, activity based explanation. Experiential learning Hand on experience: to show chemical effect of current.(Deposition of copper from copper sulphate solution)	Oral test were conducted Written test, MCQs testing and Quizzes	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: chemical effect of current	The students will able to understand - The chemical effect of current. - Will have knowledge to find the conductivity of different commonly available liquids. - They will able to evaluate the application of chemical effects of current. - Will able to demonstrate electrolysis 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
						electroplating.
August (09)	Chapter Reproduction https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration Diagram of male and female reproductive system Experiential learning Discussion on gender issues and social taboos.	Oral test were conducted Written test, MCQs testing and Quizzes	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 reproduction	- The children will be 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
Sept (12)	Chapter: Some Natural Phenomenon https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage Study on natural disaster integrated with Social Science Experiential learning - Research on collecting data based on cause, effects and safety during on earthquakes. - Presentation on natural phenomenon (class participation) Discussions on	Oral test were conducted Written test, MCQs testing and Quizzes	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 natural phenomenon	The children will be able to Understand about - Some natural phenomenon such as lightning and earthquake. - Electric charges can flow from a charged body to a neutral body. - Effect of electric charges and the function of a lightning conductor. - Methods 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
			sparks, experiment with comb and paper discussion on lightning conductor. Observing the places in the school where lightning conductors are situated.		Group discussions	minimize effects before, during and after the tremors.
Sept (12) UNIT II	Chapter: Sound https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Interdisciplinary linkage Visit to music room to see different instruments producing different sounds. Experiential learning Activity: To show oscillation in a pendulum. Graph showing loudness and amplitude. Designing a 'Toy phone'.	Oral test were conducted Written test, MCQs testing and Quizzes.	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 Sound its effects	The students will able to understand - 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 of a human ear.
Oct (10)	Chapter: Coal and Petroleum https://www.youtube.com/watch?v=LFQdD0e3L9I&t=73s	PPT, Video, Charts, Extra marks, Board and chalk.	Art Integration - Diagram on petroleum refining Experiential learning - List of different places in India where oil refineries are located.	Oral test were conducted Written test, MCQs testing and Quizzes	Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from the students.	The students will able to Understand about - Natural resources. - Coal and petroleum forming the earth's crust. Need to conserve natural resources. - Analyses the terms

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					• Developing hypothesis by: Brainstorming • Video: formation of coal	exhaustible and inexhaustible natural resources. • Use of coal and petroleum • New methods to conserve energy.
Oct (11)	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 • Experiments with candles. • Studying about the types of fire extinguishers in the school. • Demonstration. "The chemical History of a candle" by Faraday,	• Oral test were conducted • Written test, • MCQs testing and • Quizzes	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: Zones of flame. Ignition temperature	• The students will be 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.
Nov (11)	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 • Draw a lay out representing the route of water supply to our houses. Experiential learning • Survey in your locality to know the condition of air and water.	• Oral test were conducted • Written test, • MCQs testing and • Quizzes	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 understand pollution Causes and harmful effects of air and water pollution.

Month/ No. of working days	Topic/Sub-topic	Teaching 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: Pollution of air and water. • Group discussions	
Dec (13)	Revision/ UNIT III					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Science
Class: VIII
Session 2022-23

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
February	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	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. • Enhancing literary skill paragraph writing on sources of History. * Art integration/ Experiential Learning- Timeline- Individual timeline of the child and attach or draw pictures.	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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					Discussion. Discussion on changing nomenclature of the subcontinent and regions. Dates and its importance. Important sources of history.	history
March	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/Experiential learning Draw a poster depicting any one feature of Federalism.	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	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	The L.O. will be assessed with *an oral test * written test MCQ'S in the form of Quizzes Notebook assessment	*Ice breaking session- Shortrole 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/SSTP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf			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	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/SSTP/social_studies_8/history/8%20British%20Rule%20&%20Peasants.pdf • Lagaan Movie	*Art integration/* Experiential Learning- Movie review -Lagaan on the revenue system of the British. / Role play on the 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 Poster on the living of tribals . * Experiential Learning- Map work- tribal area of	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	(a) Changes within tribal economies and societies in the nineteenth century. (b) Tribal revolts: focus on Birsa Munda. Regional focus: Chotanagpur and North-East		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	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.	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)	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					country and introducing the chapter to them. Lecture Discussion. Random questioning Brainstorming Discussion with the help of PPT and videos	Parliament
May	Civics – Understanding Laws	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning Group Discussion---- Video of incident depicting violation of law and people protesting current laws. • Consumer law • Hindu Succession Act	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	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 *Art Integration Poster making – Conservation of minerals and power. Critical thinking skill- What are the ways in which you would save electricity at and at school? Discussion	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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					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.
May	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. School farm • Map work	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.

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July	movement. (b) The nature of elite and peasant participation. Regional focus: Awadh.				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	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. Group discussion * Experiential Learning Map work.	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	* Experiential Learning Map work	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

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August		E-book	Art integration- Role play showing how industries and craft declined due to British policies.	-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 g 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	Civics - Judiciary	Smart Class- Extra marks PPT Videos YouTube E-book	Art integration- Review the movie Jolly LLB and write about importance of PIL. * Experiential Learning- Mock session of the court room.	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	Civics – Understanding marginalization	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning- Debate on Reservation- its role in providing economic equality. Art integration- Poster on the life of a tribal or Dalit.	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

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					Lecture Discussion- With the help of videos and PPT	&marginalized.
September	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.	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.	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	Civics- Public Facilities	Smart Class- Extra marks PPT Videos YouTube E-book	* Experiential Learning- Video Discussion on- A NEWS video of Water scarcity issue in Vidarbha	The L.O. will be assessed with – an oral -written test	*Ice breaking session – with the newspaper analyses pointing towards	The students will be able to Infer what could be

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			Village of Maharashtra.	-Quizzes. -Notebook work	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	done improve water supply - Sensitize children for conservation of water as the need of the hour today's world.
October	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- Group discussion on India's progress till date. *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	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.	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 people then who is	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 powerful.

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					responsible. Leading to the introduction of chapter. 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.	
December	Revision and Examination					

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 कक्षा : 8
 सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
फरवरी (5)	स्तुति	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा कला समेकित ज्ञानार्जन: - सरस्वती देवी का चित्र बनाना व उसमें रंग भरना कौशल मूल्यांकन: - लेखन कौशल श्लोक लिखवाना - वाचन कौशल कक्षा में सरस्वती वंदना का ऊँचे स्वर में वाचन करवाया जायेगा	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: - कक्षा में सभी देवियों के बारे में बताते हुए सरस्वती देवी के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पठन कौशल का विकास - लेखन कौशल का विकास - वाचन कौशल का विकास नैतिक मूल्य - माता-पिता व गुरु के सम्मान करने की भावना का विकास कला संबंधी - रचनात्मकता का विकास
मार्च (23)	अहं वृक्ष : अस्मि	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: बच्चों को उद्यान में ले जा कर अलग – अलग पेड़ों व उनकी उपयोगिता के बारे में बताया जायेगा	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पेड़ों का हमारे जीवन में महत्ता पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार	विषय संबंधी - लट् व लट लकार से सम्बन्धित वाक्य बनाना सीखा नैतिक मूल्य - बच्चों में पेड़ उगाने व परोपकार की भावना का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कला समेकित ज्ञानार्जन: - किन्ही पाँच पेड़ों की पत्तियों को एलबम में चिपकाना व उनके उपयोग के बारे में लिखना कौशल मूल्यांकन: लेखन कौशल जिन धातुओं के रूप कूट 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 अंतः विषय संबंध: - विज्ञान विषय से जोड़ते हुए पेड़ों का पर्यावरण की सुरक्षा में योगदान पर चर्चा की जाएगी	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	- पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विकास होना कला संबंधी रचनात्मकता का विकास
	क्रोधी मण्डूक	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: कर्ता के अनुसार उचित क्रियापद वर्ग पहेली में से छंट कर लिखना सिखाया जायेगा कक्षा में	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से गुस्सा करने के दुष्परिणामों के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी	विषय संबंधी लड़ लकार का रूप बनाने के लिए धातु के साथ क्त और क्तवतु प्रत्यय प्रयोगकरना सीखा नैतिक मूल्य

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कहानी से सम्बन्धित वीडियो दिखाया जायेगा कला समेकित ज्ञानार्जन: - लड़ लकार पर आधारित दस वाक्य प्रोजेक्ट फाइल में लिखना व चित्र चिपकाना कौशल मूल्यांकन: - लेखन कौशल कहानी लेखन - वाचन कौशल कहानी पठन अंतः विषय संबंध: - हिंदी विषय से जोड़ते हुए महाभारत के पात्र दुर्योधन के अहंकार व उसके विनाश के बारे में बताया जायेगा	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	क्रोध न करने की भावना का विकास
	स्वच्छ: भारतम् – लेख	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: विद्यालय में स्वच्छता अभियान का आयोजन किया जायेगा व उसमें भाग लेने के लिए बच्चों को प्रोत्साहित किया जायेगा	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से वार्तालाप करते हुए उन्हें प्रथम पुरुष व मध्यम पुरुष में अंतर बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा	विषय संबंधी लड़ लकार के प्रथम पुरुष एकवचन के शब्द व लट लकार मध्यमपुरुष के रूप का ज्ञान होना संज्ञा शब्द का उचित संज्ञा शब्द

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कला समेकित ज्ञानार्जन: - स्वच्छ भारत अभियान के बारे में बताते हुए चार्ट बनाने के लिए कहा जायेगा कौशल मूल्यांकन: 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	- मौखिक परीक्षा - लिखित परीक्षा	विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	से मिलान करना नैतिक मूल्य स्वच्छता की आदत का विकास होना
अप्रैल (25)	व्याकरण - फलों के नाम - सब्जियों के नाम	- चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - 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: - फलों तथा सब्जियों के चित्र चार्ट में चिपकाना व संस्कृत भाषा में उनका नाम	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 फ्लैश कार्ड दिखा कर फलों व सब्जियों के नाम संस्कृत में याद करवाए जायेंगे विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - फलों व सब्जियों की पहचान करना - फलों व सब्जियों के नाम याद करना सीखा कला संबंधी - - रचनात्मकता का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	पोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			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	- पाठ्यपुस्तिका - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - दिनों के नाम व गिनती के रंगीन चार्ट बनवाना कला समेकित ज्ञानार्जन: - शब्दों में गिनती के चार्ट में रंग भरवाना कौशल मूल्यांकन: - 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - चॉकलेट की सहायता से गिनती सिखाना व दिनों के नाम का कक्षा में ऊँची आवाज में उच्चारण करवाना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - गिनती व दिनों के नाम सीखना नैतिक मूल्य - हर दिन का महत्व समझना
	गृध्रमाजारकथा कथा -	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों को अजनबी लोगों पर विश्वास न करने के बारे में समझाते हुए विषय की घोषणा की	विषय संबंधी लड़ लकार प्रथम मध्यम तथा, उत्तम पुरुष के वाक्यों का ज्ञान होना नैतिक मूल्य

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	पोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			व उनके नाम के अनुरूप उनसे वाक्य बुलवाना कौशल मूल्यांकन: • लेखन कौशल कहानी लेखन • वाचन कौशल कहानी पठन	• कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा	जाएगी विषय की घोषणा विषय विस्तार • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	• अनजान लोगो पर भरोसा नहीं करना चाहियें।
मई (21)	उत्तमा मैत्री – चित्रकथा	• पाठ्य-पुस्तक • चाक, डस्टर • रंगीन चित्र • दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: • बच्चों को मित्रता वाली कोई अन्य कहानी संस्कृत में सुनायी जाएगी कला समेकित ज्ञानार्जन: • एक संक्षिप्त चित्रकथा चार्ट पर लिखने के लिए दी जाएगी कौशल मूल्यांकन • 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 • प्रश्नोत्तर • खुले अंत वाले प्रश्न • बहुवैकल्पिक प्रश्न • कक्षा में चर्चा • मौखिक परीक्षा • लिखित परीक्षा	पूर्व ज्ञान की जांच • 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 • पठन अभ्यास • चर्चा • संबंधित प्रश्न पूछना • पुनरावृत्ति	विषय संबंधी • 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 • जीवन में सच्चे मित्र की महता का ज्ञान होना
	लोकहित मम करणीयम्	• पाठ्य-पुस्तक • चाक, डस्टर • रंगीन चित्र • दृश्य - श्रव्य	आनुभविक ज्ञानार्जन गतिविधि: • शब्द चक्र में से शब्द छांट कर वाक्य	छात्रों द्वारा किये गए कार्य का निरीक्षण करना • प्रश्नोत्तर	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: • बच्चों से अन्य लोगों की भलाई के लिए	विषय संबंधी • पठन कौशल का विकास • लेखन कौशल का

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रेरणा / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रायोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		साधन	बनाने के लिए कहना कला समेकित ज्ञानार्जन: - कोई एक गीत को संस्कृत में लिखिए तथा चार्ट पर चिपकाएँ। कौशल मूल्यांकन: - लेखन कौशल शब्दों का वर्ण विच्छेद व पदों की विभक्ति लिखना - वाचन कौशल बच्चों गीत को रोचक तथा प्रभावशाली ढंग से गायेंगे	- खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	किये जाने वाले कार्यों पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विकास - वाचन कौशल का विकास - नए शब्दों के अर्थ समझ कर अपने शब्द भंडार में वृद्धि करना नैतिक मूल्य - हमें लोक कल्याण की भावना रखनी चाहिए जीवन में आने वाली कठिनाइयों से घबराना नहीं चाहिए।
	अनुशासनम – संवाद	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन: - बच्चों को कुछ महान अनुशासित व्यक्तियों के बारे में विडियो दिखा कर जानकारी दी जाएगी कला समेकित ज्ञानार्जन: - लोट लकर से सम्बंधित एक कथा लिखो व चित्र भी बनाओ और क्रियापद को चिन्हित करो कौशल मूल्यांकन: - लेखन कौशल	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: विषय की घोषणा - बच्चों को जीवन में अनुशासन का महत्व बताते हुए विषय की घोषणा की जाएगी विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - लोट लकार में धातुरूप बनाने का ज्ञान होना कक्षा में संभाषण के माध्यम से लोट लकार का प्रयोग करना सीखना नैतिक मूल्य - जीवन में सफलता के लिए अनुशासन का महत्व समझना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	पोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			लोट लकर से सम्बंधित एक कथा लिखो वाचन कौशल बच्चों का आपस में संवाद करने का अभ्यास			
जुलाई (22)	व्यायाम	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में व्यायाम के अलग अलग आसनों का अभ्यास कराया जायेगा कला समेकित ज्ञानार्जन: - व्यायाम के अलग – अलग आसनों के चित्र बना कर चार्ट पर चिपकाना कौशल मूल्यांकन: - 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - एक स्वस्थ मानव शरीर के लिए व्यायाम के महत्व पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - प्रत्ययों का संस्कृत वाक्यों में प्रयोग सीखना - विशेषण का प्रयोग सीखना नैतिक मूल्य - प्रतिदिन व्यायाम करने के लिए प्रेरित होना
	आत्मावलम्बनम	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: विभिन्न अंकों को संस्कृत में बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा	विषय संबंधी - संख्याओं का संस्कृत भाषा में ज्ञान होना - संख्याओं के तीनो लिंगों का ज्ञान होना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			संस्कृत में बतायेंगे कला समेकित ज्ञानार्जन : - संस्कृत में 21 से 50 तक की संख्याओं को चार्ट पर लिख कर कक्षा में चिपकाना कौशल मूल्यांकन: - लेखन कौशल एक से दस तक संस्कृत में गिनती लिखने के लिए कहना - वाचन कौशल अंतः विषय संबंधः गणित विषय से जोड़ते हुए संख्याओं का संस्कृत में ज्ञान	- बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	
	विधायक :महत्त्व	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - श्लोक कंठपाठ प्रतियोगिता आयोजित करवाई जाएगी कला समेकित ज्ञानार्जन: - एक चार्ट पर श्लोक लिखने के लिए कहना कौशल मूल्यांकन: - लेखन कौशल चक्र के पदों को जोड़कर वाक्य बनाने के लिए	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: - संधि तथा उसके भेदों पर चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी संस्कृत भाषा में स्वर संधि का ज्ञान होना व विषय के अध्ययन में निपुण होना नैतिक मूल्य जीवन में विद्या के महत्व का ज्ञान होना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			कहना वाचन कौशल कक्षा में श्लोक का वाचन करवाया जायेगा			
अगस्त (22)	क्रीडा महोत्सव – संवाद	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - बच्चों के लिए क्रीडा महोत्सव का आयोजन करना कला समेकित ज्ञानार्जन: - राष्ट्रीय स्तर के खेलों व उनके प्रसिद्ध खिलाड़ियों के चित्र चार्ट पर चिपकाना कौशल मूल्यांकन: - लेखन कौशल राष्ट्रीय स्तर के खेलों व उनके प्रसिद्ध खिलाड़ियों के नाम संस्कृत में लिखो - वाचन कौशल कक्षा में खेलों के महत्व पर संवाद करवाया जायेगा	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: - विभिन्न खेलों के चित्र दिखाकर बच्चों से खेलों का नाम पूछते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - संस्कृत भाषा में उपसर्ग के प्रयोग का ज्ञान होना नैतिक मूल्य - खेलों से शारीरिक व मानसिक विकास होना
	अहिंसा परमो धर्म - : प्रसंग - प्रेरक	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: कक्षा में गाँधी जी के अहिंसा व्रत के बारे में चर्चा की जाएगी कला समेकित ज्ञानार्जन:	छात्रों द्वारा किये गए कार्य का निरीक्षण करना - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: बच्चों से पूछा जायेगा कि शत्रु को मित्र कैसे बनाया जा सकता है ? इसके बाद अहिंसा व्रत के	विषय संबंधी - लड़ तथा लोट लकार के क्रिया पद बनाने का ज्ञान होना नैतिक मूल्य - हमे हमेशा अहिंसा

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजेना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- अहिंसा व्रत का पालन करने वाले महान व्यक्तियों के चित्र चार्ट पर चिपकाने के लिए कहा जायेगा कौशल मूल्यांकन: 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	- कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	बारे में बताते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	व्रत का पालन करना चाहिए ।
	सुवचननि : श्लोका -	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - विद्या – महिमा से सम्बन्धित कोई चार श्लोक लिख कर प्रोजेक्ट फाइल बनाने के लिए कहा जायेगा कौशल मूल्यांकन: लेखन कौशल श्लोक का हिंदी अनुवाद लिखना वाचन कौशल कक्षा में श्लोक का वाचन	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 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 - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना	विषय संबंधी - अवग्रह चिन्ह लगाकर शब्द बनाने का अभ्यास करना नैतिक मूल्य - एकता व भाईचारे की भावना का विकास

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			करवाया जायेगा		पुनरावृत्ति	
सितंबर (24)	दुःस्वप्न: दर्शन हास्य - कथा	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - कक्षा में कोई एक हास्य कथा का आयोजन करवाया जायेगा कौशल मूल्यांकन: 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 - प्रश्नोत्तर - खुले अंत वाले प्रश्न - बहुवैकल्पिक प्रश्न - कक्षा में चर्चा - मौखिक परीक्षा - लिखित परीक्षा	पूर्व ज्ञान की जांच आइस ब्रेकिंग गतिविधि: - कक्षा में बच्चों को हास्य – कणिका (लेचुटक) सुनाने के लिए कहा जायेगा व विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - क्रिया पदों को लिखने का अभ्यास होना - अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य - जीवन में प्रगति के लिए लक्ष्य निर्धारण करना सीखना
अक्तूबर (21)	राष्ट्रपिता महात्मा गाँधी (:अव्यय प्रयोग) परिचय-	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - गाँधी जी के जीवन की किसी एक महत्वपूर्ण घटना पर नाटक का मंचन करवाया जायेगा कला समेकित ज्ञानार्जन: - गाँधी जी का चित्र चार्ट पर बनाकर उनके बारे में पाँच वाक्य लिखना कौशल मूल्यांकन: लेखन कौशल गाँधी जी के जीवन पर निबंध लेखन	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: - गाँधी जी के जीवन के बारे में चर्चा करते हुए विषय की घोषणा की जाएगी विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - प्रत्यय लगाकर शब्द बनाने का अभ्यास होना - अव्यय शब्दों को लेकर वाक्यों का निर्माण करने में सक्षम होना नैतिक मूल्य - सत्य व अहिंसा का पालन करना व आत्मनिर्भर होना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मददगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			वाचन कौशल महात्मा गाँधी के जीवन से सम्बन्धित एक घटना बताने के लिए कहा जायेगा			
	गीताम उपदेश	- पाठ्य-पुस्तक - चाक, डस्टर - रंगीन चित्र - दृश्य - श्रव्य साधन	आनुभविक ज्ञानार्जन गतिविधि: - गीता के अन्य श्लोक याद कर कंठ पाठ प्रतियोगिता का आयोजन करवाया जायेगा कला समेकित ज्ञानार्जन: - श्री कृष्ण का चित्र बनाने के लिए कहा जायेगा कौशल मूल्यांकन: - लेखन कौशल श्लोकों में आये किन्ही पाँच उपदेशों को लिखना - वाचन कौशल श्लोकों का सस्वर वाचन करवाया जायेगा	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: - महाभारत के युद्ध के बारे में चर्चा करते हुए श्री कृष्ण व अर्जुन के बारे में बताते हुए विषय की घोषणा करना विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - संबंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - पर्यायवाची शब्दों का ज्ञान होना नैतिक मूल्य - आत्मविश्वास का विकास होना
नवंबर (11)	अब तक किये गए सारे कार्य की दोहराई					

ਪਾਈਨਗ੍ਰੇਵ ਸਕੂਲ, ਧਰਮਪੁਰ
ਸੰਬੰਧ ਨੰਬਰ 630044; ਸਕੂਲ ਕੋਡ: 43035
ਸਲਾਨਾ ਪੇਡਾਗੋਜੀ ਯੋਜਨਾ: ਪੰਜਾਬੀ
ਕਲਾਸ: 8ਵੀਂ
ਸੈਸ਼ਨ 2022-23

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 / 9 ਕਲਾਸਾਂ	ਵਰਨਮਾਲਾ, ਮਾਤਰਾਵਾਂ ਦੀ ਦੁਹਰਾਈ	ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ				
	ਸਾਡਾ ਦੇਸ਼	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪ੍ਰੋਜੈਕਟ: ਬੱਚੇ ਭਾਰਤ ਦੇ ਰਾਸ਼ਟਰੀ ਚਿੰਨ੍ਹ 'ਤੇ ਇੱਕ ਚਾਰਟ ਬਣਾਉਣਗੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ</u> <u>ਸਹੀ / ਗਲਤ</u>	ਬੱਚਿਆਂ ਨੂੰ ਰਾਸ਼ਟਰੀ ਗੀਤ ਦਾ ਅਰਥ ਸਿਖਾਇਆ ਜਾਵੇਗਾ	ਬੱਚੇ ਦੇਸ਼ ਭਗਤ ਦੀ ਗੁਣਵੱਤਾ ਬਾਰੇ ਸਿੱਖਣਗੇ
	ਊਠ ਕਿੱਥੇ ਗਿਆ?	ਕਿਤਾਬ, ਹਰਾ	<u>ਹੁਨਰ ਮੁਲਾਂਕਣ</u> : ਪੜ੍ਹਨ ਦੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ,	ਬੱਚੇ ਕਲਾਸ ਵਿਚ	ਬੱਚਿਆਂ ਨੂੰ ਧਿਆਨ ਨਾਲ

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
		ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਹੁਨਰ	ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਟੈਸਟ</u>	ਆਪਣੀਆਂ ਮਜ਼ਾਕੀਆ ਕਹਾਣੀਆਂ ਨੂੰ ਸਾਂਝਾ ਕਰਨਗੇ	ਕੰਮ ਕਰਨਾ ਸਿਖਾਇਆ ਜਾਵੇਗਾ
	ਦੇਸ਼ਤੀ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਅਧਿਆਪਕ ਕਵਿਤਾ ਸੁਣਾਏਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਟੈਸਟ</u>	ਬੱਚੇ ਕਲਾਸ ਵਿਚ ਆਪਣੇ ਸਭ ਤੋਂ ਚੰਗੇ ਦੇਸ਼ਤ ਬਾਰੇ ਗੱਲ ਕਰਨਗੇ	ਬੱਚੇ ਕਵਿਤਾ ਸੁਣਾਉਣਾ ਸਿੱਖਣਗੇ, ਉਹ ਦੇਸ਼ਤੀ ਦੀ ਕੀਮਤ ਸਿੱਖਣਗੇ
ਅਪ੍ਰੈਲ / 7 ਕਲਾਸਾਂ	ਦੀਪੂ ਨੇ ਛੁੱਟੀ ਲਈ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪਾਠ ਪੜ੍ਹਨਾ, ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਨੋਟਬੁੱਕ 'ਤੇ ਵਾਪਸ ਕਸਰਤ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚਿਆਂ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਲੋਕਾਂ ਦੀਆਂ ਭੂਮਿਕਾਵਾਂ ਬਾਰੇ ਇੱਕ ਚਾਰਟ ਬਣਾਉਣਾ ਹੈ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਸਮਾਜ ਵਿੱਚ ਆਪਣੀ ਭੂਮਿਕਾ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਨਿਭਾਉਣਾ ਮਹੱਤਵਪੂਰਨ ਹੈ
	ਵੱਡਾ ਕੌਣ?	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਅਧਿਆਪਕ ਵੱਖ-ਵੱਖ ਕਹਾਣੀਆਂ ਦੁਆਰਾ ਪਾਠ ਦੇ ਮਨੋਰਥ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ	ਏਕਤਾ ਤਾਕਤ ਹੈ 'ਤੇ ਵੱਖ ਵੱਖ ਕਹਾਣੀਆਂ ਬਣਾਉਣ ਲਈ ਬੱਚਿਆਂ	ਬੱਚੇ ਇੱਕ ਟੀਮ ਵਿਚ ਕੰਮ ਕਰਨ 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
			ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ https://www.youtube.com/watch?v=5NqggY0xzKU	ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਨੂੰ ਵੱਖ-ਵੱਖ ਸਮੂਹਾਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ	
ਮਈ / 5 ਕਲਾਸਾਂ	ਰੇਲਗੱਡੀ ਆਈ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਕਲਾਸ ਵਿੱਚ ਅਧਿਆਪਕ ਕਵਿਤਾ ਸੁਣਾਏਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਬੱਚੇ ਕਲਾਸ ਵਿੱਚ ਸਮੂਹਾਂ ਵਿੱਚ ਵੱਖੋ ਵੱਖਰੀਆਂ ਖੇਡਾਂ ਖੇਡਣਗੇ	ਬੱਚੇ ਦੂਜਿਆਂ ਨਾਲ ਖੇਡਣ ਦੀ ਖੁਸ਼ੀ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਬੱਚਿਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੇ ਤਣਾਅ ਤੋਂ ਬਚਣ ਦਾ ਇੱਕ ਮੌਕਾ ਵੀ ਮਿਲੇਗਾ
ਜੁਲਾਈ / 7 ਕਲਾਸਾਂ	ਦੇਖੋ, ਠਹਿਰੋ ਤੇ ਜਾਓ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਵਿਦਿਆਰਥੀ ਕਲਾਸ ਵਿੱਚ ਚੈਪਟਰ ਪੜ੍ਹਨਗੇ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ	ਬੱਚਿਆਂ ਨੂੰ ਵੱਖੋ ਵੱਖਰੇ ਟ੍ਰੈਫਿਕ ਨਿਯਮਾਂ 'ਤੇ ਇੱਕ ਚਾਰਟ ਬਣਾਉਣਾ ਹੋਵੇਗਾ	ਬੱਚੇ ਸੜਕ ਸੁਰੱਖਿਆ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਉਹ ਨਿਯਮਾਂ ਬਾਰੇ 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
				ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>		
	ਸਾਈਕਲ ਦੇ ਝੂਟੇ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਡਸਟਰ	ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜ੍ਹਨਾ ਸਰਗਰਮੀ: ਅਧਿਆਪਕ ਵੱਖ-ਵੱਖ ਕਹਾਣੀਆਂ ਦੁਆਰਾ ਪਾਠ ਦੇ ਮਨੋਰਥ ਬਾਰੇ ਗੱਲ ਕਰੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵੱਖ- ਵੱਖ ਸਮੂਹਾਂ ਵਿੱਚ ਇੱਕ ਕਾਰਜ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇਗਾ	ਬੱਚੇ ਇਕ ਟੀਮ ਵਿਚ ਕੰਮ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਿੱਖਣਗੇ, ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਏਕਤਾ ਵਿਚ ਤਾਕਤ ਹੈ
	ਆਲੇ-ਭੋਲੇ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਤਜਰਬੇ ਸਾਂਝੇ ਕਰਨਗੇ ਕਿ ਉਹ ਇਕ ਦੂਜੇ ਨਾਲ ਕਿਵੇਂ ਖੇਡਦੇ ਹਨ	ਵਿਦਿਆਰਥੀ ਆਪਣੀਆਂ ਚੀਜ਼ਾਂ ਦੂਜਿਆਂ ਨਾਲ ਸਾਂਝਾ ਕਰਨਾ ਸਿੱਖਣਗੇ
	ਗਾਂਧੀ ਜੀ ਦਾ ਬਚਪਨ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ	ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਵੱਖ ਵੱਖ ਸਮੂਹ ਗਾਂਧੀ ਜੀ ਦੁਆਰਾ ਚਲਾਈਆਂ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿਚ ਕਿਸੇ ਨੂੰ ਕਦੇ ਵੀ ਧੋਖਾ ਨਹੀਂ ਦੇਣਾ ਚਾਹੀਦਾ

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
			ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਗਾਂਧੀ ਜੀ ਦੇ ਜੀਵਨ ਦੇ ਪਾਠ ਬਾਰੇ ਦੱਸੇਗਾ	<u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਗਈਆਂ ਅੰਦੋਲਨਾਂ ਅਤੇ ਇਸਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਵੱਖੋ ਵੱਖਰੇ ਚਾਰਟ ਤਿਆਰ ਕਰਨਗੇ	ਅਤੇ ਝੂਠ ਬੋਲਣਾ ਨਹੀਂ ਚਾਹੀਦਾ
ਅਗਸਤ / 7 ਕਲਾਸਾਂ	ਦਾਦੀ-ਮਾਂ ਦੀਆਂ ਬਾਤਾਂ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ:</u> ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ ਬੱਚੇ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿਚ ਪਾਣੀ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਕਰਨਗੇ	<u>ਲਿਖਿਆ:</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ:</u> ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਪਾਣੀ ਦੀ ਸਿੰਚਾਈ 'ਤੇ ਇਕ ਮਾਡਲ ਜਾਂ ਚਾਰਟ ਤਿਆਰ ਕਰਨਗੇ	ਬੱਚੇ ਪਾਣੀ ਦੀ ਮਹੱਤਤਾ ਸਿੱਖਣਗੇ ਅਤੇ ਇਹ ਵੀ ਕਿ ਪਾਣੀ ਦੀ ਬਚਤ ਕਰਨਾ ਕਿਉਂ ਜ਼ਰੂਰੀ ਹੈ
	ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ:</u> ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ	<u>ਲਿਖਿਆ:</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੈਟਵਰਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ:</u> ਚੈਪਟਰ ਰੀਡਿੰਗ ਅਤੇ ਡਿਕਟੇਸ਼ਨ	ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਵੱਖੋ ਵੱਖਰੇ ਸਮੂਹ ਇਮਾਨਦਾਰੀ ਸਰਬੋਤਮ ਨੀਤੀ ਹੈ ਥੀਮ ਤੇ ਸਕਿੱਟ ਪੇਸ਼ ਕਰਨਗੇ	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਕੋਈ ਕੰਮ ਇਮਾਨਦਾਰੀ ਨਾਲ ਕਰਨ ਨਾਲ ਉਹ ਦੂਜਿਆਂ ਦਾ ਭਰੋਸਾ ਪ੍ਰਾਪਤ ਕਰ

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
				<u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>		ਸਕਦੇ ਹਨ
	ਬਾਲਕ ਬੀਬੇ ਰਾਣੇ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ:</u> ਕਵਿਤਾ ਵਿਚ ਅਭਿਆਸ <u>ਕਲਾਸ ਵਿਚ ਕਵਿਤਾ ਦਾ</u> <u>ਮੌਖਿਕ ਟੈਸਟ</u>	<u>ਲਿਖਿਆ:</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, <u>ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ</u> <u>ਅਭਿਆਸ</u> <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਉਨ੍ਹਾਂ ਚੰਗੀਆਂ ਆਦਤਾਂ ਬਾਰੇ ਵਿਚਾਰ ਕਰਨਗੇ ਜਿਨ੍ਹਾਂ ਨੂੰ ਉਹ ਆਪਣੇ ਰੋਜ਼ਾਨਾ ਕੰਮਾਂ ਵਿਚ ਅਪਣਾਉਂਦੇ ਹਨ	ਬੱਚੇ ਸਫਲ ਜ਼ਿੰਦਗੀ ਲਈ ਅਨੁਸ਼ਾਸਤ ਜੀਵਨ ਅਤੇ ਚੰਗੀਆਂ ਆਦਤਾਂ ਦੀ ਮਹੱਤਤਾ ਸਿੱਖਣਗੇ
	ਮੱਕੜੀ ਦੀ ਹਿੱਮਤ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ:</u> ਅਭਿਆਸ ਵਿੱਚ ਗਤੀਵਿਧੀ ਕੀਤਾ ਜਾਵੇਗਾ	<u>ਲਿਖਿਆ:</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, <u>ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ</u> <u>ਅਭਿਆਸ</u> <u>ਸਹੀ / ਗਲਤ</u> <u>ਟੈਸਟ</u>	ਬੱਚੇ ਗੱਲਬਾਤ ਕਰਨਗੇ ਕਿ ਵਾਤਾਵਰਣ ਕਿਵੇਂ ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਪ੍ਰੇਰਿਤ ਕਰਦਾ ਹੈ	ਬੱਚੇ ਕਦੇ ਵੀ ਹਾਰ ਨਾ ਮੰਨਣ ਦੇ ਸੁਭਾਅ ਦਾ ਅਨੁਸਰਣ ਕਰਨਾ ਸਿੱਖਣਗੇ
ਸਤੰਬਰ / 5 ਕਲਾਸ	ਡਾਕਖਾਨੇ ਦੀ ਸੁਣੋ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਪਾਠ ਪੜ੍ਹਨਾ, ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ ਵੀਡੀਓ https://www.youtube.com/watch?v=wr6_5qdakts	<u>ਲਿਖਿਆ:</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ <u>ਮੌਖਿਕ:</u> ਕਵਿਤਾ ਸੁਣਾਓ <u>ਸਹੀ / ਗਲਤ</u>	ਬੱਚੇ ਸੰਚਾਰ ਦੇ ਵੱਖ- ਵੱਖ ਤਰੀਕਿਆਂ 'ਤੇ ਇੱਕ ਪ੍ਰੋਜੈਕਟ ਬਣਾਏਗਾ, ਬੱਚੇ ਆਪਣੇ ਮਾਪਿਆਂ ਨੂੰ ਇੱਕ ਪੱਤਰ ਵੀ	ਇਸ ਚੈਪਟਰ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਰਤੀ ਡਾਕ ਪ੍ਰਣਾਲੀ ਬਾਰੇ ਸਿਖਾਇਆ ਜਾਵੇਗਾ

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
				<u>ਟੈਸਟ</u>	ਲਿਖਣਗੇ	
	ਭੋਤ ਦੀ ਗੱਲ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਡਸਟਰ	ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜਨਾ ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਮੌਖਿਕ: ਕਵਿਤਾ ਸੁਣਾਓ ਸਹੀ / ਗਲਤ <u>ਟੈਸਟ</u>	ਵਿਦਿਆਰਥੀ ਪੰਛੀਆਂ ਨੂੰ ਭੋਜਨ ਦੇਣਗੇ ਅਤੇ ਪੰਛੀਆਂ ਦੇ ਛੋਟੇ ਘਰ ਵੀ ਬਣਾਉਣਗੇ	ਬੱਚਿਆਂ ਨੂੰ ਸਿਖਾਇਆ ਜਾਵੇਗਾ ਕਿ ਪੰਛੀਆਂ ਲਈ ਅਸਲ ਘਰ ਜੰਗਲ ਅਤੇ ਰੁੱਖ ਹਨ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਕਦੇ ਵੀ ਵਿਅਕਤੀਗਤ ਮਨੋਰੰਜਨ ਲਈ ਨਹੀਂ ਖਰੀਦਿਆ ਜਾਣਾ ਚਾਹੀਦਾ
	ਬਸੰਤ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	<u>ਸਰਗਰਮੀ: ਕਵਿਤਾ</u> ਵਿਚ ਅਭਿਆਸ <u>ਕਲਾਸ ਵਿਚ ਕਵਿਤਾ ਦਾ</u> <u>ਮੌਖਿਕ ਟੈਸਟ</u>	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਸਹੀ / ਗਲਤ <u>ਟੈਸਟ</u>	ਕਲਾਸ ਵਿਚ ਰੀਸਾਈਕਲ ਸਮੱਗਰੀ ਤੋਂ ਪਤੰਗ ਬਣਾਉਣ ਦਾ ਮੁਕਾਬਲਾ ਹੋਵੇਗਾ	ਵਿਦਿਆਰਥੀ ਬਸੰਤ ਰੁੱਤ ਦੀ ਮਹੱਤਤਾ ਅਤੇ ਇਸ ਮੌਸਮ ਵਿਚ ਸਾਡੇ ਵਾਤਾਵਰਣ ਵਿਚ ਆਉਣ ਵਾਲੀਆਂ ਤਬਦੀਲੀਆਂ ਬਾਰੇ ਵੀ ਸਿੱਖਣਗੇ
ਅਕਤੂਬਰ / 8 ਕਲਾਸਾਂ	ਆਓ, ਗੀਟੇ ਖੇਡੀਏ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਸਰਗਰਮੀ: ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜਨਾ ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ	ਬੱਚਿਆਂ ਨੂੰ ਸਮੂਹ ਦੀਆਂ ਖੇਡਾਂ ਖੇਡਣ ਲਈ ਮੈਦਾਨ	ਚੈਪਟਰ ਦੁਆਰਾ ਬੱਚੇ ਜਾਣਨਗੇ ਕਿ ਸਿੱਖਿਆ 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
				ਅਭਿਆਸ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਵਿਚ ਉਤਾਰਿਆ ਜਾਵੇਗਾ	ਖੇਡਾਂ ਵਿਚਾਲੇ ਸੰਤੁਲਨ ਬਣਾਉਣਾ ਮਹੱਤਵਪੂਰਨ ਹੈ
	ਸ੍ਰੀ ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਦੇ ਦਰਸ਼ਨ	ਕਿਤਾਬ, ਹਰਾ ਬੋਰਡ, ਚਾਕ, ਅਤੇ ਡਸਟਰ	ਕਲਾਸ ਵਿਚ ਪਾਠ ਪੜ੍ਹਨਾ ਅਭਿਆਸ ਪੂਰਾ ਕਰਨਾ ਵੀਡੀਓ: https://www.youtube.com/watch?v=QqUUUYO9uuw	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਸ਼ਬਦ ਦਾ ਅਰਥ, ਨੋਟਬੁੱਕ ਤੇ ਅਭਿਆਸ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਧਰਮਾਂ ਦੇ ਵੱਖ-ਵੱਖ ਇਤਿਹਾਸਕ ਯਾਦਗਾਰਾਂ 'ਤੇ ਇਕ ਚਾਰਟ ਬਣਾਉਣਗੇ	ਇਸ ਧਾਰਮਿਕ ਪਾਠ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀ ਧਰਮ ਦੁਆਰਾ ਦਿੱਤੀਆਂ ਕਦਰਾਂ, ਕੀਮਤਾਂ ਅਤੇ ਜੀਵਨ ਪਾਠਾਂ ਬਾਰੇ ਸਿੱਖਣਗੇ
	ਰੰਗਾਂ ਦੀ ਖੇਡ-ਹੌਲੀ	ਕਿਤਾਬ, ਨੋਟਬੁੱਕ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ	ਅਧਿਆਪਕ ਕਲਾਸ ਵਿਚ ਕਵਿਤਾ ਮੁਕਾਬਲਾ ਕਰੇਗਾ	ਲਿਖਿਆ: ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ, ਖਾਲੀ ਥਾਂ ਭਰੋ ਸਹੀ / ਗਲਤ ਟੈਸਟ	ਕਲਾਸ ਵਿਚ ਇਕ ਡਰਾਇੰਗ ਮੁਕਾਬਲਾ ਆਯੋਜਿਤ ਕੀਤਾ ਜਾਵੇਗਾ ਜਿੱਥੇ ਬੱਚਿਆਂ ਨੂੰ ਵੱਖ ਵੱਖ ਰੰਗਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਇਕ ਤਿਉਹਾਰ ਦਾ ਦ੍ਰਿਸ਼ ਤਿਆਰ ਕਰਨਾ ਹੋਵੇਗਾ.	ਬੱਚੇ ਸਿੱਖਣਗੇ ਕਿ ਤਿਉਹਾਰਾਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਖੁਸ਼ੀ ਨਾਲ ਮਨਾਉਣਾ ਮਹੱਤਵਪੂਰਨ ਹੈ
ਨਵੰਬਰ / 3 ਕਲਾਸਾਂ	ਸੋਧ	ਕਿਤਾਬ, ਨੋਟਬੁੱਕ, ਹਰਾ ਬੋਰਡ, ਚਾਕ ਅਤੇ ਡਸਟਰ		ਟੈਸਟ: ਲਿਖਤੀ ਅਤੇ ਜੁਬਾਨੀ ਸਹੀ / ਗਲਤ		

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
		ਟੈਸਟ- ਲਿਖਤੀ ਅਤੇ ਮੌਖਿਕ <u>ਸਹੀ / ਗਲਤ</u> ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ		<u>ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ</u>		

PINEGROVE SCHOOL DHARAMPUR

Affiliation No. 63004;School Code: 43035

Annual Pedagogy Plan: Music

Classes: VIII

Session:2022 - 23

Month No of Working Days	Topic/Sub-Topic	Teaching Aids	Project/Experiential/Interdisciplinary linkage/Art Integration/Practical's/Skill Assessment	Assignments & Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Process	Learning Outcomes
Feb 8 Days	Topic: Introduction of Music	Musical Instrument BlackBoard	Introduction of different types of Musical instrument, Aaroh,Avroh,Shudh Sawar,Komal Sawar, Tiwra Sawar, Mander Saptak, Madhya Saptak, Tar Saptak	Practice of the same Oral Written	- Learners will be involved in daily practice - Discussion on different types of artist/Musicians	Knowledge of basic music
March 8 Days	Topic: SchoolSong	Musical Instruments	- Practice of song - Use of Correct Rhythm &Pronunciation	- Practice of the Song - Evaluating music & musical performance	- Different note & rhythm will be explained - Performed in morning assembly	- Children will learn new technique of using instrument - Students will improve singing skills
April 2 Days	Topic: National anthem Sub- topic: Jan-Gan-Man	Musical Instruments	- Practice of National Anthem - Correction in Pronunciation - Correct Rhythm	Practice of National Anthem Written	- Learners will be involved in practice - Performed in morning assembly	- Practically they will learn to use musical instruments - Feeling of patriotism
May 8 Days	Topic: Teen Taal Sub- topic: ek gun, do gun	Musical Instruments	- Group Discussion - Introduction of teen taal	Practice of teen Taal on hand verbally and along	Verbal Practice, practice on Hand (taali)	Develop the Rhythm, sense of synchronize with

				with Tabla. Ek gun, doh gun		the composition
June 4 Days	Topic: National Song Sub-Topic: Vande Mataram	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	- Notes given - Evaluation of musical performance	Learners will be explained the use of different noted and rhythm	- Feeling of patriotism - Use of musical instruments according to note and rhythm
July 8 Days	Topic: Song Sub- Topic: <i>Tu hi Ram, Tu hi Raheem</i>	Musical Instruments	- Practice of song - Detailed explanation of rhythm & notes	Practice of song	- Learners will be involved in practice - Performed in music department	Children will be able to sing and appreciate music
August 8 Days	Topic: Taal dadra (6 Beats)	Musical Instruments	- Group Discussion - Detailed explanation of Rhythm & Notes	- Practice of <i>taal dadra(Ek gun, doh gun)</i> - Notes given	Learners will be involved in practice	It helps to sing & play Indian Classical light music (Ghazal, Bhajan, Thumri)
Sep 8 Days	Topic: Song Sub-Topic- <i>Aye maalik tere bande hum</i>	Musical Instruments	Practice of song using different musical instruments	Practice of Song using Proper Rhythm & notes	Performed in morning assembly	Promote participation and Performance in singing
Oct 8 Days	Topic: Thaats Sub-Topic: - Vilawal - Kalyan - Khamaj - Asavari - Kafi - Bhairav - Bhairavi - Marwa - Purvi - Todhi	Musical Instruments	- Group Discussion - Detailed explanation of different that in music.	- Practice of thaats - Notes Given	Learners will be involved in daily practice	- Composing and arranging music with specified guidelines - It helps to recognize the Ragas
Nov 8 days	Topic: Alankar's	Musical Instruments	- Group Discussion - Details explanation of different Alankaar.	- Practice of Alankaar - Notes Given	The learners will be involved in daily practice	Helps to learn Ragas and Composition

						• Helps develop vocal and instrumental knowledge

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting
Class: VII-VIII
Session 2022-23

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	Topic /Theme: Environment /people/object/tradit ion based Painting Composition • 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.	• Image references. • Wikipedia • Books	• Practical assignments • Integrated with the history and techniques of water color, pencil shading and oil pastel etc.	• Assessments of practical work. • Portfolio assessment.	• 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 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
May 8days	Topic/Theme: Environment /people/object/tradit ion based - Print making Sub-topic: - Form, proportion, texture, color and techniques.	- Books - Wikipedia	- Live Demonstration - Practical's - Integration with history.	Assessment of practical work.	- 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.	- 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 - Folk Art Sub-topic: - Limbs of art(Form,	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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	- 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) Principles of art(Balance, rhythm,				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.	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.	—	—	—	—	—

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 - Still life study Sub-topic: - Form, Shape, Tone, texture and color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.pinterest.com/ - Paintings of great Indian artists will be shown. https://www.thebetterindia.com https://www.mojarto.com	- 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: Proportion	- Books - YouTube	- Experiment with different kinds of form and shape. - Skill assessment	Assessment of practical work.	- Demonstration will be given on how to make flower, boat, animals etc. - Video will be shown on clay art	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
	• Expression • Observation skills • Communication skills				for kids. https://youtu.be/X6isMS9HiGw https://youtu.be/yhKtJOvciWo • The learners will be involved in demonstration on making clay modeling. • Students will be involved in daily practice.	of the hands directly stimulates areas of the brain. • 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	Topic/Theme: Environment /people/object/tradition based • Outdoor Sketching • Natural and manmade object Sub-topic: • Line, shape, form, texture, color, space and perspective	• Sketch book • Black board • Wikipedia • Natural things • YouTube	• Practical study of nature(Experiential learning) • Skill assessment	• Assessment of practical work. • Daily portfolio assessment.	• 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	• 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

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
					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/RUBnDloGHg	beauty of manmade objects. 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 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> <i>Kathak (Classical form)</i> Basic values : • 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)	• Reflection • Teacher's feedback	Step by step demonstration. Movements of hands. Movements of legs and feet. 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 • Introduction of Teen Taal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Ma dhya Laya and Drut Laya have to be interduce</i>)	• Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	Demonstration method Demonstration of tying Ghungroo. 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.

Month/ No of working days	Topic/Sub-topic	Teaching 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 NO OF DAYS: 23	<u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u> - Tatkaar of Teen Taal (<i>Ekgun, Dugun, Chaugun</i>) - Hastamudra's - Hand movements (Basic exercise with hands)	<u>DEMONSTRATION</u> Use of Chart depicting Mudra's By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Practical	Demonstration method, Learning by regular practices	Excercising of the hand movements and mudra's. The concentration level or thinking capacity widens.

Month/ No of working days	Topic/Sub-topic	Teaching 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	<u>Body Movements</u> • Ang • Pratyang • Upaang <u>Ang</u> constitutes the main parts of the body which are used while dancing Head, Hands, Chest, Waist. <u>Pratyang</u> constitutes those parts which help the main parts to move neck, shoulder, arms, etc. <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.	• Videos • Pictures Introducing Videos of great artists. For example: • <i>Pt. Birju Maharaj</i> • <i>Sitara Devi</i> • <i>Pt. Durga Laal, etc</i>	Inter disciplinary linkage: (with EVS, English and Hindi)	• Oral Assessment, • Assessment • Practical	Facial expression demonstration. Body posture demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.
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	• 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
	<u>OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u> • Sound of 4 beat Bhramri • Sound of 3 beats Bhramri • Sound of 2 beatsBhramri • Sound of 1 beat Bhramri Practice of coordination (<i>coordination between hand movements and foot work</i>)	Pkhawaj. By showing videos	Hindi) Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment • Practical	regular practices Practice of coordination (<i>coordination between hand movements and foot work</i>)	sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination between hand movements and foot work increases.
AUGUST NO OF DAYS:24	<u>Different types of foot work in Teen taal</u> • Different types of Tihai's (1 avartan,2 avartan,3 avartan,Farmaishichake rdaarTihai,etc) <u>GROUP DANCES IN OTHER FORMS</u> To teach different types of group dances for various events.	• Wooden floor or Cemented floor • Videos • Ghungroo • Folk Music • Prerecord ed music on music system or with the help of live folk	Inter disciplinary linkage: (with EVS, English and Hindi)	• Assessment, • Practical • Oral assesment	Regular Tatkaar practice Demonstration of tradition steps of particular folk dance. Practice with costumes, jewellery and makeup related	Magic created by weaving different patterns of Laya. Folk dance forms and traditional tunes, songs with their particular language

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		instruments like Dolak, Naal, Duf, etc Showing the costumes, jewellery and makeup related to dance.			to dance.	should be taken by the students. Discussion regarding special elements in the performance costume, body movement, music.
SEPTEMBER NO OF DAYS:16	<u>Basic Kathak Bol's in Teen Taal</u> - Uthaaan - Thaat - Salami - Aamad - Tukda	By showing pictures, videos. By using different Mudra, s charts. Live performances of various artists.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Oral assessment - Practical	Step by step demonstration of each Mudra, Hand movements and Foot work of Kathak Bol's.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> - Guru Vandana - Ganesh Vandana - Shiv Stuti - Devi Stuti	- Videos on internet - Mudra's on internet	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral assessment - Practicals - Teachers Feedback - Assesments	Demonstration, Discussion about various characters.	Meaning full Shlokas to be understood. Understanding of instruments, make up,

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Vishnu Stuti,etc <u>SPEAKING SKILLS(Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	- Body postures on internet - Live or recorded music To teach Padhantwith the help of percussion instruments.			By discussing Mythological stories. To teach Padhant by clapping of hands and following the percussion instruments.	costume and other accessories. The thought and feeling behind the Vandana, body movement. Virtues of different mythological beings like:- Siddhi Vinayak- Ganesh AangikamBhav anam-Shiva NagenderHarai -Shiva Shantakaram- Vishnu Have to be understood by students
NOVEMBER NO OF DAYS: 19	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMIC REVISION	ACADEMC REVISION	ACADEMIC REVISION

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: VI & VIII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 DAYS)	PHYSICAL FITNESS TEST.	- Measuring tape - Lime powder - Clapper - Wooden box (3'x 3') - Stop watch - Whistle - Rope - Balls	NA	NA	- Vertical jump - Shuttle run 60-meter sprint 800-meter run - Measuring height and weight	Data collection for BMI Speed Strength Agility and Coordination
MARCH (26 DAYS)	HUMAN BODY - 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 - Sexual abuse - Concept of body image	- Reference books - Study Materials - class lectures - Playground - Skeleton - Computer	- Speaking on the topic - Preparing presentation. - Sharing the views - Taking help of science teachers - Watching videos	MCQ Tests. Performance recording of every individual.	- Participation - Interactive sessions.	- Realize 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 School health

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	• Mental health • Emotional development • Target/Goal setting					checkup and follow up
APRIL (23 DAYS)	SPORTS SKILLS • Orientation to Sports Skills • Agility • Motor skills • Rhythm • Yoga PHYSICAL FITNESS • Physical fitness • Introduction to Components of Physical Fitness • Leaders and followers • Player and Sportsperson	• Stadiometer • weighing machine • measuring tape • Age Appropriate Index. • Playfield • Stopwatches • Textbooks • Reference Books • Cones • Ladder • Balls • Whistle • Yoga mats	• Speaking on the topic • Sharing the views • Taking help of science teachers • Watching videos • Recreational games	• Research on the topic. • Sharing views. • Performance recording of every individual. • Oral Testing.	• Practical demonstration of Sports skills • Interactive Session • Practical use of Science in sports • Demonstration and Participation in games and sports	• Improve Physical health of students. • Improve technique for better results. • Help in setting goals of future by talking to famous sports person. • Improve leadership quality
MAY (26 DAYS)	WE AND OUR ENVIRONMENT • Microbes useful and harmful • Water borne diseases • Diseases transmitted through fecal matter • Vector borne diseases • Environmental pollution and health	• Reference books • Videos • Fields • Seeds • Water	• Speaking on the Topic. • Sharing each other's views. • Sharing experiences.	• Planting plants in school garden. • Visiting STP plant.	• Visiting nearby fields and gardens • Planting plants in school • Visiting nearby hospital	• Helps to love our environment. • Helps protecting from Diseases. • Learn how to keep our surrounding clean.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- Water and hygiene sanitation - Seed banking					
JUNE	TERM-1 EXAMINATION					
JULY (23 DAYS)	FOOD AND NUTRITION - Purchasing consuming and preserving nutritious food - Preparing food - Food practices - Genetically modified food	- Pictures and charts of fruits , vegetables and junk food etc. - Books - Magazines - Videos	- Speaking on the topic. - Preparing a presentation. - Sharing the views. - Lecture on Nutrition	- Written Tests. Performance - MCQ's Quiz - Assignments on the topic for preparation.	Demonstration, Observation of practices of Healthy Eating habits.	Learnt the need of nutrition food as pertinent to health.
AUGUST (24 DAYS)	SAFETY AND SECURITY - Safety outside the school - Common injuries - Safety from animals and treatment of animal bite - First Aid	- Emergency Bell - White board - Stretcher - First Aid kit - Playground	- Speaking on the topic. - Sharing the views and experiences. - Taking help of Doctor. Watching videos.	- MCQ Tests. Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. Taking help of the medical and admin staff	Discussion and sharing the experiences of peer group. Discussions and lectures	- Applies safety measures in different situation. - Explain the role education in health promotion. - applies first aid principles and survival skills during injuries and emergency. - Expresses responsible behavior regarding substances misuse
	SOCIAL HEALTH - Gender Sensitivity - Community health - Peer and social pressure - Adapting to situations and	- Resource Material - Media Material - Medicines Charts	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences.	Written Tests. Performance Recording of every individual assignment on the topic for preparation.	Discussion and sharing the experiences of peer group. Discussions and lectures	- Listening to others. - Doing Negotiations - Taking decisions. - Solving problems - Doing activities

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential /Inter disciplinary linkage/Art Integration/Practical 's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	changes - Outstanding personalities in health and sports - Positive use of leisure time - Qualities of socially healthy persons		Taking help of the medical and admin staff.			for relaxation - Reacting to strangers - Taking care of Aged. Develop leadership skills
OCTOBER (27 DAYS)	CONSUMER HEALTH AND SPORTS SERVICES - 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	- Health promoting Materials. - Case Studies. Sports and Sports Education Promoting Agencies. - Literature - Information - Institutional Profile - Reading Material.	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the medical staff.	Written Tests. Performance recording of every individual Assignments on the topic for preparation.	- 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 - Visit to nearest news agency	- 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
NOVEMBER (19 DAYS)	ACADEMIC REVISION					



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR

Affiliation No. 630044; School Code: 43035

Annual Pedagogy Plan: ENGLISH LANGUAGE AND LITERATURE

Class: IX

Session 2022-23

Pedagogical plan for Class 9 English Lang. & Lit. is not available due to change in syllabus by CBSE. Final syllabus is still awaited from CBSE. Plan shall be updated once CBSE releases the syllabus.

पाइनग्रोव स्कूल, धर्मपुर
 संबद्धीकरणसंख्या 630044; स्कूल कोड: 43035
 वार्षिक शिक्षा शास्त्र योजना : हिन्दी
 कक्षा : नवमी
 सत्र: 2022-23

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक 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 -संवाद लेखन, अनुच्छेद लेखन, अपठित गद्यांश से उत्तर	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी.पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर वीडियो- संवाद लेखन https://www.youtube.com/watch?v=oMNMABa9xtg वीडियो - अपठित गद्यांश https://www.youtube.com/watch?v=6CPySHCtj94	आनुभविक ज्ञानार्जन – - नारा लेखन पर वीडियो दिखाना - संवाद लेखन पर वीडियो दिखाना - कोई भी विषय देकर कक्षा में अभ्यास कला समेकित ज्ञानार्जन- - दो के समूह में संवाद लिखकर कक्षा में अभिनय - दो के समूह में नारा लेखन कक्षा में करवाना	- लिखित अभ्यास - लिखित परीक्षा	पूर्वज्ञान परीक्षण - कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी। - कक्षा में चर्चा विषय की घोषणा - - प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना	विषय सम्बन्धी – - लेखन कौशल का विकास हुआ - रचनात्मक कौशल का विकास हुआ - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए
मार्च – 23 दिन	संचयन भाग-1-गिल्लू	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर	आनुभविक ज्ञानार्जन - अपने किसी पालतू पशु/ पक्षी का वर्णन। - ऐसी घटना का वर्णन जब आपने किसी पशु/ पक्षी की जान बचाई,	- प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित कार्य - कक्षा में चर्चा - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि कक्षा के बाहर ले जाकर आस-पास कक्षा के बाहर ले जाकर गिलहरियों को दिखाना	विषय सम्बन्धी - - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन(मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- कहानी की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=-HJ6ejlhxhk - काक भुसुंडी की कहानी दिखाना https://www.youtube.com/watch?v=1nbAYK SpeP8	उसका अनुभव लिखिए। कला समेकित ज्ञानार्जन/ परियोजना कार्य – - मेरा परिवार की कोई कहानी पढ़ना - कहानी का चित्रों के रूप में वर्णन करना।		- उनके बारे में बातचीत जैसे गिलहरियों आयु, खान –पान आदि पर बात की जाएगी। विषय की घोषणा- - लेखिका महादेवी वर्मा का जीवन परिचय - कहानी का परिचय विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवाले प्रश्न - पुनरावृत्ति	- नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि करना - कहानी का सारांश अपने शब्दों में लिख सकते हैं। - रचनाकार के उद्देश्य को स्पष्ट करना - महादेवी वर्मा का जीवन परिचय प्राप्त हुआ - मेरा परिवार पुस्तक की जानकारी मिली कला सम्बन्धी – - 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 नैतिक मूल्य - जीवों के प्रति दया का भाव उत्पन्न हुआ।
	स्पर्श भाग -1 गद्य खंड –दुःख का अधिकार	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक	आनुभविक ज्ञानार्जन – क्या लेखक का बुढ़िया के प्रति व्यवहार उचित था?	- प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न - मौखिक परीक्षा - लिखित कार्य - कक्षा में चर्चा	आइस-ब्रेकिंग गतिविधि टीवी पर कोई खबर दिखाकर उस पर चर्चा https://www.youtube.com/watch?v=nv4NzLlrHhQ	विषय सम्बन्धी - - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - श्रवण कौशल का विस्तार

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• ब्लैक बोर्ड • डस्टर • पुस्तक से पठन • पुनरावृत्ति के लिए वीडियो दिखाना • https://www.youtube.com/watch?v=V6um9kklF0M	• यदि आप लेखक के स्थान पर होते तो क्या करते ? • टीवी पर कोई खबर दिखाना • https://www.youtube.com/watch?v=nv4NzLlrHhQ कला समेकित ज्ञानार्जन – • कहानी कानाटक के रूप में सामूहिक अभिनय • हमारा पहनावा हमारी पहचान होता है – वाद –विवाद रचनात्मक लेखन • विद्यार्थियों द्वारा अपना वाद –विवाद स्वयं लिखा जाएगा।	• लिखित परीक्षा	• पुराने समय तथा आज के समय में अन्तर पर बातचीत • पहनावा हमारी पहचान – पर चर्चा विषयकीघोषणा- • लेखक यशपाल का जीवन परिचय • कहानी का परिचय विषयविस्तार- • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना • खुले अंतवालेप्रश्न • पुनरावृत्ति	• रचनात्मक लेखन का विस्तार • नए शब्दों के अर्थ समझकर 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 समझकर उत्तर देने में सक्षम हुए। कला सम्बन्धी – • रचनात्मकता का विकास • वाचन कौशल का विकास • श्रवण कौशलका विकास हुआ • लेखन कौशल का विकास हुआ • कंप्यूटर दक्षता में सुधार नैतिक मूल्य - • गरीबों के प्रति सहानुभूति उत्पन्न हुई • उचित – अनुचित की समझ उत्पन्न हुई।

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	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - पुस्तक से सरल अर्थ बताना		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	- पूर्वज्ञान परीक्षण - पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन	विषय सम्बन्धी – परीक्षा के लिए व्यावहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम
	स्पर्श भाग -1—काव्य खंड— रैदास के पद	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - प्रभु जी तुम चन्दन हम पानी..... (अनूप जलोटा) द्वारा सुनाना	आनुभविक ज्ञानार्जन - प्रभु जी तुम चन्दन -- -- गीत दिखाना व बच्चों द्वारा गुनगुनाना - गुरुवाणी के शब्द दिखाना https://www.youtube.com/watch?v=s-swJI3A6zI कलासमेकित ज्ञानार्जन- - मन चंगा तो कठौती में गंगा ----कहावत के पीछे छिपी कहानी का वीडियो दिखाना https://www.youtube.com/watch?v=RnZTJKbqxLY - विद्यार्थियों द्वारा रविदास के जीवन से जुड़ी चमत्कारिक	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखितकार्य - बहुवैकल्पिकप्रश्न - लिखित परीक्षा	आइस-ब्रेकिंगगतिविधि - 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 विषयकीघोषणा- - ईश्वर के निर्गुण रूप को समझाते हुए रैदास के पदों का सरल अर्थ समझाना विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना	विषय सम्बन्धी - - 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 - नएशब्दोंकेअर्थसमझकर शब्दभंडारमेवृद्धिकरना - रचनाकार के उद्देश्य को स्पष्ट करना कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार

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			कहानियों को कक्षा में सुनाना • ऐसी लाल ---शब्द सुनाना https://www.youtube.com/watch?v=2KtdbTYUIfw		• खुले अंतवाले प्रश्न • पुनरावृत्ति	• श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार
	व्याकरण -अनुस्वार- अनुनासिक	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर		• अभ्यास • लिखित परीक्षा • प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • पूर्वज्ञान परीक्षण • प्रत्येक के लिए श्यामपट पर शब्दों को उदाहरण देकर समझाना। • बरी –बारी सबका अभ्यास करवाना	विषय सम्बन्धी - • वर्ण-विच्छेद, अनुस्वार-अनुनासिक, नुक्ता आदिकी पहचान में सक्षम • प्रश्नोत्तर पर आधारित उत्तर देने में सक्षम
अप्रैल -25 दिन	व्याकरण -उपसर्ग-प्रत्यय	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर		• अभ्यास • लिखित परीक्षा • प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • पूर्वज्ञान परीक्षण • उपसर्ग-प्रत्यय का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास • विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पीपीटी द्वारा अभ्यास	विषय सम्बन्धी - • उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके। • शब्द तथा वाक्यों में उनकी पहचान करते हुए मूल शब्द से उपसर्ग/प्रत्यय को अलग करने में सक्षम हुए
	स्पर्श भाग -1 – गद्य खंड -एवेरेस्ट मेरी शिखर यात्रा	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पीपी टी	आनुभविक ज्ञानार्जन – (सामूहिक परियोजना)	• प्रश्नोत्तरी • बहुवैकल्पिक प्रश्न • मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि • अरुणिमा सिंह की कहानी दिखाना	विषय सम्बन्धी - • पठन कौशल का विस्तार • लेखन कौशल का विस्तार

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		- चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - पाठ की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=BbBeaeCSz-c	- दो के समूहों में एवरेस्ट शिखर तक पहुँचने के लिए आवश्यक जानकारी पर पी पी टी तैयार करना - किन्ही तीन भारतीय एवरेस्ट विजेता पर्वतारोहियों पर पी पी टी बनाना - रास्ते के खतरों का वर्णन कलासमेकित ज्ञानार्जन/ परियोजना कार्य - एवरेस्ट तक के सभी कैम्पों का सचित्र वर्णन - ग्लेशियर तथा इसकी नदी के बहने से सम्बंधित वीडियो दिखाना https://www.youtube.com/watch?v=llcMB6lD8Do - अरुणिमा सिंह की कहानी दिखाना https://www.youtube.com/watch?v=q7TdnqbYbFo	- लिखित कार्य - कक्षा में चर्चा - लिखित परीक्षा	https://www.youtube.com/watch?v=q7TdnqbYbFo - पर्वतारोहण से जुड़े खतरों तथा पर्वतारोहियों पर बात - बचेंद्री पाल का जीवन परिचय विषय की घोषणा- पाठ एवरेस्ट मेरी शिखर यात्रा का पठन विषय विस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न - पुनरावृत्ति - तेनजिंग और हिलेरी की वीडियो दिखाना https://www.youtube.com/watch?v=wVWqzHWZGLQ	- 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 - 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 समझ कर उत्तर देने में सक्षम हुए कला सम्बन्धी – - रचनात्मकता का विकास - वाचन कौशल का विकास - श्रवण कौशल का विकास हुआ - लेखन कौशल का विकास हुआ - कंप्यूटर दक्षता में सुधार नैतिक मूल्य -

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
						जीवन में संघर्षों से डर कर हार न मानने के लिए प्रेरित हुए
	व्याकरण -अर्थ के आधार पर वाक्य भेद	- 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		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - 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 – - परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य - एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
	स्पर्श भाग -1 –काव्य खंड – रहीम के दोहे	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर	आनुभविक ज्ञानार्जन – विद्यार्थियों द्वारा किन्ही पांच दोहों को याद कर कक्षा में उनका गायन - दोहों के अर्थ पर चर्चा - श्रवण गतिविधि कला समेकित ज्ञानार्जन- - अनूप जलोटा द्वारा दोहों का गायन https://www.youtube.com/watch?v=dlhHcThJkPI - बहुविषयक सहलग्नता (संगीत, कम्प्यूटर) - विद्यार्थी फ्लिप ग्रीड पर अपने गायन का वीडियो भेजेंगे	- प्रश्नोत्तरी - मौखिकपरीक्षा - बहुवैकल्पिकप्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - हिंदी फ़िल्म अतिथि कब जाओगे के दोहे सुनाना https://www.youtube.com/watch?v=rHs8UCk-FNo पूर्वज्ञान परीक्षण - संतों की विचारधारा पर बात करते हुए कबीर, रहीम तथा रैदास आदि की जानकारी, चर्चा व बातचीत - संतों के अनुभव पर आधारित ज्ञान व दोहों में उनके संकलन पर बातचीत विषयकीघोषणा- - दोहों के सत्य से अवगत करवाना - दोहों का सरल अर्थ समझाना विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी - - संत सम्प्रदाय का परिचय प्राप्त हुआ - रहीम जैसे संतों का ज्ञान समझ सके - दोहों में छिपे उनके अनुभवात्मक ज्ञान की समझ उत्पन्न हुई - 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
		अप्रैल – प्रथम इकाई परीक्षा कोविड संक्रमण के कारण परीक्षा स्थगित	अब तक किए गए सारे कार्य की दोहराई			

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
मई -21 दिन	स्पर्श भाग -1 – काव्य खंड – कविता एक फूल की चाह	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - कविता की पुनरावृत्तिके लिए वीडियो दिखाना https://www.youtube.com/watch?v=PcSDFNL7uok	आनुभविक ज्ञानार्जन - कविता की कहानी अपने शब्दों में अंत परिवर्तित करते हुए लिखना - कवि निराला के बारे में जानकारी दिखाना - सरोज स्मृति के बारे में जानकारी एकत्रित कर कक्षा में सुनाना - कविता के दृश्यों का सचित्र वर्णन कलासमेकित ज्ञानार्जन- बहुविषयक सहलग्नता(विज्ञान, सामाजिक अध्ययन) - आज कोरोना महामारी के कारण किस प्रकार जीवन प्रभावित हुआ है ? - महामारी किन- किन कारणों से फैलती है ? सुरक्षा तथा बचाव कैसे हो सकता है ?	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य - बहुवैकल्पिकप्रश्न - लिखित परीक्षा	आइस-ब्रेकिंगगतिविधि https://www.amarujala.com/video/bizarre-news/spanish-flu-was-more-dangerous-than-coronavirus - महामारी की खबर दिखाना - प्राचीन समय के बारे में बात व चर्चा - महामारी व उसके प्रभावों पर बातचीत विषय की घोषणा - पुस्तक से कविता एक फूल की चाह का पठन व सरल अर्थ विषय विस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न - पुनरावृत्ति	विषय सम्बन्धी – - 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 संदर्भ से जोड़कर समझने में सक्षम - कविता के मूल भाव को समझकर पूछे गए किसी भी प्रश्न का उत्तर देने में सक्षम कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य सबके लिए समानता का भाव जागृत हुआ

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक 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 -अनुस्वार- अनुनासिक	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर		- अभ्यास - लिखित परीक्षा - प्रश्नोत्तरी - बहुवैकल्पिकप्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - पूर्वज्ञान परीक्षण - प्रत्येक के लिए श्यामपट पर शब्दों को उदाहरण देकर समझाना। - बरी –बारी सबका अभ्यास करवाना	विषय सम्बन्धी - - वर्ण-विच्छेद, अनुस्वार-अनुनासिक, आदि की पहचान में सक्षम - प्रश्नोत्तर पर आधारित उत्तर देने में सक्षम
	स्पर्श भाग -1 – गद्य खंड – तुम कब जाओगे अतिथि	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - पाठ की पुनरावृत्ति के लिए वीडियो दिखाना https://www.youtube.com/watch?v=H91ZgClkD74	आनुभविक ज्ञानार्जन – - जब आपके घर में कोई ऐसा अतिथि आया.....अपने 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 कला समेकित ज्ञानार्जन- - पाठ की कहानी का अंत परिवर्तित करते हुए सामूहिक अभिनय - फिल्म की कहानी की पाठ से तुलना करते हुए समीक्षा लिखना	- प्रश्नोत्तरी - मौखिक परीक्षा - लिखित कार्य - बहुवैकल्पिकप्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - हिंदी फिल्म अतिथि कब जाओगे का गाना सुनाना https://www.youtube.com/watch?v=ILheO6BHtGg - बच्चों से गाने के बारे में चर्चा - अतिथि के आगमन पर क्या क्या बदलाव आते हैं अपने घर के आधार पर बताइए - व्यंग्यकोसमझाते हुए अनचाहे अतिथियों पर चर्चा विषय की घोषणा- - पुस्तक से पाठ का पठन व सरल अर्थ विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न	विषय सम्बन्धी - - 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 कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					पुनरावृत्ति	किसी के घर अतिथि की तरह रहने का पता चला
	व्याकरण -उपसर्ग, प्रत्यय	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - श्यामपट्ट - पुस्तकसे अभ्यास		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	- पूर्वज्ञान परीक्षण - पुनरावृत्ति - उपसर्ग कापरिचय देते हुए भाषा मेंउनका महत्व समझाकर अभ्यास	विषय सम्बन्धी – - उपसर्ग-प्रत्यय का भाषा में महत्व समझ सके - शब्द तथा वाक्यों मेंउनकी पहचान करते हुए मूल शब्द से उपसर्ग-प्रत्यय को अलग करने में सक्षम हुए - शब्दों में उन्हें पहचानने में सक्षम
	संचयन भाग -1-स्मृति	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - पुस्तक से सरल अर्थ - वीडियो दिखाना https://www.youtube.com/watch?v=sHgn5PmHIsl https://www.youtube.com/watch?v=7StEW-pknIU	आनुभविक ज्ञानार्जन- - लेखक ने चिट्ठियों के लिए ज्ञान का जोखिम लिया- यदि आप उसके स्थान पर होते तो क्या करते ? कला समेकित ज्ञानार्जन/ परियोजना कार्य – - कला के अध्यापक द्वारा स्केच का ज्ञान कक्षा में देना - अपनी पसंद के दृश्य का स्केच तैयार करना	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा - लिखित अभ्यास	आइस-ब्रेकिंग गतिविधि - 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- - पुस्तक से कविता एक फूल की चाह का पठन व सरल अर्थ विषय विस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न	विषय सम्बन्धी – - 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 कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			बच्चे कक्षा में अपने बचपन के अनुभव सुनाएंगे		पुनरावृत्ति	- रचनात्मक लेखन का विस्तार - नैतिक मूल्य - अपने से बड़ों के प्रति आदर का भाव विकसित - नैतिक मूल्यों का विकास
	व्याकरण -शब्द और पद	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर https://www.youtube.com/watch?v=8mEiL0e5Jyg		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित कार्य - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - 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	विषय सम्बन्धी – - शब्द और पद के अंतर को जान सके - वाक्यों में इनकी पहचान करने में सक्षम बने - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए
	व्याकरण -अर्थ के आधार पर वाक्य भेद	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक		- प्रश्नोत्तरी - मौखिक अभ्यास - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि - पूर्वज्ञान परीक्षण - शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा	विषय सम्बन्धी – परीक्षाओं तथा आवश्यकता अनुसार उत्तर देने योग्य

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		• ब्लैक बोर्ड • डस्टर • कक्षा में श्यामपट पर अभ्यास • वीडियो दिखाना https://www.youtube.com/watch?v=R5eOtt9uWZA			में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास	• एक वाक्य का दूसरे रूप में परिवर्तन करने में सक्षम
	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पी पी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर • पुस्तक से सरल अर्थ बताना		• प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित परीक्षा	• पूर्वज्ञान परीक्षण • पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन	विषय सम्बन्धी – • परीक्षा के लिए व्यावहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम हुए
जून -	जून –प्रथम इकाई परीक्षा	• अब तक किए गए सारे कार्य की दोहराई				
जुलाई 22 दिन	संचयन भाग -1– हामिद खान	• 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 - • 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- • ए पी जे अब्दुल कलाम का वीडियो दिखाना • https://www.youtube.com/watch?v=AvbQRxHoVfA	• प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित कार्य • लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि • 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- • विभिन्न धर्मों तथा उनके विचारों पर बातचीत करते हुए पाठ 'हामिदखान' का	विषय सम्बन्धी – • 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 -

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन(मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			- साम्प्रदायिक दंगों के दृश्य पर पोस्टर तैयार करना - भारत के पिछड़ेपन का कारण धार्मिक उन्माद विवाद है/ विषय पर वाद – विवाद बहुविषयक सहलग्नता(कम्प्यूटर) -		अध्ययन करवाया जाएगा विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतर्वालेप्रश्न - पुनरावृत्ति	- वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य - समाज में सभी के प्रति आदर तथा समानता का भाव उत्पन्न हुआ
	स्पर्श भाग -1 – गद्य खंड – धर्म की आड़	- 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=ADXuAIT-etw	आनुभविक ज्ञानार्जन - आर्ट अध्यापक श्रीमान मेयत्रो द्वारा पोस्टर पर कक्षा में जानकारी - आज के संदर्भ में पाठ की प्रासंगिकता पर 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	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि https://www.youtube.com/watch?v=nPQ8PO3MJ2E - हिंदी फिल्म ओह माई गोड का दृश्य दिखाना - दृश्य पर चर्चा - भ्रष्ट धर्म गुरुओं के उदाहरण व चर्चा - हामिदखानसेइसेजोड़ते हुए वार्तालाप विषयकीघोषणा- - पाठकापुस्तककीसहायतासेअध्ययन - लेखकेमूलभावतथासन्देशपरचर्चा - आज के संदर्भ में पाठ की प्रासंगिकता पर सामूहिक चर्चा	विषय सम्बन्धी – - मजहब नहीं सिखाता आपसमें बैर रखना- की भावना का विकास - स्वार्थी धर्मगुरुओं केबारेमेंज्ञान व समझ - नए शब्दों की पहचान व अर्थ ग्रहण - लेखक व लेख के भाव को समझ 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 कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
					- विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न - पुनरावृत्ति	नैतिक मूल्य मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ
	संचयन भाग -1 –दिए जल उठे	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=vfYmouFhM5Q	आनुभविक ज्ञानार्जन –गाँधी जी की दांडी यात्रा की सचित्र जानकारी एकत्रित कीजिए। - इस यात्रा में वे किन –किन स्थानों से होकर गए तथा यह यात्रा कितने दिन चली, किसने इसमें भाग लिया आदि। कला समेकित ज्ञानार्जन / परियोजना (सामाजिक अध्ययन) - मानचित्र पर यात्रा का रास्ता दर्शाना	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित कार्य - लिखित परीक्षा	आइस-ब्रेकिंग गतिविधि https://www.youtube.com/watch?v=K_X7gix6FsY - दांडी यात्रा पर वीडियो दिखाना - वीडियो पर बातचीत - नमक आन्दोलन पर चर्चा विषयकीघोषणा- - पाठ का पुस्तक की सहायता से अध्ययन - लेख के मूलभाव तथा सन्देश पर चर्चा विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न - करतेहुएपाठकाअध्ययन तथासरलअर्थ	विषय सम्बन्धी – - गाँधी जी के स्वतंत्रता आन्दोलन व योगदान की जानकारी - दांडी यात्राव संघर्ष का ज्ञान - जनताकेसंघर्षवआज़ादी केलिएबलिदानसेअवगत - पाठ की संपूर्ण कथा कोसमझकर उत्तर देने में सक्षम कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य

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					पाठ से जुड़े शब्दों के अर्थ व घटनाओं की चर्चा।	मानवीय गुणों का विकास व सभी धर्मों के प्रति संवेदना का विकास हुआ
	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - पुस्तक से सरल अर्थ - अभ्यास		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित परीक्षा	- पूर्वज्ञान परीक्षण विषय की घोषणा- - पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन	विषय सम्बन्धी - परीक्षा व्यवहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम हुए
	व्याकरण -उपसर्ग, प्रत्यय	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर		- प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	- पूर्वज्ञान परीक्षण विषय की घोषणा - उपसर्ग का परिचय देते हुए भाषा में उनका महत्व समझाकर अभ्यास - विभिन्न सहायक सामग्रियों जैसे पुस्तक, बोर्ड, पीपी टी द्वारा अभ्यास	विषय सम्बन्धी – - उपसर्ग-प्रत्यय का भाषा में महत्व समझ 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	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर		- प्रश्नोत्तरी - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	- पूर्वज्ञान परीक्षण विषयकीघोषणा- - शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान	विषय सम्बन्धी – परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
		https://www.youtube.com/watch?v=R5eOtt9uWZA			सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना	
	व्याकरण - पत्र लेखन, अनुच्छेद लेखन, नारा लेखन, संवाद लेखन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी 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 - नारा लेखन पर वीडियो दिखाना - संवाद लेखन पर वीडियो दिखाना - कोई भी विषय देकर कक्षा में अभ्यास कलासमेकित ज्ञानार्जन- - दो के समूह में संवाद लिखकर कक्षा में अभिनय - दो के समूह में नारा लेखन कक्षा में करवाना	- लिखित अभ्यास - लिखित परीक्षा	आइस ब्रेकिंग गतिविधि - पूर्वज्ञान परीक्षण - कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी - कक्षा में चर्चा विषय की घोषणा - - प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना	विषय सम्बन्धी – - लेखन कौशल का विकास हुआ - रचनात्मक कौशल का विकास हुआ - परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए
अगस्त 22 दिन	स्पर्श भाग -1 – काव्य खंड – - खुशबू रचते हैं हाथ - नए इलाके में	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर वीडियो द्वारा कविताओं की पुनरावृत्ति https://www.youtube.com/watch?v=hwmCGJgFx5w https://www.youtube.com/watch?v=2a2nT2n7_j8	आनुभविक ज्ञानार्जन - लघु उद्योगों जैसे मोमबत्ती बनाना, पापड़, लिफाफे या अगरबत्ती बनाने आदि की जानकारी एकत्रित करना - अपने आस-पास होने वाले बदलावों का वर्णन बहुविषयकसहलग्नता – (सामाजिक	- प्रश्नोत्तरी - मौखिकपरीक्षा - बहुवैकल्पिकप्रश्न - लिखित कार्य - लिखित परीक्षा	आइस ब्रेकिंग गतिविधि - अध्यापिका बच्चों को तस्वीरें दिखाकर प्रश्न पूछेंगी - तस्वीरों पर विद्यार्थी अपने विचार देंगे . - चर्चा - संघर्ष व परिश्रम पर बातचीत विषय की घोषणा - - चर्चा के साथ ही कविता खुशबू रचते हैं हाथ का सरल अर्थ करवाना	विषय सम्बन्धी – - समाज के पिछड़े वर्ग की मुसीबतों से अवगत अनके प्रति संवेदना व सहायता का भाव कविता के मूल भाव की समझ - शहरीकरण से उत्पन्न समस्याओं की जानकारी - संयुक्त परिवारों का महत्व समझेंगे - दोनों कविताओं के मूल भाव को समझकर

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			अध्ययन)परियोजना कार्य- (Multidisciplinary linkage) किन्ही दो लघु उद्योगों की जानकारी एकत्रित कर दो-दो के समूहों में पी पी टी बनाना		- गरीबी व इससे जुड़ी बेरोज़गारी 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 विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न पुनरावृत्ति	कविताओं से जुड़े उत्तर देने में सक्षम हुए कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य - समाज के लिए अपना योगदान देने हेतु प्रेरित हुए
	व्याकरण -संदेश लेखन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - सन्देश लेखन पर वीडियो https://www.youtube.com/watch?v=vdEZ3-aZ3SM	आनुभविक ज्ञानार्जन - किसी शुभ अवसर के लिए सन्देश तैयार करना कला समेकित - कक्षा में गाना दिखाना- संदेश आते हैं---- https://www.youtube.com/watch?v=d6g6novTLDE - दीपावली की शुभकामनाएं देते हुए सन्देश लिखवाना	- लिखित अभ्यास - लिखित परीक्षा	आइस ब्रेकिंग गतिविधि कक्षा में गाना दिखाना https://www.youtube.com/watch?v=d6g6novTLDE - गाने पर चर्चा - सन्देश का विभिन्न प्रकारों पर चर्चा विषय की घोषणा - - कक्षा में सन्देश लेखन को बोर्ड पर समझाना - अभ्यास द्वारा सिखाना	विषय सम्बन्धी – - 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	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी	आनुभविक ज्ञानार्जन दो निर्जीव वस्तुओं के बीच संवाद लिखना	- प्रश्नोत्तरी - मौखिकपरीक्षा - बहुवैकल्पिकप्रश्न	आइस ब्रेकिंग गतिविधि अवांछित वस्तुओं के महत्व पर बातचीत	विषय सम्बन्धी –

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		- चर्चा - चॉक - ब्लैक बोर्ड - डस्टर	- संवाद का अभिनय करना - कला समेकित ज्ञानार्जन- खम्बात की खाड़ी के किनारों व कीचड़ का वीडियो दिखाना https://www.youtube.com/watch?v=RCwUBbzAI2c - कीचड़ पर बना गाना दिखाना https://www.youtube.com/watch?v=CtlabgKGXrw श्रवण गतिविधि - कक्षा में कोई कहानी सुनाकर प्रश्न देना		- कीचड़ पर गाना दिखाना विषय की घोषणा - - पाठ कीचड़ का काव्य का पुस्तक से अध्ययन व सरल अर्थ समझाना विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवाले प्रश्न - पुनरावृत्ति	- कीचड़ अन्न उत्पादन व कला के क्षेत्र में महत्वपूर्ण है, जान सके - कवियों के सुन्दरता प्रेम की जानकारी मिली कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - अभिनय कौशल का विकास नैतिक मूल्य - कोई भी वस्तु अनुपयोगी नहीं होती- धारणा का विकास हुआ
	स्पर्श भाग -1-गद्य खंड -चेतना के वाहक डॉक्टर चंद्रशेखर वेंकट रामन	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=QLSNlzXnEWs	आनुभविक ज्ञानार्जन - - कला के अध्यापक द्वारा कक्षा में कोलाज पर जानकारी - विज्ञान के अध्यापक द्वारा कक्षा में रामन प्रभाव पर जानकारी तथा बातचीत कला समेकित -	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि - अध्यापिका समय के बदलावों पर प्रश्न पूछेंगी जैसे- 1) आज मनुष्य के विकास का क्या कारण है ? - मानव की प्रगति मुख्य आधार क्या है ? https://www.youtube.com/watch?v=fCL9vYytWy8	विषय सम्बन्धी - - दृढ़ निश्चय की भावना का विकास - कंप्यूटर कौशल का विकास - विभिन्न वैज्ञानिकों के योगदान से परिचित होंगे - भारतीय विज्ञान में रामन के योगदान को समझने में सक्षम होंगे कला सम्बन्धी -

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			- भारत के प्रमुख भौतिक शास्त्रियों की जानकारी एकत्रित कर कोलाज बनाना बहुविषयक सहलग्नता –(विज्ञान)परियोजना कार्य – (Multidisciplinary linkage) - भारत के नोबेल पुरस्कार विजेता वैज्ञानिकों की जानकारी एकत्रित कर पी पी टी बनाना/ लिखना		वीडियोपरचर्चा विषयकीघोषणा - - पाठ से परिचय तथा पुस्तक की सहायता से पाठ का सरल अर्थ व अध्ययन विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पृष्ठना - खुले अंतवालेप्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - वैज्ञानिक शब्दावली को हिंदी में समझाना	- वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार नैतिक मूल्य - जीवन में जिज्ञासु बनने के लिए प्रेरित हुए - कठिनाइयों में हार न मानने के लिए प्रेरित हुए
सितंबर- 24 दिन	सितंबर - तृतीय इकाई परीक्षा के लिए	अब तक किए गए सारे कार्य की दोहराई				
अक्तूबर-21 दिन	स्पर्श भाग -1- काव्य खंड –अग्निपथ	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चाँक - ब्लैक बोर्ड - डस्टर - अमिताभ बच्चन द्वारा कविता वाचन वीडियो दिखाना https://www.youtube.com/watch?v=J7rZjejyrpQ	आनुभविक ज्ञानार्जन – - वीर रस की दो कविताएं लिखना, पढ़ना तथा कोई एक कविता याद करके कक्षा में सुनाना कला समेकित ज्ञानार्जन - वीर रस की कविता कक्षा में वीडियो तथा दिखाना https://www.youtube.com/watch?v=k-mRjh1cDM	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि – https://www.youtube.com/watch?v=k-mRjh1cDM - आशुतोषराणाकीकवितादिखाना - कविताकेबारेमेंबात - रससेपरिचितकरवाना विषयकीघोषणा- - कवि से परिचय तथा पुस्तक की सहायता से कविता का सरल अर्थ व अध्ययन	- वीर रस की रचना का ज्ञान हुआ - जीवन एक संघर्ष है, इस बात को समझे - कविता के मूल भाव को समझकर उत्तर देने में सक्षम हुए कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार - रचनात्मक लेखन का विस्तार

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			- आशुतोष राणा की कविता दिखाना बहुविषयक सहलग्नता(कम्प्यूटर) - - वीर रस पर आधारित कविता		विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतवालेप्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - वैज्ञानिक शब्दावली को हिंदी में समझाना - समाज के विभिन्न वर्गों पर बात करते हुए कविता अग्निपथ का सरल अर्थ समझाना - वीर रस से परिचित करवाना - कविता के मूल भाव पर चर्चा	नैतिक मूल्य संघर्ष से हार न मानने के लिए प्रेरित हुए
	स्पर्श भाग -1-गद्य खंड - शुक्रतारे के समान	- 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 - साबरमती की सचित्र जानकारी एकत्रित करना कला समेकित ज्ञानार्जन - महादेव भाई के जीवन का वीडियो दिखाना https://www.youtube.com/watch?v=QitC5uU3X - वन्देमातरम गीत दिखाना	- प्रश्नोत्तरी - मौखिकपरीक्षा - बहुवैकल्पिकप्रश्न	आइस ब्रेकिंग गतिविधि – 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	विषय सम्बन्धी – - 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 - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार

महीना /कार्य दिवसों कीसंख्या	विषय / उपविषय	शिक्षण में मददगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएं	अध्ययन के परिणाम
			https://www.youtube.com/watch?v=vOwvP34mRMY - महादेव भाई के जीवन का वीडियो दिखाना बहुविषयकसहलग्नता – (विज्ञान)परियोजना कार्य– (Multidisciplinary linkage) - सुबह तथा शाम में आसमान में शुक्रतारा देखना - इस तारे के विषय में जानकारी एकत्रित करना		- कर्म ही जीवन है – महादेव भाई के इस जीवंत उदहारण को समझाना विषय की घोषणा- - पाठ का सरल अर्थ व अध्ययन विषय विस्तार- - पठनअभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति - कठिन शब्दों के अर्थ - वैज्ञानिक शब्दावली को हिंदी में बताना	- रचनात्मक लेखन का विस्तार नैतिक मूल्य - कर्म ही पूजा है- उक्ति को समझे
	स्पर्श भाग -1-काव्य खंड - आदमीनामा	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पीपी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर - वीडियो द्वारा पुनरावृत्ति https://www.youtube.com/watch?v=t5rCkfL5YkE https://www.youtube.com/watch?v=1kxrNp8bLZU	आनुभविक ज्ञानार्जन - कविता हमें क्या सीख देती है – लिखिए ‘बदलता ज़माना’ पर इसी प्रकार की एक कविता तैयार कीजिए - कला समेकित ज्ञानार्जन –	- प्रश्नोत्तरी - मौखिकपरीक्षा - बहुवैकल्पिकप्रश्न	आइस ब्रेकिंग गतिविधि – - आदमी मुसाफिर है गाना सुनाना https://www.youtube.com/watch?v=vrycdLgVntU - भावों पर चर्चा विषयकीघोषणा- - कवि से परिचय - कविता का सरल अर्थ व अध्ययन विषयविस्तार- - पठनअभ्यास - चर्चा - सम्बंधित प्रश्न पूछना	विषय सम्बन्धी – - आदमी के विभिन्न रूपों का ज्ञान हुआ - मनुष्य अपने कर्मों से ही पहचाना जाता है – धारणा का विकास हुआ - रचनाकार के उद्देश्यों को समझ सके - नए शब्दों के अर्थ ग्रहण कर शब्दकोश में वृद्धि हुई कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार

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					• खुले अंत वाले प्रश्न • पुनरावृत्ति • कठिन शब्दों के अर्थ	• श्रवण कौशल का विस्तार • रचनात्मक लेखन का विस्तार • नैतिक मूल्य • सोच तथा कर्म ही इंसान की पहचान हैं –धारणा का विकास हुआ
	व्याकरण - पत्र लेखन, संवाद लेखन व अनुच्छेद लेखन, नारा लेखन	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पीपी 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 • नारा लेखन पर वीडियो दिखाना • संवाद लेखन पर वीडियो दिखाना • कोई भी विषय देकर कक्षा में अभ्यास कलासमेकित ज्ञानार्जन- • दो के समूह में संवाद लिखकर कक्षा में अभिनय • दो के समूह में नारा लेखन कक्षा में करवाना	• लिखित अभ्यास • लिखित परीक्षा	• पूर्वज्ञान परीक्षण • कक्षा में अध्यापिका बच्चों से सम्बंधित प्रश्न पूछेंगी • कक्षा में चर्चा विषय की घोषणा - • प्रत्येक का कक्षा में बोर्ड पर प्रारूप बताते हुए अभ्यास करवाना	विषय सम्बन्धी – • लेखन कौशल का विकास हुआ • रचनात्मक कौशल का विकास हुआ • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए
	व्याकरण -अर्थ के आधार पर वाक्य भेद	• ई-पुस्तक से पठन • एक्स्ट्रा मार्क्स द्वारा प्रस्तुति • पीपी टी • चर्चा • चॉक • ब्लैक बोर्ड • डस्टर https://www.youtube.com/watch?v=R5eOtt9uWZA		• प्रश्नोत्तरी • मौखिक परीक्षा • बहुवैकल्पिक प्रश्न • लिखित अभ्यास • लिखित परीक्षा	• पूर्वज्ञान परीक्षण विषयकीघोषणा- • शब्द रचना तथा प्रत्येक वाक्य रचना को समझाते हुए को कक्षा में बोर्ड पर इनकी पहचान सिखाना तथा रूप परिवर्तन बताते हुए अभ्यास करवाना	विषयसम्बन्धी- • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य बने

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	संचयन भाग -1 – मेरा छोटा सा निजी पुस्तकालय	- ई-पुस्तक से सरल अर्थ - वीडियो दिखाना - पी. पी टी - चॉक - ब्लैक बोर्ड - डस्टर https://www.youtube.com/watch?v=NEv15-2e6wU	आनुभविक ज्ञानार्जन - पुस्तकों के बारे में बातचीत - कला समेकित ज्ञानार्जन- - प्रमुख पुस्तकालयों पर चर्चा - भारत के पाँच प्रमुख पुस्तकालयों की जानकारी एकत्रित कर पी पी टी बनाना	- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न	आइस ब्रेकिंग गतिविधि – - ज्ञान के भंडार पर बातचीत - पुस्तकों के महत्व पर बातचीत विषय की घोषणा - - पाठ 'मेरा छोटा सा निजी पुस्तकालय' का पुस्तक से अध्ययन करवाना - सरल अर्थ समझाना विषयविस्तार- - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंतर्वाले प्रश्न - पुनरावृत्ति	विषय सम्बन्धी – - नए शब्दों को समझकर उनका प्रयोग समझने में सक्षम हुए - कहानी का सार समझकर उसके मूल संदेश को समझ सके - पुस्तकों के महत्व का ज्ञान हुआ कला सम्बन्धी - - वाचन कौशल का विस्तार - लेखन कौशल का विस्तार - श्रवण कौशल का विस्तार नैतिक मूल्य - पुस्तकों के प्रति सम्मान की भावना का विकास हुआ
	व्याकरण - पर्यायवाची, विलोम शब्द तथा श्रुति सम भिन्नार्थक शब्द	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा - चॉक - ब्लैक बोर्ड - डस्टर		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित अभ्यास - लिखित परीक्षा	- पूर्वज्ञान परीक्षण - पुस्तक से कुछ शब्द लेकर प्रत्येक के लिए उदाहरण देकर कक्षा में इनका अध्ययन	विषयसम्बन्धी- परीक्षा में व्यावहारिक रूप में पठन करते हुए इनके अर्थ व रूपों को समझने में सक्षम
	व्याकरण –शब्द और पद	- ई-पुस्तक से पठन - एक्स्ट्रा मार्क्स द्वारा प्रस्तुति - पी. पी टी - चर्चा		- प्रश्नोत्तरी - मौखिक परीक्षा - बहुवैकल्पिक प्रश्न - लिखित कार्य	पूर्वज्ञान परीक्षण - अध्यापिका बोर्ड पर कुछ शब्द लिखकर	विषयसम्बन्धी- शब्द और पद के अंतर को जान सके

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		• चॉक • ब्लैक बोर्ड • डस्टर • https://www.youtube.com/watch?v=8mEiL0e5Jyg		• लिखित परीक्षा	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	• वाक्यों में इनकी पहचान करने में सक्षम बने • परीक्षाओं तथा आवश्यकता अनुसार लिखने योग्य हुए
	नवम्बर -11 दिन	• वार्षिक परीक्षा के लिए अब तक किए गए सारे कार्य की दोहराई करवाई जाएगी				
	दिसंबर 13 दिन	• वार्षिक परीक्षा				

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: IX
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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 No. of Days:12 Term-1	Number System: 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.	- Smart Board - PPT's - Videos - Chalk Board - White Board - Wacom Tablet - e-book - Extra mark - Mind maps - Green Board https://www.youtube.com/watch?v=B-mFYTCGm28	Art Integrated Project: - To find the Square Root by spiral method Experiential Learning: - Shown Pythagoras Theorem by using three sticks of length 5cm,4cm and 3cm. Skill Assessment: - Represent $\sqrt{5}$ on the number line. - Flowchart used to understand the number system.	- MCQ's - Oral Test: - Written Test: - Written Work: - By doing Correction Work - Assignments	Cognitive Pedagogy: - Students are taught based on cognitive psychology. Critical pedagogy: - It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: - It suggests that education is critical to a student's social development and wellbeing. Bloom Taxonomy: - Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.	The children are able to develop an understanding of number system and its importance in life.

March No. of Days:12 Term -1	LINES AND ANGLES • 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, • each pair of interior angles on the same side of the transversal is supplementary. If a transversal intersects two lines such that, either	• Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board https://www.youtube.com/watch?v=hhfHeoj9aQ&list=PLq20sSZoEi13krpTxciG80PlwV07iwgD •	• Diagrammatical representation of angles. Art Integrated Project: • To verify the sum of any two sides of a triangle is always greater than the third side. • Mind Maps • Diagrams:	• MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments •	Cognitive Pedagogy: • Students are taught based on cognitive psychology Critical pedagogy: • It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: • It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Culturally Responsive Pedagogy: • This pedagogical method often relies on a student-centered approach to teaching.	The children are able to understand the concept and develop drawing skills and apply in real life. Children are able to understand the related topic.

[illegible]

May No. of Days: 7 Term-1	STATISTICS • DATA: Facts or figures, collected with a definite purpose, are called data. • 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.	• Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board https://www.youtube.com/watch?v=I14-2s24_JI •	Art Integrated Project: • Collection of data of vowels and consonants from a given article. Draw a pie diagram from the recorded data). Answer the question asked on the basis of recorded data. Experiential Learning: • 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. Project: • To find the mean of marks obtained by the students in Mathematics class test. Skill Assessment: Find the mean of first 10 prime numbers.	• MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments •	Cognitive Pedagogy: • Students are taught based on cognitive psychology Critical pedagogy: • It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: • It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.	• The children are able to develop skills to apply mathematical knowledge to solve real life problem. Children are able to understand the related topic.

<i>August</i> <i>No. of Days:12</i> <i>Term - 2</i>	CIRCLES • 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 circle are equal in length. • Theorem: The angle subtended by an arc at the center is double the angle subtended by it	• Smart Board • PPT's • Videos • Chalk Board • White Board • Wacom Tablet • e-book • Extra mark • Mind maps • Green Board https://www.youtube.com/watch?v=ZypE0xBOcL4	• Project Work: • Diagrams: Art Integrated Project: • 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:	• MCQ's • Oral Test: • Written Test: • Written Work: • By doing Correction Work • Assignments	Cognitive Pedagogy : • Students are taught based on cognitive psychology Critical pedagogy: • It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: • It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: • Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Culturally Responsive Pedagogy: • This pedagogical method often relies on a student-centered approach to teaching.	• The children are able to understand the concept and develop drawing skills and apply in real life.

September No. of Days:15 Term - 2	<i>SURFACE AREAS AND VOLUMES</i> Area of rectangle = length x breadth. Surface Area of a Cuboid = $2(lb + bh + hl)$ Surface Area of a Cube = $6a^2$ Curved Surface Area of a Cylinder = $2\pi r h$. Total Surface Area of a Cylinder = $2\pi r(r + h)$. Curved Surface Area of a Cone = $\pi r l$ Total Surface Area of a Cone = $\pi r l + \pi r^2 = \pi r(1 + r)$ Surface Area of a Sphere = $4\pi r^2$ Curved Surface Area of a Hemisphere = $2\pi r^2$ Volume of a Cylinder = $\pi r^2 h$ Volume of a Cone = $1/3 \pi r^2 h$ Volume of a Sphere = $4/3\pi r^3$	- Smart Board - PPT's - Videos - Chalk Board - White Board - Wacom Tablet - e-book - Extra mark - Mind maps - Green Board https://www.youtube.com/watch?v=ZrvoSpV5wSs	Experiential Learning: - Children will go to neighboring houses, interact with people and collect data for making shapes like cone, cylinder sphere, hemisphere and frustum. Practical: - To show that area of a triangle is half the product of its base and height using paper cutting and pasting method Art Integrated Project: - 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.	- MCQ's - Oral Test: - Written Work: - By doing Correction Work - Assignments	Cognitive Pedagogy : - Students are taught based on cognitive psychology Critical pedagogy: - It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: - It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: - Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy. Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.	The children are able to develop skills to apply mathematical knowledge to solve real life problem

PINEGROVE SCHOOL, DHARAMPUR,
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: General Science
Class: IX
Session 2022 - 23

Month No of working days	Topic/Sub-topic	Teaching 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 (10)	• Motion • 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	• <i>Teaching Aids</i> • Blackboard, chalk, smart board, Extra marks • <i>Video:</i> • 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	• <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.	• 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.	• 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:	The learners • 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.

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	Draw the inference from a given graph	understanding the concept of motion.			Enhancing the knowledge of students by activities like running, walking, sitting. Relating the concept with forces.	
March 10	The Fundamental Unit of Life - Discovery of cell - Prokaryotic and eukaryotic cell. - Structure of plasma membrane. - Plant and animal cell. - Cell organelles. - Mitosis and meiosis.	- Computer aided Class (using power point presentation). - Chalkboard, chalk, duster, Textbook. - Smart board (Extra marks). - Video related to:	Experiential learning: 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:	The L.O will be assessed on - Homework - Class test - Daily Quiz - Oral test - Written test	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	The learner - 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

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			- 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.		different solutions of osmosis. <i>Differentiation (Character, Citizenship)</i> The student in a group of ten, will be presenting a skit on all the organelles of the cell. <i>Questioning (Critical thinking, Communication)</i> Teacher will prepare a list of questions about the functions of the cell organelles and will ask these questions during discussions. - Built <i>character</i> and <i>citizenship</i> amongst themselves by discussing equal contribution of plants and animals in maintaining life. <i>Create</i> flow chart based on cell organelle's	To explore the concept of plasmolysis and deplasmolysis.

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					structure and functions.	
Apr (10)	• Is Matter Around Us Pure 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.	• Teaching Aids • 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. • Use of virtual lab for experiment on separation techniques.	• 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. Physics for centrifugal force • Art Integration: • Use of diagrams for Chromatography and Distillation.	• 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	• 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, distillation, centrifugation by their applications and uses.	• <i>The learner</i> • 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 by colloids and suspension. Sun rays entering through slit for

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					Filtration technique for tea and coffee etc.	scattering phenomenon.
April (12)	Force and Laws of Motion - Set Induction by Tug of War. - 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	Teaching Aids - 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.	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.	- 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.	- 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.	<i>The learner</i> - 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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May (11)	Tissues - 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.	- Computer aided Class (using power point presentation). - Chalkboard, chalk, duster, Textbook. - Smart board (Extra marks) - Video related to:	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.	The L.O will be assessed on - Homework - Class test - Daily Quiz - Oral test - Written test	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	The learner - 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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					tissue. Students will observe it and note down their observations in the notebook. • Questioning (Critical thinking and Communication) Teacher will prepare a list of question about the animal tissues. • Built character and citizenship by discussing the importance of blood tissue in maintaining life. • Create flow chart on the bases of different tissue structure and functions.	• Differentiate between xylem and phloem

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July (9)	• Atoms and Molecules • 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: • 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.	• 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. • for atomic theory.	• 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.	• 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> • 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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July - Aug 12	Why do we fall ill? • Introduction to Diseases. • Types of diseases. • Acute, chronic. • Communicable, non-communicable. • Immuno- deficiency diseases. • Vaccination.	• 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	• 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:	The L.O will be assessed on • Homework • Class test • Daily Quiz • Oral test • Written test	• 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	<i>The learner</i> • 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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			- Appreciate the important role played by clean environment in maintaining the health - 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		students and questions would be asked on the significance of the topic and share the ideas in pair. <i>Differentiation (Character, Citizenship)</i> The student in a group of ten, will be presenting a skit on the different diseases, symptoms, methods of prevention and treatment. <i>Questioning (Critical thinking, Communication)</i> Teacher will prepare a list of questions about the vaccination - Develop <i>citizenship</i> by observing and sensitize others regarding different communicable and non-communicable diseases.	different micro-organism - 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

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August :10	Gravitation - 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	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.	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	- 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.	- 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> - 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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September: (12)	Work and Energy - 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 - Concept of Energy and transformation of energy - Derive expression for Kinetic and Potential energy - Define power - Commercial and SI unit of energy	<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 Conception of work. - PowerPoint Presentation on concept of energy. - Digestion of food Kinetic energy, Potential Energy, transformation of Energy.	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. 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.	- 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 Potential energy with uses. - Peer assessment for better understanding of concepts. Correction of notebooks, mind calculations etc.	Activating Prior Knowledge By relating the concept of force and gravity. - Interactive Lecture: In coordination with group activity, model - Raising curiosity by relating with digestion 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.	<i>The learner.</i> - 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 - 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.

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October: (12)	• Structure of Atoms • 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	• 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, Bohr's structure etc.	• 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. • Developing Rutherford's model for beam of light. • Diagrams for atoms.	• 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.	• 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 • 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.	• The Learner • 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 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.

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					• 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.	
October: (9)	Natural resources • 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. • Water pollution. • Soil pollution.	• Computer aided Class (using power point presentation). • Chalkboard, chalk, duster, Textbook. • Smart board (Extra marks) • Video related to:	• Experiential learning: • Project: • To make a project on biogeochemical cycle. • Interdisciplinary Linkage (with Social Science) • Activity: To show the presence of lichen, as an indicator of air pollution. • Art Integration:	The L.O will be assessed on • Homework • Class test • Daily Quiz • Oral test • Written test	• 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 thinking) through discussion	<i>The learner</i> • 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 evaporation in water cycle.

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			- 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 analyse various issues related to natural resources and biogeochemical cycles - Built character by recognizing ways to conserve natural resources		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.	- 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

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Social Science
Class: IX
Session 2022-23

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 (21)	<u>History</u> The French Revolution	- Written notes - Oral material - Visual material to conceptualize the history of revolutions. - Flowcharts	<u>Experiential Learning:</u> - Roleplay on the French revolution <u>Practical:</u> - Map Activity	- Quiz - Oral Test - Written Test	The Learner will be given an opportunity to: - 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— Constitutional Monarchy, Declaration of Rights of Man, on becoming	The Learner will be able to: - Classify and compare events, facts, data and figures - Compare the course of events that lead to French revolution. - Remember the names of the people involved - Different types of ideas that inspired the revolution - The wider forces that shaped the revolution. - It's impact on other European countries.

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					a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution.	
March (21)	<u>Economics</u> The Story of village Palampur	- Lecture method - Oral reading of the chapter. - Smart class- Extra Marks	<u>Inter disciplinary linkage:</u> - Writeup on the visualization of a village <u>Art integration:</u> - Draw a picture of a typical modern village with all basic facilities.	- Oral Quiz - Written Test	The Learner will be encouraged to: - Collect the details of different factors of production like Land, Labor, Capital and Human resources from their surroundings. <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.	The learner will be able to: - - 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 (21)	<u>Geography</u> India- Size and Location	- Oral Explanation: Location and Size - Internet for Political map of India: Locating Tropic of Cancer and Standard Meridian	<u>Practical:</u> Map Activity: On outline map of India, locate and label the neighboring countries and States along with their capitals.	- NCERT book Exercise. - Written Assignment - Extra HOTS Questions - Oral Quiz	The Learner will get an opportunity to: Observe political map of India <i>as per</i> NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.	The Learner retrieves facts and figures, narrate the processes related to: locating places, states, union territories, and other physical features on the map of India.

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		Smartboard class-Extra Marks				Describes important terms in Geography such as, standard meridian, International standard time, etc.
April (25)	<u>Democratic politics</u> What is Democracy? Why Democracy?	- 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.	- Concept based MCQs - Written Test - Written Assignment	The Learner will be encouraged to: - 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: - Outlines the formation of democratic governance in different countries of the world. - Explains the process of change in democracies.

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April (25)	<u>Democratic Politics</u> Constitutional Design	• Oral Explanation • Flow chart- Case study of India in comparison with South Africa • Smart Class- Extra Marks	<u>Experiential Learning:</u> Debate on Why we should have a Constitution and who all should be a part of the making of the Constitution? <u>Art integration:</u> Making the preamble of the Indian constitution on a chart paper.	• Written Questionnaire • Concept based MCQ's • Quiz based on Concept mapping	The Learner will be provided with the relevant information : • 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.	The Learner will be able to understand the cause and effect relationship between phenomena, events and their occurrence for example: • Explains the process of change in democracies. • Identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc.
April (25)	<u>Geography</u> Physical Features of India	• Lecture method – Explanation with the help of Map, pictures and diagrams. • Oral reading of the chapter by students. • Smart class- Extra marks	• <u>Practical:</u> Map work related to the plateaus, peaks, western ghats, Eastern ghats and coastal plains. <u>Experiential learning:</u> A PowerPoint presentation on the various landforms of India.	• Oral Quiz • Written Test • Concept based questions related to the chapter	The Learner will be encouraged to take an opportunity to: • 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	The Learner will be able to classify and compare events, facts, data and figures for example; • 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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					features may be explained to them. ● 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 (25)	<u>Economics</u> People as a Resource Note-Unit I Examinations conducted	● 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).	● Written Test ● Oral Quiz ● Written Assignment	The Learner will be encouraged to : ● 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 existing in urban and rural areas (ii) poverty existing in different states. ● Raise questions to secure	The Learner will be able to understand and analyze: ● Empathise with differently abled and other marginalised sections of the society, such as, Scheduled Tribes ● Appreciates political diversity ● Appreciates cultural diversity ● Appreciates religious diversity ● Recognises language diversity ● Recognises social diversity

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					healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues.	
May (21)	<u>Democratic Politics</u> Electoral Politics	- Flowcharts - Written Notes on certain topics – Importance of Election Commission and Procedure of Elections. - Smart Class- Extra Marks	<u>Experiential Learning:</u> Conducting Elections in the class. <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 ink, Chalk, Smart Board.	- Concept based MCQ's - Written Test - Oral Test	The Learner is motivated to: - 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. <u>Art Integration:</u> The Learner is made familiar with: - Objects used during elections and their importance.	The Learner will be able to understand: - 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.
May (21)	<u>Geography</u> Drainage	- Power point presentation on Ganga-Brahmaputra system. - Lecture method	<u>Practical:</u> Map activity- Correlate different maps, for example, physical features and drainage,	- Oral Quiz - Written Test	The Learner is encouraged to: Explore various rivers, find details of their origin, course of river, major	The Learner is able to: - Explain factors affecting course of a river, climate, population distribution,

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		- Oral reading - Smart class- Extra Marks	physical features and population. Finding out which river is a home to rich mineral deposits in the Northern plains.	Written Assignment (back exercise-NCERT)	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.	flora and fauna of a region. Interprets maps of river systems in India, physiograph, and population distribution.
June (4)	Revision and Unit II Exams conducted	—	—	—	—	—
July (22)	<u>History</u> Socialism in Europe and the Russian Revolution	- Lecture Method - Smart class- Extra marks - Flowcharts - A short video shown on the October revolution. - Oral Reading	<u>Experiential Learning:</u> - Divide the students into three groups for a debate. - The first group should be of the opinion that everything is fine in Russia. - The second group should argue	- Written Test - Oral Quiz - Concept based MCQ's	The Learner will be encouraged to: Identify social, economic, and 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,	The Learner will be able to understand the cause and effect relationship, events and phenomena related to the same for example: - Explains the causes and effects of various revolutions. - Illustrates how different social groups coped with changes in

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			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 hand, you will cut off the other groups to let the third group talk. • Slowly, have the students from the other two groups join the third group so their opinions can be heard.		etc., belonging to that period (1905). • 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 Revolutionaries • 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.	the contemporary world and describe these changes • Explains the difference between revolution and social change.
July (22)	<u>Geography</u>	• Power point presentation	<u>Project:</u> Disaster management- The Learner has to	• Oral Quiz • Written Test	The Learner will be encouraged to:	The learner will be able to:

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	Natural Vegetation and Wildlife	- Lecture Method - Oral Reading	explain any Man - made Disaster in the past mentioning it's causes, effects and effective measures of preparedness.		- 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 sustainable relationship.	- 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.
July (22)	<u>Economics</u> Poverty as a Challenge	- 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.	- Oral Quiz - Written Test	The Learner is motivated to: - 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 government report on poverty. - Show movies and documentaries such as, 3 Shades, Mirch Masala,	The Learner will be able to: - 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, literacy and poverty. - Assess the impact of important

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
					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.	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 (22)	<u>History</u> Nazism and the rise of Hitler	● Lecture method ● A short video on Hitler ● Smart class-Extra Marks	<u>Art Integration:</u> (Theatre)A short Role Play depicting how Hitler became a dictator. <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.	● Individual Presentation ● Written Test ● Oral Quiz	The Learner will be encouraged to: - ● 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, and Polish. ● Record or gather (from the internet) the interviews of living legends who have	The Learner will be able to show sensitivity and appreciation skills, for example, ● 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 developments such as the Russian Revolution, nationalism,

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					experienced trials and tribulations of Nazism.	Imperialism and colonialism.
August (22)	<u>Democratic Politics</u> Working of Institutions	- 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.	- Oral Quiz - Written Test	The learner will be encouraged to: - - 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: - - 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?
September (22)	Revision and UNIT III Examinations conducted.					
October (21)	<u>Geography</u> Climate	Lecture method	<u>Inter disciplinary linkage:</u> -	- Oral Quiz - Written Test	The Learner will be encouraged to:	The Learner will be able to:

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		● Smart Class-Extra Marks ● Usage of Videos from the Internet ● PowerPoint Presentation	A Power Point Presentation on the advancement of Monsoons and the withdrawal of Monsoons.		● 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 different from the plains. ● Overlay maps showing physical features of India and relating it's climate.	● 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.
Novemb- er /Decemb- er	Revision and Final Assessment	-	=	-	-	-

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Visual Arts
Class: IX
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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/traditi on based - Outdoor Sketching - Natural and manmade object Sub-topic: - Line, shape, form, texture, color, space and perspective	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature (Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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 classroom 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/RUBnDloGHg	- 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.

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April 08	Topic /Theme: Environment /people/object/tradition based - Still life study Sub-topic: - Form, Shape, Tone, texture and color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.	- 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/tradition based Tradition	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	The learners will Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp	The learners develop observation, recording,

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	based - Folk Art Sub-topic: - Limbs of art (Form, proportion, Expression, Resemblance, color and grace) - Principles of art (Balance, Rhythm, Harmony etc.)				- 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.	- 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 - Clay modeling Sub-topic: - Form, proportion, texture and sculptural techniques.	- Wikipedia - You Tube - Books	- Practical study of nature (Experiential learning) - Skill assessment - Integration with history	Assessment of practical work.	- 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	- 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/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					Panda and Siva Negi Reddy INDIAN ARCHITECTURE by Percy Brown - Visit to e-museum http://www.nationalmuseumindia.gov.in/collect ion.asp - You Tube video Henry Moor- The language of sculpture https://youtu.be/wEpbZxA2YVM - Daily practice.	instill respect for the folk artists and understands 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.
August 08	Topic/Theme: Environment /people/object/tradition based - Print making Sub-topic: - Form, proportion, texture, color and techniques.	- Books - Wikipedia	- Live Demonstration - Practical's - Integration with history.	Assessment of practical work.	- 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	- 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

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					happen.	develop observation, recording, manipulation, and application skills.
September 02	Topic /Theme: Environment /people/object/traditi on based • 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.	• Image references. • Wikipedia • Books	• Practical assignments • Integrated with the history and techniques of water color, pencil shading and oil pastel etc.	• Assessments of practical work. • Portfolio assessment.	• 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 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	• Portfolio assessment	• Portfolio	• Portfolio design as a project.	• Portfolio assessment	• The learners will see few examples of previously made portfolio. • The learners will be involved in making a	• The learners will be able to design a folio with their work or sample of works which would

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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 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 Four Alankars set to all prescribed ragas and talas.	- Notebook - Harmonium - Tabla	- 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.	- Oral Test - Written Test - Homework	- 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	- 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)	- Raga Alhaiya Bilawal - Raga Yaman - Aroha, avroha, pakad and one drut khayal in all ragas.	- PDF Files - Electric Tanpura - Electric Tabla - Virtual Piano	- 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.	- Oral Test - Home Assignment. - Written test.	- 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	- 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)	• Raga Kafi • Swarmalika • Lakshangeet • One composition in each prescribed ragas.	• PDF Files • Text Books • Tanpura • Harmonium • You Tube	• Experiential Learning: one project of creating a composition in one of the raga will be given to students. • They will creat one swarmalika (composition of Notes) in any one raga.	• Oral Test • Home Assignment. • Written test.	• Class will start with one project of creating a composition in one of the raga prescribed in syllabus. • Students will be taught how to creat a composition in raga keeping vadi, samvadi, nyas, jati etc. terms in mind. • https://www.youtube.com/watch?v=0ES8YfOTkaE	• 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)	Identification of Ragas from phrases of swaras.	- Video - Audio - Tabla - Tanpura	- Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. - Documentation in notebook.	- MCQ - Oral Test - Assignment	- 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	- 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)	- Devotional Song - Folk Song	- PDF Files - Tanpura - Tabla - Harmonium - Wikipedia - Audio video clips	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.	- Oral Test - MCQ - Home work - Assignment	- 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.	- 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: - Dadra - Keharwa - Teentala - Ektala	- Tabla - Audio - Video	- Practical practice to recite tala with hand gesture. - Recite tala in ekgun dugun and chaugun keeping hand beat same	- MCQ - Oral Test - Homework	- 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	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: Computer Application (165)
Class: IX
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	Ch. 2: Cyber-safety - Safely browsing the web and using social networks: identity protection, proper usage of passwords, privacy, confidentiality of information, cyber stalking, reporting cybercrimes - Safely accessing websites: viruses and malware , adware	- Textbook - Digitizer - Videos - Presentations - Stories	- Study the cases of cyber stalking around you and write an article on it. - Obtain cybersmart Student certification through https://cybersmart.wnscaresfoundation.org Working with the operating system: Navigation of the file system using a mouse and keyboard.	- Assignments - MCQ Quiz (Chapter-Wise) - Objective Test (Chapter-Wise) - Random Oral testing - Notes Preparation	- Videos - Presentations https://cybersmart.wnscaresfoundation.org	Students will be able to describe the meaning and importance of cyber security.
	Ch. 3:Working with Word Processor Create and save a document. Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with line and/or paragraph spacing. Add headers and footers, numbering pages.		Create a text document; create a letter, report, and greeting card.			Child will be able to create, edit and save word documents with different formatting of text and paragraph.
April	Ch. 3: Working with Word Processor	- Textbook - Digitizer	Create a text document in an Indian language other than	- Assignments - MCQ Quiz	- Videos - Presentations	Child will be able to created 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
	Grammar and spell check utilities, subscript and superscript, insert symbols, use print preview, and print a document. • Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells. • Use auto-format, track changes, review comments, use of drawing tools, shapes and mathematical symbols.	• SmartClass System • Videos • Presentations	English. Design a book cover using word processor for your Computer Book. Use images, shapes, page colour and other design aspects.	(Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• tutorialspoint(Online learningplatform)	and grammatical error free documents containing data in a tabulated form. • Will be able to create, edit, delete table and/or it's components(row, column, cell, boarder, background colour).
May	Ch 4: Working with presentation: Understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views of a slide set – normal view, slide sorter view and hand-outs.	• Textbook • Digitizer • SmartClass System • Videos • Presentations	Create a presentation to describe your learning & Achievements in activity classes. Add images and animation.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations • tutorialspoint(Online learningplatform)	• Child will be able to design beautiful and organized presentation on any given topic. He/she will also be able to present the ppt before audience.
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	Ch. 1: Basics of Information Technology • Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices • Memory: primary (RAM and ROM) and secondary memory • Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick • I/O devices: keyboard, mouse, monitor, printer, scanner, web camera • Types of software: system software (operating system, device drivers), application software including mobile applications • Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (private/public) • Multimedia: images, audio, video, animation	• Textbook • Digitizer • Videos • Presentations • Computer Hardware Parts	• Explore various hardware components installed in computer lab and write their uses. • Prepare a ppt to depict various storage devices and their storage capacity. • Draw a connection diagram of a typical Desktop computer system. • Discuss the following in a text document about the basic organisation of a computer: CPU, memory, input/output devices, hard disk.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations • tutorialspoint(Online learningplatform)	Child will be able to identify different hardware and software components of a computer system and comprehend their importance and uses. They will also understand the connections of different input, output and storage devices. Child will be able to comprehend: Computer Network and its Components, Types of Networks, Networking devices, Protocols

Month No of working days	Topic/Sub-topic	Teaching 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	Ch. 5 Effects in presentation - Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers. - Insert pictures from files, create animations, add sound effects, and rehearse timings.	- Textbook - Digitizer - SmartClass System - Videos - Presentations	- Create a presentation with animation. - Include existing images/ pictures in a presentation - Animate pictures and text with sound effects in a presentation	- Assignments - MCQ Quiz (Chapter-Wise) - Objective Test (Chapter-Wise) - Random Oral testing - Notes Preparation	- Videos - Presentations	Child will be able to add animation and sound effect to different components of a presentation. He/she will also develop aesthetics skill and will be able to appreciate beautiful presentations.
September	6. Working with Spreadsheets Concept of a worksheet and a workbook, Create and save a worksheet. Enter numbers, text, date/time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a formula using the operators (+, -, *, /), refer to cells, and print a worksheet.	- Textbook - Digitizer - SmartClass System - Videos - Presentations		- Assignments - MCQ Quiz (Chapter-Wise) - Objective Test (Chapter-Wise) - Random Oral testing - Notes Preparation	- Videos - Presentations	- Child will be able to comprehend spreadsheet application, its uses. - Will be able create, edit and save spreadsheet. - Will be able to enter different types of data, do formatting and create visually pleasing sheets. - Will be able to use spreadsheet functions to do various calculations on data.

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October	7. Data Analysis Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements. Embed charts of various types: line, pie, scatter, bar and area in a worksheet.	• Textbook • Digitizer • SmartClass System • Videos • Presentations	Enters marks of your terms 2 exam in a spreadsheet and calculate sum, average, min, max and grade using appropriate function. Create different types of charts using a spreadsheet: line, bar, area and pie.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation	• Videos • Presentations	• Children will be able to use spreadsheet application to analyze data using visual presentation and make calculations on data.
November	10 Python Introduction, installing python, character set, token, variable and data types. Using print function with separators	• Textbook • Digitizer • SmartClass System • Videos • Presentations	Create variables and do basic mathematical calculations(addition, subtraction, multiplication, division, remainder) Write a program to display your name and age.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation	• Videos • Presentations	• Children will empowered with the programming skills, thinking skills and logical skills. Also they will try to become problem solver. • Will be able to write and execute simple programs in Python.
December	Revision, Exams and Assessment					

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: IX
Session 2022-23

Month (No. of working days)	Topic/Sub-topic	Teaching 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.	- Measuring tape - Lime powder - Clapper - Wooden box (3'x 3') - Stopwatch - Whistle - Rope - Cones - Weighing machine	- Discussion on all the aspects of the tests - Preparing a project on the given tests. Showing videos	MCQs	- Vertical jump - Shuttle runs 60-meter sprint 800-meter run - Height (Meter) - Weight (Kg) - BMI	- Data collection - Height - Weight - BMI, - Speed - Strength - Agility - Coordination
MARCH 26	- 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?	- Reference books - Study Materials - class lectures - Playground - Stopwatch - Measuring tape	- Speaking on the topic - Preparing a presentation. - Sharing the views taking help of science teachers.	- MCQ Tests. - Performance recording of every individual.	- Demonstration - Participation - Interactive sessions. - Discussion - Playing games after warming up. - Measuring of pulse rate. Conducting physical fitness tests like- - Short runs - Distance runs - Sit-ups - Pull ups - Pushups - Vertical jump - Standing broad	- 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
	- What is Physical Fitness? - What are the effects of Physical fitness on us human body?				jump Recording the performance of each child and documenting the same.	
APRIL 23	- Can we measure the growth of human body? - What are sports training? - How can we prepare for performance excellencies at higher level?	- Stadiometer - weighing machine - measuring tape - Age Appropriate Index. - Playfield - stopwatches - measuring tape - textbooks - reference books	- Speaking on the topic - Sharing the views - Taking help of Biology teachers - Watching videos	- Research on the topic. - Sharing views. - Performance recording of every individual. oral Testing.	- 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	- 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	- What is Fatigue? - What is Load and adaptation? - How to judge the Load?	Reference books	- Speaking on the Topic. - Sharing each other's views. - Sharing experiences.	Organizing quiz competition and further sharing the experiences.	- Practical demonstration of fatigue factors on playfield using various physical activity. - Project work Interactive Session - Use of physical activity and various	- 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	- What are the types of tournaments and drawing of fixtures? - How various sports were evolved? - What are the rules and terminologies governing? Sports?	- Fixtures of various tournaments - Reference books. - Use of Rules book of various sports.	- Speaking on the topic. - Preparing a presentation. - Sharing the views. - Taking help of computer teachers.	- Written Tests. Performance - Recording of every individual - Assignments on the topic for preparation.	Knock-out - Single - double League - Single - Double Combination Fixtures: - League cum knock-out - knock-out cum league. Sports and games (any two): - Badminton - Basketball - Cricket - Football - Gymnastics - Hockey - Kabaddi - Kho- Kho - Swimming - Table-Tennis	- 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
					- Tennis - Volleyball Combative Sports: - Judo - Wrestling Preparing record book, Playing of above stated games and sports	
AUGUST 24	- 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	- Use of Rules book of various sports. Playground. - Knowledge from various websites. - Playground outdoor and indoor sports area.	- Speaking on the topic. - Sharing the views and experiences. - Taking help of computer teachers for the research work. - Watching videos.	MCQ Tests. Performance recording of every individual.	- Playing of above stated games and sports. - Visit to various sports stadiums or schools in the vicinity having various sports facilities. - Demonstration Practice	- Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sportspersons. - 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	- What is the importance of safety at workplace? - What Precautions should we take while using medicines?	- Resource Material - Media Material - Medicines - Charts	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the	- Written Tests. Performance - Recording of every individual assignment on the topic for preparation.	- Discussion and sharing the experiences of peer group. - Discussions and lectures	- Applies safety measures in different situation. - Explain the role education in health promotion. - Applies first aid principles and survival skills during injuries 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
	How can these be harmful to our body?		medical and admin staff.			emergency. Expresses responsible behavior regarding substances misuse.
OCTOBER 27	- 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?	- 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.	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the medical staff.	- Written Tests. Performance recording of every individual - Assignments on the topic for preparation.	- Screening of health by school authorities. - Employing the senior students to record the health data of young children under the supervision of physical education teacher. - Discussions. - Interactive sessions and quiz competition. - Projects - Interactive Session.	- 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: Dance
Class: IX
Session 2022-23

Month/ No of working days	Topic / Sub-topic	Teaching 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 Days)	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> <i>Kathak</i> (Classical form) Basic values : • 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)	• 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 (26 Days)	<u>TAAL GYAN</u> Teen taal and Jhaptaal • Introduction of Teen Taal Jhaptaal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya Drut Laya, Aadi Laya, Kuadi Laya</i> have to be interduce	• Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla	Inter disciplinary linkage: (with EVS, English and Hindi)	• 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.

Month/ No of working days	Topic / Sub-topic	Teaching 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 (23 Days)	<u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u> - Tatkaar of Teen Taal (<i>Ekgun, TeengunDugun, Chaugun, Athgun</i>) - Basic and advanced Hastamudra's - Hand movements (Basic and advanced exercise with hands)	By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Practical	Demonstration method, Verbally and Practically Learning by regular practices	Excercising of the hand movements and mudra's. The concentration level or thinking capacity widens. Flexibility of Hasta sanchalan
MAY (26 Days)	<u>Body Movements</u> - Ang - Pratyang - Upaang <u>Ang</u> constitutes the main partsbof the body which are used while dancing Head,Hands,Chest, Waist. <u>Pratyang</u> constitutes those parts	- Videos - Pictures Introducing Videos of great	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral Assessment, - Assessment - Practical	By showing them practical demonstration. Facial expression demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.

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	which helps the main parts to move neck, shoulder, arms,etc. <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. <u>Kasak and Masak Bhavbhanga</u>	artists. For example: - Pt. Birju Maharaj - Sitara Devi - Pt.DurgaLaal, etc Videos of Hand movements and facial expression.			Body posture demonstration. Movements of eyes and neck. Movements of hands.	
JUNE	TERM-1 EXAMINATION					
JULY (23 Days)	<u>Different types of rounds OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u> - Sound of 4 beat Bhramri - Sound of 3 beats Bhramri - Sound of 2 beats	Photos and sound of beats on Tabla or Pakhawaj By showing	Inter disciplinary linkage: (with EVS, English and Hindi) Inter disciplinary linkage:	- Oral Assessment, - Assessment - Practical	Learning by regular practices Practice of coordination (coordination between hand	Development of Swiftness and sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination

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	Bhramri Sound of 1 beat Bhramri Practice of coordination <i>(coordination between hand movements and foot work)</i>	videos	(with EVS, English and Hindi)		<i>movements and foot work)</i>	between hand movements and foot work increases.
AUGUST (24 Days)	<u>Different types of foot work in Teen taal</u> Different types of Tihai's <i>(1 avartan, 2 avartan, 3 avartan, FarmaishichakerdaarTihai ,Palt,ladi,Laykarietc)</i> <u>GROUP DANCES IN OTHER FORMS</u> To teach different types of group dances for various events.	- Wooden floor or Cemented floor - Videos - Ghungroo - Folk Music on music system. - Live music with the help of Folk instrumen-ts like Dolak,Naal, Duf,etc	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment, - Practical - Oral assesment	Regular Tatkaar practice Traditional movements of particular Folk dance. Practice with costumes, jewellery and makeup related to dance.	Magic created by weaving different patterns of Laya. Folk dance forms and traditional tunes, songs with their particular language should be taken by the students. Discussion regarding special elements in the performance costume, body

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		Showing the costumes, jewellery and makeup related to dance.				movement, music.
SEPTEMBER (16 Days)	<u>Basic Kathak Bol's in Teen Taal</u> - Uthaan - Thaat - Salami - Aamad - Tukda - Paran-Judi-Aamad - ChakkardarTukda - Farmaishi-ChakkardarTukda and Paran - Parmelu and NatvariTukda and Paran	Live performances of various artists By showing pictures, videos. Charts for Mudra's	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Oral assessment - Practical	Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's. To show live performances.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> - Guru Vandana - Ganesh Vandana - Shiv Stuti - Devi Stuti - Vishnu Stuti,etc <u>Abhinaya with diffrent Feelings and Expressions (Navras)</u>	- Videos - Mudra's on internet - Body postures on internet - Live or recorded music Rasa-films,televisionser	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral assessment - Practicals - Teachers Feedback - Assessments	Demonstration, Discussion By discussing Mythological stories. Demonstration of dance-dramas to be shown.	Meaning full Shlokas to be understood. Understanding of instruments, make up, costume and other accessories. The thought and

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	- Gat Bhava(Raasleela,D raupadicheerhran, MakhanChori,etc) - Gat Nikas(Kasak and masak in hand movements and Padsanchalan) - Kavit(Holi,ShivTandav,Krishanchedhad,etc) - Thumri(Shringar,B hakti, Virah,etc) <u>SPEAKING SKILLS</u> <u>(Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	ials,video films of various artists. To teach Padhant with the help of percussion instruments.			Practical and verbal demonstration of various characters. To teach Padhant by clapping of hands and following the percussion instruments.	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 Virtues of different mythological beings like:- Siddhi Vinayak-Ganesh AangikamBhavana m-Shiva NagenderHarai-Shiva Shantakaram-Vishnu Have to be understood by students
NOVEMBER (19 Days)	ACADEMIC REVISION					



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH LANGUAGE AND LITERATURE
Class: X
Session 2022-23

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 (10)	FIRST FLIGHT UNIT 1- A LETTER TO GOD - A letter to God - Dust of Snow - Fire and Ice	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Art	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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 Nelson Mandela: A long walk to	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map: Nelson	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions.	Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of	The learner: - Can understand and appreciate prose/poetry as literary form - Understand the author's/poet's style

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	freedom • A Tiger in the Zoo Grammar: • Gap Filling • Editing • Omission • rearrangement of sentences	• Videos from internet • PPT • Extra marks	Mandela's Character sketch (History)	• Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10 th Model papers)	voice. • Explanation of the chapter/poems • Silent reading of the chapter/poems • Writing the literary devices with examples from the chapter/poems <i>AUDIO VISUAL:</i> Short video about Nelson Mandela	of writing • 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
April (10)	FIRST FLIGHT UNIT 3 - TWO STORIES ABOUT FLYING) • His First Flight • Black Aeroplane • How to tell wild animals • The Ball Poem Writing: • Revision (Article writing and Letter Writing)	• Chalk board, chalk, duster • eBook http://ncert.nic.in/textbook/textbook.htm • Dictionary • Videos from internet • PPT • Extra marks	Experiential Learning • Slide Show/PPT Inter Disciplinary linkage: • Art • Mind Map: Character sketches of the characters of both the stories.	• Quiz • Oral tests/PK testing • Written tests • Classroom discussions based on textual topics • Notebook evaluation of practice questions. • Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10 th Model papers)	• 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 <i>ACTIVITY:</i> Students narrate their own stories about flying (a kite, paper plane, watching a bird fly)	The learner: • 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

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					and their experience of losing a prized possession	
May (10)	FIRST FLIGHT UNIT 4 - FROM THE DIARY OF ANNE FRANK) - From the diary of Anne Frank - Amanda Grammar: - Dialogue writing Writing: - Paragraph writing - Letter writing	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind map of Character sketches of Anne Frank and other character - Flow Chart of the events in the life of Anne Frank (History)	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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 <i>AUDIO VISUAL:</i> Movie based on Anne Frank's diary	The learner: - 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) - The Hundred Dresses-1 - The Hundred Dresses-II - Animals	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Art	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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
					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 Critically analyze the importance of taking right steps in life
July (8)	FIRST FLIGHT UNIT 7 - GLIMPSES OF INDIA - A Baker from Goa - Coorg - Tea from Assam - The Trees Grammar: - Editing - Gap filling	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT - Narrating own experience of visiting the three places mentioned in the unit. Inter Disciplinary linkage: - Social Science (Society and culture of Goa, Assam and Coorg) - Art	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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 - Misbill the Otter - Fog	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT	Experiential Learning - Slide Show/PPT - Narrating and writing their experiences with their pets	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions	- Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. - Explanation of the	The learner: - Can understand and appreciate prose/poetry as literary form - Understand the author's/poet's style of writing - Can understand the

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		Extra marks	Inter Disciplinary linkage: Science (Habitat and eating habits of Otters)	(Resources to be used: CBSE Sample papers- Class10, KVS 10 th Model papers)	chapter/poem - Silent reading of the chapter/poems - Writing the literary devices with examples from the chapter/poem	theme of the story/poem - 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 - Madam rides the Bus - The Tale of Custard the Dragon Grammar: - Reported Speech	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT - Narrating their first travel experience Inter Disciplinary linkage: - Social Science (Teachings of Lord Buddha)	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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 <i>AUDIO VISUAL:</i> Short video on lord Buddha's teachings	The learner: - 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- - The Proposal (Play) Writing: - Revision of	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary	Experiential Learning - Slide Show/PPT - Role Play Inter Disciplinary	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions.	Loud Reading of the play with correct pronunciation, stress, intonation, pause and articulation of	The learner: - Can understand and appreciate play as literary form - Understand the playwright's style of writing

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	- Paragraph Writing - Letter Writing	- Videos from internet - PPT - Extra marks	linkage: Dramatics	Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- voice. - Explanation of the chapter/poems - Silent reading of the play <i>AUDIO VISUAL:</i> Short video of the play 'The Proposal'	- 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 A Triumph of Surgery	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Science (Taking care of dogs as pets)	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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 The Thief's Story	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map of Character sketches of Anil and Hari Singh	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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

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May (3)	FOOTPRINTS WITHOUT FEET CHAPTER 3 The Midnight Visitor	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT - Screening of a movie on the life of a spy Inter Disciplinary linkage: - Mind Map of Character sketches of Abusable, Max and Fowler	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. - Explanation of the chapter - Silent reading of the chapter AUDIO VISUAL: Short video of a detective serial	The learner: - Can understand and appreciate the author's style of writing - 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)	FOOTPRINTS WITHOUT FEET CHAPTER 4 A Question of Trust	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map of Character sketches of Horace Danby and the other character	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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)	FOOTPRINTS WITHOUT FEET CHAPTER 5 Footprints Without Feet	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm	Experiential Learning Slide Show/PPT Inter Disciplinary linkage:	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation	Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and	The learner: - Can understand and appreciate the author'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
	Grammar: Integrated Grammar (Revision)	- Dictionary - Videos from internet - PPT - Extra marks	- Art - Mind Map of Character sketch of Griffin	- of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- articulation of voice. - Explanation of the chapter - Silent reading of the chapter AUDIO VISUAL: Short video of the movie 'The Invisible Man'	- theme of the story - Critically analyze the discrimination between good and evil
July (4)	FOOTPRINTS WITHOUT FEET CHAPTER 6 The Making of a Scientist	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map of Character sketch of Richard H. Enright - Mentioning his scientific discoveries (Science)	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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 The Necklace	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT - Short movie screening - Jeweler designing Inter Disciplinary linkage: - Art	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used:	- Loud Reading of the chapter with correct pronunciation, stress, intonation, pause and articulation of voice. - Explanation of the chapter - Silent reading of	The learner: - Can understand and appreciate the author's style of writing - Can understand the theme of the story - Produce sophisticated written analysis in response

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			Mind Map of Character sketches of Mme Loisel, Mme Forestier and M. Loisel	CBSE Sample papers- Class10, KVS 10 th Model papers)	the chapter AUDIO VISUAL: Short video of the movie 'The Necklace'	to the text and outside materials Critically read and perform literary analysis on texts
August (4)	FOOTPRINTS WITHOUT FEET CHAPTER 8 - The Hack Driver Grammar: - Integrated Grammar (Revision)	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Dramatics - Mind Map of Character sketches of Oliver Lutkins and the lawyer	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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	- Chalk board, chalk, duster - eBook http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map of Character sketches of Bholi and other characters	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions. - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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: - 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	- Chalk board, chalk, duster - eBook	Experiential Learning Slide Show/PPT	- Quiz - Oral tests/PK testing - Written tests	Loud Reading of the chapter with correct	The learner: Can understand and appreciate 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
	- The Book That Saved the Earth Grammar: - Integrated Grammar (Revision)	http://ncert.nic.in/textbook/textbook.htm - Dictionary - Videos from internet - PPT - Extra marks	Inter Disciplinary linkage: - Dramatics - Mind Map of Character sketches of all the characters	- Classroom discussions based on textual topics - Notebook evaluation of practice questions - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	pronunciation, stress, intonation, pause and articulation of voice. - Explanation of the chapter - Silent reading of the chapter	- author's style of writing - Can understand the theme of the story - Appreciate science fiction and the text - Critically analyze text
May (2)	WRITING SKILLS: ANALYTICAL PARAGRAPH WRITING	- Chalk board, chalk, duster - eBook - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Mind Map of different paragraphs	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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 AUDIO VISUAL: Short video on paragraph writing	The learner: - 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

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 (2)	WRITING/GRAMMAR SKILLS: DIALOGUE WRITING	- Chalk board, chalk, duster - eBook - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Dramatics	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- Students to narrate their memorable experiences - The class will read selected short stories by the teacher - The class will discuss different short stories - 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 AUDIO VISUAL: Power point presentation on dialogue writing	The learner: - Write in an effectively organized logical and creative manner engaging introduction and conclusion - 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

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 (3)	WRITING SKILLS: FORMAL LETTER WRITING	- Chalk board, chalk, duster - eBook - Dictionary - Videos from internet - PPT - Extra marks	Experiential Learning - Slide Show/PPT Inter Disciplinary linkage: - Social Science (Interacting formally with different people who hold certain social responsibilities)	- Quiz - Oral tests/PK testing - Written tests - Classroom discussions based on textual topics - Notebook evaluation of practice questions - Practice of MCQ based questions (Resources to be used: CBSE Sample papers- Class10, KVS 10th Model papers)	- 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 - 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 AUDIO VISUAL: Power point presentation on formal letter writing	The learner: - Write in an effectively organized logical and creative manner engaging introduction and conclusion - Collaborate with others to create a template for letter writing - Plan and draft a formal letter - Write an effective formal letter describing all the concerns they have

पाइनग्रीव स्कूल
संबद्धीकरण संख्या 630044; स्कूल कोड: 43035
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कक्षा : ँस
सत्र: 2022-23

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	पुस्तक- स्पर्श (भाग-२) बड़ाभाई साहब	- पावर प्वाइंट, प्रस्तुति - वीडियो https://www.youtube.com/watch?v=AEs5hZtYtEA - ई-बुक - फ्लो चार्ट - कंस्ट्रक्शन पेपर (Construction paper) - धागा - लकड़ियाँ - कैंची - कलर पेंसिल्स - टेप - रिबन	आनुभविक ज्ञानार्जन बच्चे घर में अपने छोटे ढा बड़े होने के अनुभव सांझा करेंगे । (चर्चा द्वारा) कला समक्रिा ज्ञानार्जन - वाढ -विवाढ का आयोजन क्रिा जाए गा। - अनुशासन बनाए रखने के लिए प्राचीन ढा आधुनिक ढुक्तियों में कौन सी ढुक्ति बेहतर है । - नाटक- - बच्चे नाटक की पटकथा लिखेंगे । - पात्रों का चढन करेंगे - अभिनढ प्रस्तुति ढेंगे । - कला अध्यापक / अध्यापिका तथा खेल अध्यापक / अध्यापिका की सहायता से बच्चों को पतंग बनानी व उड़ानी सिखाई जा सकती है ।	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback) - छात्र / छात्रों की प्रतिपुष्टि (feedback) - प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रकिंग गतिविधि अध्यापक /अध्यापिका बच्चों से उनके घर में छोटे ढा बड़े होने के अनुभव पूछेगी /गा । बच्चे घर में अपने छोटे ढा बड़े होने के अनुभव सांझा करेंगे । बच्चों से उनकी रुचियों के बारे में पूछा जाए गा, जिससे हम इस निष्कर्ष पर पहुँचेंगे कि बच्चों को खेलना - कूढना, बातें करना, अभिनढ करना अच्छा लगता है । विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - खुले अंत वाले प्रश्न - पुनरावृत्ति	विषय संबंधी - 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 - वाचन कला का सुधार - अभिनढ कला का विस्तार - पतंग बनाना व उड़ाना सीखना - प्राचीन खेल गुल्ली डंडा खेलना

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			बहुविषयक सहलग्नता (Multidisciplinary linkage) गणित अध्यापक अलजेब्रा की बारीकियाँ तथा इतिहास के अध्यापक बच्चों को इतिहास में तिथियों का महत्व समझाएँगे ।  विज्ञान अध्यापक की सहायता से पतंग के उड़ने के पीछे का रहस्य / सिद्धांत समझाया जाएगा ।			 नैतिक मूल्य पारम्परिक भारतीय समाज में छोटे भाई को सही रास्ते पर बनाए रखने के लिए बड़े भाई द्वारा किए जाने वाले त्याग को रेखांकित करना ।
Mwwc~ प्रथम सत्र	Mwwc~ पुस्तक- स्पर्श (भाग- २) साखी	पावर प्वाइंट, वीडियो https://www.youtube.com/watch?v=_AGyyvj_VXMA - ई-बुक - ब्लैक बोर्ड , चाक , डस्टर	आनुभविक ज्ञानार्जन बच्चे मानवीय मूल्यों के स्त्रोत के बारे में अपने विचार प्रस्तुत करेंगे । अपने पिछले अनुभवों के आधार पर वे बताएँगे कि उन्होंने मानवीय मूल्य / नैतिक मूल्य कहाँ से सीखे । गोहे, गीत , साखियाँ , कहानियाँ नैतिक मूल्यों का खज़ाना है , बच्चों	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback) - छात्र / छात्रों की प्रतिपुष्टि (feedback) - प्रश्न-उत्तर	आइस-ब्रैकिंग गतिविधि अध्यापक / अध्यापिका बच्चों को कक्षा में अच्छे व्यक्ति के गुणों के बारे में बोलने के लिए प्रोत्साहित करेंगी/ गा तथा क्रमवार बोर्ड पर लिखेगी / गा। तत्पश्चात बच्चों से पूछा जाएगा कि हमें मानवीय मूल्यों की सीख कहाँ से	विषय संबंधी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार - नए शब्दों के अर्थ समझकर अपने शब्द भंडार में वृद्धि करना - गोहों के अर्थ - समाज सुधारक संत कवि कबीर के बारे में जानकारी

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			के अनुभवों से निकलकर आया । कला समन्वय ज्ञानार्जन • -बच्चे साखियों को गाकर सुनाएँगे । • साखियों की अंत्याक्षरी करवाई जाएगी । निम्नलिखित विषयों पर समूह चर्चा, भाषण, आशु भाषण करवाए जा सकते हैं • मज़हब नहीं सिखाता आपस में बैर रखना • राजनीति में धर्म का स्थान नहीं होना चाहिए • ऐसी वाणी बोलो मन का आप खोले • कस्तूरी कुंडली बसे • अहंकार बनाम सर्वनाश • निंदक नेडा राखो • पोथी पढ़ी पढ़ी जग मुवा बहुविषयक सहलग्नता (Multidisciplinary linkage) • सामाजिक अध्ययन और विज्ञान विषय के अंतर्गत कस्तूरी मृग की जानकारी दी	• बहुवैकल्पिक प्रश्न • लिखित व • मौखिक परीक्षा	मिलती है? जब अपेक्षित उत्तर अर्थात दोहे / गीत / महान व्यक्तियों से मिल जाएगा 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	कला संबंधी • गायन कौशल • वाचन कला का सुधार नैतिक मूल्य • धर्म के नाम पर बाहरी आडम्बरों से दूर रहना । • भगवान हर स्थान पर वास करते हैं । • हमें घमंड नहीं करना चाहिए । • दूसरों के साथ मीठी वाणी का प्रयोग करना चाहिए । • निंदक का महत्त्व समझना ।

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			 पुलभ वन्य जीव प्रजाति 'कस्तुरी मृग' उत्तराखंड का राज्य वन्य पशु है। जिसकी गिनती जंगल के खूबसूरत जीवों में होती है। कस्तुरी मृग को 'हिमालयन मस्क डिअर' के नाम से भी जाना जाता है। वैसे इसका वैज्ञानिक नाम 'मास्कस क्राइसोगै' है https://hindi.nativeplanet.com/travel-guide/musk-deer-reserved-sanctuaries-state-animal-of-uttarakhand-kasturi-mrig-hindi/articlecontent-pf20118-002835.html			
	Mwww~ 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 दिनचर्चा के बारे में बताएँगे तथा सुझाव देंगे कि वे उनके जीवन	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback)	आइस-ब्रेकिंग गतिविधि अध्यापक / अध्यापिका बच्चों से निम्नलिखित विषय पर चर्चा करेंगे तथा उन्हें कक्षा में ज़्यादा	विषय संबंधी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	प्रथम सत्र		में कैसे अधिक खुशियाँ ला सकते हैं । - छात्र / छात्राएँ अपने आस - पास के धार्मिक स्थलों की - सकारात्मक तथा नकारात्मक बातें बताएँगे, जिसके माध्यम से बच्चों में गहन सोच(critical thinking) विकसित होगी । कला समक्रीड ज्ञानार्जन अध्यापक/ अध्यापिका बच्चों को चार या पाँच के समूहों में बाँटकर निम्नलिखित कोई एक प्रस्तुति देने के लिए कह सकती हैं । वाद विवाद- -वृद्धाश्रम बढ़ने का कारण आज के पुवा वर्ग में बढ़ती असंवेदन है । - धार्मिक स्थल अन्धविश्वास को बढ़ावा देते हैं । -हमें वृद्धाश्रम बंद कर देने चाहिए ।	- छात्र / छात्रों की प्रतिपुष्टि (feedback) - प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा - खुले अंत वाले प्रश्न	से ज्यादा भाग लेने के लिए प्रोत्साहित करेंगे । 1- बच्चों को प्रोत्साहित किया जाएगा कि वे अपने दादा -दादी / नाना -नानी की दिनचर्या का वर्णन करें । उनके पड़ोस में 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 बताएँ । 2- आपके/गाँव / शहर/ पड़ोस में यदि कोई धार्मिक स्थल है तो वहाँ के बारे में कुछ बताएँ । तत्पश्चात विषय की घोषणा की जाएगी । विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति के लिए बच्चों को हरिहर काका कहानी के नाट्य रूपांतरण	- 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 नैतिक मूल्य - समाज में व्याप्त विसंगतियों के बारे में जानकारी - ग्रामीण परिवेश और व्यवहार की जानकारी कला संबंधी - वाचन कौशल का विस्तार - अभिनय कला का विस्तार - लेखन कौशल का विस्तार - सामाजिक कौशल का विस्तार - टीम भावना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			• -वृद्धों का ख्याल न रखने वालों को कड़ी से कड़ी सजा होनी चाहिए । • मीडिया का बढ़ता प्रभाव नाटक- • बच्चे नाटक की पटकथा लिखेंगे । • पात्रों का चयन करेंगे • अभिनय प्रस्तुति देंगे । • 1-संपत्ति के लिए अपने भी पराए बन जाते हैं । • बदलते रिश्ते । • 2-जिस पेड़ ने हमेशा घनी छाँव दी अब • इसके अतिरिक्त बच्चे निम्न रूपों से भी प्रस्तुति दे सकते हैं । • रैप गाना • कविता लिखना • पोस्टर बनाना चेहरे की सिलवटों में छिपी अनकही दास्ताँ...		की वीडियो दिखाई जाएगी ।	

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	प्रोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						
	Mwwc~ प्रथम सत्र पुस्तक- व्याकरण शब्द पद और पदबंध	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=pLhMTcBssAY - ई-बुक	बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे ।	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- शब्द की परिभाषा , उदाहरण पद की परिभाषा , उदाहरण - पदबंध के उदाहरण तथा अभ्यास
	Mwwc~ लक्षण □ नुच्छद	- 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 कार्ड - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - अनुच्छेद को सही ढंग से लिखने की कला विकसित करना कला संबंधी - भाषण कौशल का विस्तार
	Mwwc~ लक्षण औपचारिक प्रार्थना पत्र	- पावर प्वाइंट - वीडियो - ई-बुक	आनुभविक ज्ञानार्जन पत्रों के महत्त्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback)	आइस-ब्रैकिंग गतिविधि पत्रों के महत्त्व को समझते हुए बच्चों को जवाहर लाल नेहरू जी की पिता के पत्र पुत्री के नाम किताब की जानकारी दी जाएगी	विषय संबंधी भिन्न- भिन्न प्रकार के (औपचारिक / अनौपचारिक) पत्रों को लिखना सीखना कला संबंधी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			तथा वीडियो भी दिखाई जाएगी । - बच्चों को अपने माता /पिता को अपनी ग्रीष्मकालीन छुट्टियों की योजना (कोई भी अन्य विषय) के बारे में बताते हुए पत्र लिखने को कहना । - बच्चे अपने विद्यालय/कक्षा की किसी समस्या के बारे में प्रधानाचार्य / अध्यापक /अध्यापिका को सूचित करते हुए प्रार्थना पत्र लिखेंगे । कला समन्वय ज्ञानार्जन बच्चों को चार / पाँच समूहों में बांटा जाएगा तथा उन्हें चिट्ठियों से सम्बंधित गीत / लोकगीत प्रस्तुत करने के लिए प्रेरित किया जाएगा ।	- छात्र / छात्रों की प्रतिपुष्टि (feedback) - अभ्यास कार्ड - लिखित व - मौखिक परीक्षा	तथा वीडियो भी दिखाई जाएगी । https://www.youtube.com/watch?v=E4UDjh0Plmw विषय की घोषणा बच्चों आज हम पत्र लेखन विषय करने जा रहे हैं । विषय विस्तार बच्चों को वीडियो के माध्यम से तथा चर्चा के द्वारा समझाया जाएगा । https://www.youtube.com/watch?v=fDhqGg8LNj4 सम्बंधित प्रश्न पूछना पुनरावृत्ति	गीतों द्वारा पत्रों के महत्व को जानना ।
प्रैल	प्रैल पुस्तक- स्पर्श (भाग-२) डायरी का पत्रावल पढ़ना	- पावर प्वाइंट, - खुले अंत वाले प्रश्न - वीडियो https://www.youtube.com/watch?v=MKMOUDoZUs4	आनुभविक ज्ञानार्जन डायरी लेखन विधा की जानकारी- बच्चों को उनके प्रतिदिन के कार्यों को डायरी में लिखने के लिए प्रेरित किया जाएगा ।	- परावर्तन(reflection) - शिक्षक/की प्रतिपुष्टि(feedback)	आइस-ब्रेकिंग गतिविधि बच्चों से प्रश्न पूछा जाएगा कि पिछले दो/तीनों में क्या उनके जीवन में कोई खास	विषय संबंधी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		- चर्चा द्वारा - ई-बुक	कला समन्वय ज्ञानार्जन निम्नलिखित गतिविधियों द्वारा परियोजना कार्ड करवाया जा सकता है – - देशभक्ति की कहानियाँ, कविताएँ, गीत, समूहगान, स्वतंत्रता सेनानियों द्वारा दिए गए नारे - सरोजिनी नाइडू, अरुणा आसफ अली, कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी प्राप्त करके स्कैप बुक में लिखिए। बहुविषयक सहलग्नता (Multidisciplinary linkage) सामाजिक अध्ययन तथा कला (आर्ट) विषय के साथ समाोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं	- छात्र / छात्रों की प्रतिपुष्टि(feedback) - प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	घटना घटी ? यदि हाँ तो कब, कहाँ, कैसे ? बच्चे सही समय, दिन या वार नहीं बता पाएँगे पीर अध्यापक / अध्यापिका उन्हें डाढ़री लेखन के बारे में बताएँगे। डाढ़री लेखन से तनाव काम होता है तथा रचनात्मकता बढ़ती है। https://helloswasthaya.com/swastha-jeevan/fun-facts/diary-likhane-ke-health-benefits/#gref - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- 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 - साहित्य के गद्य विधा (डाढ़री) की जानकारी देना - परतंत्र भारत में मनाए गए दूसरे स्वतंत्रता दिवस की जानकारी देना - स्वतंत्रता संग्राम से जुड़ी बातों की जानकारी देना नैतिक मूल्य - छात्रों में देश प्रेम की भावना जागृत करना कला व आनुभविक ज्ञानार्जन संबंधी डाढ़री लेखन विधा - डाढ़री लेखन द्वारा बच्चे अपने सम्पूर्ण दिन के कार्यों का पुनरावलोकन कर सकेंगे। बच्चे स्कैप बुक में सरोजिनी नाइडू, अरुणा आसफ अली, कस्तूरबा गाँधी के बारे में संक्षिप्त जानकारी सचित्र लगाएँगे।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						
	□ प्रैल प्रथम सत्र पुस्तक- स्पर्श (भाग-२) पद- मीरा	- पावर प्वाइंट, - वीडियो https://www.youtube.com/watch?v=Tyd-wJ8ZFLc - ई-बुक	आनुभविक ज्ञानार्जन - बच्चे कुछ भजनों को सुनाएँगे □ उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनों का उल्लेख करेंगे । - मीराबाई के जीवन की कथा की जानकारी - हिरन्यकश्यप और प्रह्लाद की कथा - मीराबाई के किसी प्रसिद्ध भजन को वीडियो द्वारा कक्षा में सुनाना । कला समक्रीड ज्ञानार्जन	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback) - छात्र / छात्रों की प्रतिपुष्टि (feedback) - प्रश्न-उत्तर - चर्चा द्वारा - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि बच्चों से कक्षा में पूछा जायेगा कि उन्होंने कौन से भजन सुने हैं ? बच्चे कुछ भजनों को सुनाएँगे □ उनका उल्लेख करेंगे । कई बच्चे मीराबाई के भजनों का उल्लेख करेंगे । विषय की घोषणा बच्चों आज हम मीरा के पद पढ़ने जा रहे हैं । विषय विस्तार - कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - कविता का रसास्वादन करना - नए शब्दों के अर्थ समझकर अपने शब्द भण्डार में वृद्धि करना - पदों का केंद्रीक भाव अपने शब्दों में लिखना - 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

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			- मीरा के पदों का संकलन करके चार्ट बनाना । - गायन का समावेश करना ।			- संचार - नेतृत्व
	पुस्तक- व्याकरण पदबंध प्रथम सत्र	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=ZucfAP7ePjA&t=300s - ई-बुक	बच्चे विभिन्न शब्दों और पदों के उदाहरण देंगे ।	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	
	प्रैल प्रथम सत्र पुस्तक- व्याकरण रचना का आधार पर वाक्य रूपांतरण	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=Fdn-ftQ6bDs https://www.youtube.com/watch?v=-J9qqedtT4U - ई-बुक	बच्चे अध्यापक द्वारा दिए गए ज्ञान के आधार पर विभिन्न वाक्यों का रूपांतरण करेंगे । (Power Point Presentation) पी. पी. टी.	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - वाक्य की परिभाषा तथा इसके अंग को जानना - रचना के आधार पर वाक्य के भाग को जानना - उपवाक्य से परिचित होना मुख्य और आश्रित उपवाक्यों को पहचानना सीखना - वाक्यों को रूपांतरित करना कला संबंधी - पी. पी. टी. का चार्ट बनाना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मापदण्ड सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
मई प्रथम सत्र	मई पुस्तक- स्पर्श (भाग-२) द्वारा वामीरो	- पावर प्वाइंट, - खुले अंत वाले प्रश्न - वीडियो https://www.youtube.com/watch?v=fjJ51st7w4 - चर्चा द्वारा - ई-बुक	आनुभविक ज्ञानार्जन बच्चे भारतीय द्वीपों की जानकारी ग्रहण करेंगे तथा मानचित्र पर उन्हें ढूँढकर उनके बारे में महत्वपूर्ण बातें जान पाएँगे । कला समन्वित ज्ञानार्जन कहानी का अंत बोलकर लिखना अपने घर परिवार के बुजुर्गों से कुछ लोककथाओं को सुनकर कक्षा में अपने शब्दों में सुनाना । बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं	- परावर्तन (reflection) - शिक्षक/की प्रतिपुष्टि (feedback) - छात्र / छात्रों की प्रतिपुष्टि (feedback) - प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा - खुले अंत वाले प्रश्न	आइस-ब्रेकिंग गतिविधि भारत में कुल 1,208 द्वीप (निर्जन सहित) हैं।  बोर्ड पर बच्चों की सहायता से कुछ द्वीपों के नाम लिखे जाएँगे तत्पश्चात उन्हें भारत का नक्शा दिखाया जाए गा और वहां कुछ द्वीपों की पहचान करने को कहा जाएगा । 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	विषय संबंधी - 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 - तंतारा के पात्र द्वारा दूसरों की भलाई का सन्देश देना कला संबंधी - कथा वाचन कला का विकास करना ।

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मापदण्डों के सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					के लिए अधिक इच्छुक होंगे।  विषय की घोषणा बच्चों आज हम अंडमान - निकोबार द्वीप समूह की एक लोककथा पढ़ने जा रहे हैं। विषय विस्तार • पठन अभ्यास • चर्चा • सम्बंधित प्रश्न पूछना	
	मई प्रथम सत्र पुस्तक – व्याकरण समास	• पावर प्वाइंट • वीडियो • https://www.youtube.com/watch?v=qvjk6dkrJ5c • ई-बुक		• अभ्यास कार्ड • बहुवैकल्पिक प्रश्न • लिखित व • मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि • विषय की घोषणा • विषय विस्तार • अभ्यास कार्ड • चर्चा • सम्बंधित प्रश्न पूछना • पुनरावृत्ति	• समास की परिभाषा • सामासिक शब्द बनाना तथा समास विग्रह करना जानना • संधि एवं समास में अंतर जानना • समास के भेदों को जानना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूल सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						- विभिन्न प्रकार के समासों की तकनीकी विशेषताओं को जानना - पाठ्यपुस्तकों में प्रयुक्त समासों के भेद जानना
	मई पुस्तक- स्पर्श (भाग २) दोहा बिहारी कवच पढ़ना चाहिए	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=B1dT8BxGe7k - खुले अंत वाले प्रश्न , - ई-बुक	आनुभविक ज्ञानार्जन - बिहारी जी के जीवन के बारे में जानकारी एकत्रित । - धार्मिक आडम्बरों के बाह्य रूप पर कबीरदास जी ने भी समझ समझ पर प्रहार किया है और बिहारी जी ने भी । धार्मिक आडम्बरों पर अपने विचार प्रकट कीजिए । कला समकालीन ज्ञानार्जन - अपनी पसंद के किन्हीं ३ दोहों का अर्थ लिखते हुए चार्ट बनाइए । - सामूहिक चर्चा	- बहुवैकल्पिक प्रश्न - वाचन गतिविधि द्वारा - बच्चे पहला व अंतिम दोहा पढ़ करके सुनाएँगे ।	आइस-ब्रेकिंग गतिविधि गागर में सागर भरना का क्या अर्थ है ? क्या दो गुण गद्य और पद्य रचनाओं में भी देखा जाता है ? पद्य की किस विधा में दो गुण विद्यमान होता है ? दोहे , छंद , कविता आदि आपने किन - किन कवियों की रचनाएँ पढ़ी हैं ? कौन से कवि ने आपको प्रभावित किया और क्यों ? सतसैया के दोहरे ज्यों नावक के तीर क्या आपने पहले यह सुना है ? अभ्यापक / अध्यापिका विषय की घोषणा करेंगे ।	विषय संबंधी - शब्द भण्डार में वृद्धि - कविता का रसास्वादन करना - शृंगारपरक दोहों का आनंद उठाना - प्राचीन काव्य साहित्य की जानकारी देना - दोहों का भावार्थ समझाना कला संबंधी - वाचन कौशल का विस्तार - नीतिपरक व शृंगारपरक दोहों का रसास्वादन करना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					विषय विस्तार - कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	
	मई द्वितीय सत्र पुस्तक- स्पर्श (भाग २) मनुष्यता	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=u1sk3bbP7lk - खुले अंत वाले प्रश्न , - ई-बुक	आनुभविक ज्ञानार्जन अध्यापक/ अध्यापिका की सहायता से रंतिपेव , ंधीचि , कर्ण आदि पौराणिक पात्रों के विषय में जानकारी प्राप्त कीजिए । कला समक्रिा 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 - इतिहास से कुछ व्यक्तियों के उदाहरण दीजिए जिन्होंने अपने से पहले दूसरों को समझा और अपने प्राण तक न्योछावर करने से पीछे नहीं हटे । - पानवीर किसे कहा गया ? - बच्चों की सहायता से अध्यापक / अध्यापिका पौराणिक पात्रों (रंतिपेव , ंधीचि , कर्ण , महात्मा बुध) की कहानी सुनाएँगे । विषय की घोषणा	विषय संबंधी - 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 संबंधी - सामूहिक चर्चा द्वारा विद्यार्थी के विचारों को अभिव्यक्ति देना । - कविता का रसास्वादन करना - मैथिलीशरण गुप्त की कविता' मनुष्यता को फलो चार्ट से समझाना नैतिक मूल्य

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					- बच्चों, आज हम मैथिलीशरण गुप्त जी द्वारा रचित कविता मनुष्यता करने जा रहे हैं । विषय विस्तार - कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	परोपकार एवं विश्वबंधुत्व की भावनाओं को सही ढंग से समझाना
जून	जून द्वितीय सत्र लेखन कार्ड विज्ञापन	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=vvmEs8MDQpbo - ई-बुक		- अभ्यास कार्ड - लिखित व मौखिक परीक्षा	- 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
	जुलाई द्वितीय सत्र पुस्तक- स्पर्श (भाग २) पर्व प्रदक्षा में पावस	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=HhKx60i6qQ खुले अंत वाले प्रश्न , ई-बुक	आनुभविक ज्ञानार्जन इस कविता में वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों की बात कही गई है ।आप अपने पाँच वर्षा ऋतू में होने वाले प्राकृतिक परिवर्तनों के विषय में जानकारी प्राप्त कीजिए । कला समक्री ज्ञानार्जन	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि आपके गाँव / शहर में वर्षा ऋतु आने पर क्या-क्या बरपाव आते हैं ? बच्चे अपने अनुभव सांझा करेंगे तथा वर्षा ऋतू के मौसम / प्रकृति में आए	विषय संबंधी - 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों की सूची बनाइए । वर्षा ऋतु में गए जाने वाले गीतों/ लोकगीतों की जानकारी प्राप्त कर किन्हीं दो गीतों को लिखिए ।		बालावों का वर्णन करेंगे । विषय की घोषणा - विषय विस्तार - कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- प्रकृति के मानवीकरण को समझना - वर्षा ऋतु में पर्वतीय प्रदेश के मातावी सौंदर्य को जानना - पर्वतीय क्षेत्र में वर्षा के समय पल पल परिवर्तित होने वाले जापुई दृश्यों के चित्रणों को जानना कला - वर्षा ऋतू में बनाए जाने वाले खास व्यंजनों, गीतों/ लोकगीतों की जानकारी
गस्त कक्षल पढ़नाकिए लिए	गस्त पुस्तक- स्पर्श (भाग २) qop कक्षल पढ़नाकिए लिए	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=pyRdtY565pY खुले अंत वाले प्रश्न , ई-बुक	आनुभविक ज्ञानार्जन तेजी से बढ़ती जनसँख्या और घनी आबादी वाली जगहों के आसपास पार्कों का होना क्यों जरूरी है? कक्षा में परिचर्चा कीजिए । कला समक्री ज्ञानार्जन बच्चों को १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्कैप बुक का पावर	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रकिंग गतिविधि https://www.youtube.com/watch?v=P8PIfvZxTCY बच्चों को वीडियो दिखाई जाएगी तथा उससे सम्बंधित प्रश्न पूछे जाएँगे । विषय की घोषणा बच्चों आज हम कंपनी बाग में रखी तोप के बारे में पढ़ेंगे । विषय विस्तार	विषय संबंधी - 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			पॉइंट प्रस्तुति के माध्यम से देने को कहा जाएगा । बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं		- कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- 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 कला - बच्चे १८५७ के मुख्य क्रांतिकारियों के बारे में जानकारी एकत्रित करके उन्हें स्क्रेप बुक या पावर पॉइंट प्रस्तुति के माध्यम से देंगे । जिससे निम्नलिखित कौशलों का विस्तार होगा - टीम प्रबंधन - संचार - नेतृत्व
	पुस्तक – व्याकरण मुहावरें प्रथम सत्र	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=uEVqRuYvek - ई-बुक	कार्ड प्रपत्र मुहावरों का कहानी में/ संवाद में प्रयोग करना ।	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- मुहावरे का अभिप्राय समझना - मुहावरे के प्रयोग की आवश्यकता जानना - मुहावरे की विशेषताएँ जानना - मुहावरों एवं लोकोक्तिओं में अंतर समझना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						पाठ्यपुस्तकों में प्रयुक्त होने वाले मुहावरों को जानना विभिन्न मुहावरों अर्थ एवं उनका वाक्य प्रयोग जानना
	जुलाई प्रथम सत्र पुस्तक- स्पर्श (भाग - २) □ ब कहाँ दूसरों का दुःख सादुखी होनाबाला□	- पावर प्वाइंट, - खुले अंत वाले प्रश्न - वीडियो https://www.youtube.com/watch?v=U_LAJS04NY - चर्चा द्वारा - ई-बुक	आनुभविक ज्ञानार्जन - किसी ऐसी घटना की जानकारी दीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु - पक्षियों का उपयोग किया गया हो । - अपने आस - पास एक पौधा लगाइए और पर्यावरण असंतुलन रोकने के लिए अपना योगदान दीजिए । कला समक्री ज्ञानार्जन अपने शहर / गाँव में आज से 10-२० सालों में हुए प्राकृतिक परिवर्तनों को कारणों सहित अपने माता - पिता की सहायता से लिखिए । बहुविषयक सहलग्नता (Multidisciplinary linkage)	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि किसी ऐसी घटना की जानकारी दीजिए जब अपने मनोरंजन के लिए मानव द्वारा पशु - पक्षियों का उपयोग किया गया हो । विषय की घोषणा बच्चों आज हम निम्न फ़ाज़ली द्वारा लिखित पाठ अब कहाँ दूसरों के दुःख से दुखी होने वाले पढ़ेंगे । विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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 संबंधी - जीव मात्र के प्रति प्रेम , प्रेम / की भावना - पृथ्वी पर रहने वाले सभी जीवों का पृथ्वी पर अधिकार समझना - विकास कार्यों को पर्यावरण की दृष्टि से परखना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मातागार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			पाठ को भूगोल विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं			- जनसंख्या वृद्धि की समस्या व उससे उत्पन्न समस्याओं को समझना - जीव जंतुओं के प्रति करुणा, सहानुभूति, प्रेम आदि की भावनाएँ - शब्द भण्डार में वृद्धि
□ गस्त	□ गस्त लखन द्वितीय सत्र सूचना	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=CFwcizZ81_k - ई-बुक		- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - चर्चा - अभ्यास कार्ड - पुनरावृत्ति	कम शब्दों में सही ढंग से अपनी बातों को अभिव्यक्त करने की क्षमता को विकसित करना
	□ गस्त लघुकथा लेखन द्वितीय सत्र	- पावर प्वाइंट - वीडियो	बच्चों को विभिन्न स्थितियों के आधार पर लघु कथा प्रस्तुत करने के लिए कहना ।	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - चर्चा - अभ्यास कार्ड - पुनरावृत्ति https://www.youtube.com/watch?v=KiJ4Zytpbg	बच्चों को लघु कथा लेखन के गुर सिखाना तथा उन्हें प्रसिद्ध लघु पढ़ने के लिए प्रेरित करना ।
□ गस्त	□ गस्त द्वितीय सत्र पुस्तक – संचयन (भाग १)	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=trwsqIGZtuo	आनुभविक ज्ञानार्जन निम्नलिखित विषयों पर चर्चा के माध्यम से बच्चे आनुभविक ज्ञानार्जन करेंगे	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व	आइस-ब्रेकिंग गतिविधि जब आप लोग अपनी प्राथमिक	विषय संबंधी - पठन कौशल का विस्तार - लेखन कौशल का विस्तार - वाचन कौशल का विस्तार

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
	सपनों का सा दिन	https://www.youtube.com/watch?v=D2K8XLXYAWQ&t=98s - खुले अंत वाले प्रश्न , - ई-बुक	- 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 छुट्टियाँ होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्ड के बारे में आप क्या सोचते थे? कला समन्वय ज्ञानार्जन वा -विवा का आयोजन किया जाएगा । - अनुशासन बनाए रखने के लिए प्राचीन या आधुनिक पद्धतियों में कौन सी पद्धति बेहतर है । - स्कूलों द्वारा दिया जाने वाला गृहकार्ड बंद किया जाना चाहिए । बहुविषयक सहलग्नता (Multidisciplinary linkage)	मौखिक परीक्षा	कक्षाओं में थे तो आप अपने स्कूल में सबसे अधिक कौन सी चीज़ पसंद करते थे ? जब आप लोगों को गर्मियों / सर्दियों की छुट्टियाँ होती थी तो आप क्या करते थे ? स्कूल से मिलने वाले गृहकार्ड 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 गुरुदाल सिंह । लेखक ने अपने बचपन की यादों का चित्रण किया है । विषय 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 बनाए रखने के तरीकों में परिवर्तन समझना कला खेल कू - वाचन कौशल

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यमों के सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			पाठ को शारीरिक शिक्षा विषय के साथ समाोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं		- पाठ- पठन - कठिन शब्दों के अर्थ समझाना - बच्चों की मनोवृत्ति के बारे में चर्चा करना - बच्चों को अनुशासन में रखने के लिए अपनाई गई प्रक्रियाओं के बारे में तथा आधुनिक समय में अपनाई जाने वाली प्रक्रियाओं के बारे में चर्चा करना । - प्रश्न उत्तर मौखिक - प्रश्न उत्तर लिखित पुनरावृत्ति	
	□ गस्त द्वितीय सत्र पुस्तक- स्पर्श (भाग २) कर चलाहम फ़िदा	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=CO7T3sHhvr0 https://www.youtube.com/watch?v=nBbmW9JpbUg - खुले अंत वाले प्रश्न	आनुभविक ज्ञानार्जन सैनिक जीवन की चुनौतियों को ध्यान में रखते हुए एक निबंध लिखिए । कला समन्वय ज्ञानार्जन - कविता/ गीत का कक्षा में गायन - हकीकत फिल्म की पटकथा अपने शब्दों में लिखिए ।	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि - बच्चों को कर चले हम फ़िदा गीत सुनाया जाएगा (वीडियो के माध्यम से) - पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार - कविता पाठ - व्याख्या - चर्चा	विषय संबंधी - 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्रिज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
		ई-बुक	बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं		- सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- कविता / गीत की पृष्ठभूमि की जानकारी - कविता का केंद्रीय भाव कला संबंधी - प्रेम की भावना - सैनिकों के प्रति आदर भाव - कविता/ गीत का कक्षा में गायन
	सितंबर द्वितीय सत्र पुस्तक- स्पर्श (भाग २) पेजिड में टूटी पत्तियाँ	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=F18EuI5Qrr0 - खुले अंत वाले प्रश्न , - ई-बुक	आनुभविक ज्ञानार्जन बच्चे सोने के भावों के बारे में जानकारी प्राप्त करेंगे तथा मानसिक रोगों के कारण और उपायों की जानकारी प्राप्त करना । कला समन्वय ज्ञानार्जन भारत के नक्शे पर वे स्थान अंकित कीजिए जहाँ चाँद की पैदावार होती है । इन स्थानों से सम्बंधित भौगोलिक स्थितियाँ क्या हैं और अलग - अलग जगह की चाँद की क्या विशेषताएँ हैं , इनका पता लगाइए । सामूहिक चर्चा	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि बच्चों के साथ सोने के भावों की चर्चा की जाएगी तथा सुध सोने और गिन्नी के सोने में अंतर बताया जाएगा । गिन्नी के सोने के इतिहास से सम्बंधित वीडियो दिखाई जाएगी । पूर्व ज्ञान परीक्षा विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा	विषय संबंधी - 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 - लेख की मुख्य विषय वस्तु को समझना - नैतिक मूल्यों की जानकारी

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मंचगार सामग्री	प्रोजेक्ट / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			स्कूलों में प्रतिप्रोगिताएँ बंधनी चाहिए । प्रतिप्रोगिता ही मानसिक तनाव का कारण ।		- सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- ज्ञान की पैन पाठ का सारांश - गित्री का सोना का सारांश कला संबंधी - भारत के मानचित्र पर चार की पैदावार वाले राज्यों को दर्शाना । - वाचन कौशल का विस्तार
सितम्बर द्वितीय सत्र	सितंबर पुस्तक- संचयन (भाग २) टोपी शुक्ला	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=Thl14dPv4t4 https://www.youtube.com/watch?v=6X4Q0O0upzU - खुले अंत वाले प्रश्न - ई-बुक	आनुभविक ज्ञानार्जन बच्चे अपने बचपन के अनुभव सांझा करेंगे और अपने बचपन के अनुभवों को कक्षा में सुनाएँगे । कला समक्री ज्ञानार्जन मज़हब नहीं सिखाता आपस में बैर रखना - विषय पर नारा लेखन का पोस्टर बनाइए ।	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	आइस-ब्रेकिंग गतिविधि - अपने बचपन के किसी मित्र के बारे में कुछ पंक्तिएँ प्रस्तुत कीजिए विषय की घोषणा विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	विषय संबंधी - 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 - पढ़ाई में कमज़ोर विद्यार्थियों के प्रति परिवार एवं अध्यापकों की सोच को उधार बनाना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यमों के सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						कला संबंधी - सच्ची मित्रता पर एक अनुच्छेद लिखिए। - मज़हब नहीं सिखाता आपस में बैर रखना - विषय पर नारा लेखन का पोस्टर बनाइए। जिससे निम्नलिखित कौशलों का विस्तार होगा - टीम प्रबंधन - संचार - नेतृत्व
	लेखन लघुकथा लेखन द्वितीय सत्र	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=_Kj4Zytbpg&t=7s - ई-बुक	बच्चे अपनी मनपसंद कोई भी लघु कथा कक्षा में सुनाएँगे।	संकेत बिंदुओं के आधार पर लघुकथा लिखना और सुनना।	- विषय की घोषणा - विषय विस्तार - चर्चा - अभ्यास कार्ड	प्रसिद्ध लघुकथाओं की जानकारी देना तथा बच्चों को कहानियाँ पढ़ने के लिए प्रेरित करना।
	सिंघार द्वितीय सत्र पुस्तक- स्पर्श (भाग २) कारपूस	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=rcp6A2wLrl4 - खुले अंत वाले प्रश्न, - ई-बुक	आनुभविक ज्ञानार्जन एकांकी और नाटक में क्या अंतर है ? कुछ नाटकों और एकांकीयों की सूची तैयार कीजिए। कला समन्वय ज्ञानार्जन अभिनय कौशल का विस्तार करना	- 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 की घोषणा विषय विस्तार	विषय संबंधी - 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 /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉड्यूलर सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्विज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
			बहुविषयक सहलग्नता (Multidisciplinary linkage) पाठ को इतिहास विषय के साथ समायोजित किया जा सकता है जिसके अंतर्गत दोनों विषय के अध्यापक / अध्यापिकाएँ विभिन्न गतिविधियों द्वारा पाठ को रोचक बना सकते हैं		- पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- नए शब्दों के अर्थ ग्रहण करना - साहित्य की गद्य विधा एकांकी की जानकारी - पेश की आज्ञाधी की लड़ाई की जानकारी देना - एकांकी के नाटक के चरित्र की विशेषताओं को समझना कला संबंधी बच्चों को एकांकी प्रस्तुत करने की जानकारी दी जाएगी, उन्हें 4-५ के समूहों में विभक्त किया जाएगा तथा उन्हें कोई भी एकांकी चुनने की छूट होगी। एकांकी प्रदर्शन करेंगे।
	सितंबर पुस्तक- स्पर्श (भाग-२) गिरगिट <u>कमल पढ़ना चाहिए</u>	- पावर प्वाइंट, - खुले अंत वाले प्रश्न - वीडियो https://www.youtube.com/watch?v=oPR89ctSEok - चर्चा द्वारा - ई-बुक	आनुभविक ज्ञानार्जन अपने आस-पास देखी गई सामाजिक विसंगतियों को अपने शब्दों में लिखिए।	बहुवैकल्पिक प्रश्न	आइस-ब्रेकिंग गतिविधि गिरगिट की वीडियो दिखाई जाएगी जिसके माध्यम से छात्र / छात्राएँ गिरगिट की रंग बोलने की प्रवृत्ति को जान पाएँगे। विषय की घोषणा विषय विस्तार पठन अभ्यास	विषय संबंधी - 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 - समाज में व्याप्त अवसरवादिता को समझना

महीना /कार्ड दिवसों की संख्या	विषय / उप विषय	शिक्षण में माध्यमों की सामग्री	योजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्ड और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ किज़ / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
					चर्चा	भाई भतीजावादा की हानियों को समझना
	पुस्तक- स्पर्श (भाग २) आत्मत्राण कवच पढ़ना	- 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 कीजिए ।	- प्रश्न-उत्तर - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - कविता पाठ - व्याख्या - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- विषय संबंधी - 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
	पुस्तक- व्याकरण मुहावरें	- पावर प्वाइंट - वीडियो https://www.youtube.com/watch?v=uEVqRu_Yvek - ई-बुक	- कार्ड प्रपत्र - मुहावरों का कहानी में संवाद में प्रयोग करना ।	- अभ्यास कार्ड - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- पूर्व ज्ञान परीक्षा - विषय की घोषणा - विषय विस्तार - पठन अभ्यास - चर्चा - सम्बंधित प्रश्न पूछना - पुनरावृत्ति	- मुहावरों का अभिप्राय समझना - मुहावरों के प्रयोग की आवश्यकता जानना - मुहावरों की विशेषताएँ जानना - मुहावरों एवं लोकोक्तिओं में अंतर समझना

महीना /कार्य दिवसों की संख्या	विषय / उप विषय	शिक्षण में मॉडगार सामग्री	ोजना / प्रायोगिक ज्ञान/ अन्तर अनुशासनात्मक संपर्क/ कला एकीकरण/प्रयोग/ प्रवीणता मूल्यांकन	कार्य और मूल्यांकन (मौखिक / लिखित / बहुवैकल्पिक प्रश्न/ क्लिज / कक्षा परीक्षा)	शैक्षणिक प्रक्रियाएँ	अध्ययन के परिणाम
						पाठ्यपुस्तकों में प्रयुक्त होने वाले मुहावरों को जानना विभिन्न मुहावरों क अर्थ एवं उनका वाक्य प्रयोग जानना
	अपठित गद्यांश द्वितीय सत्र	- वीडियो https://www.youtube.com/watch?v=sUKLFwxA82M - व्याकरण पुस्तक	कार्य प्रपत्र	- अभ्यास कार्य - बहुवैकल्पिक प्रश्न - लिखित व - मौखिक परीक्षा	- 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>लखन कार्य और व्याकरण</u> हर महीने सुविधानुसार करवाया जा सकता है	अक्टूबर, नवंबर में पुनरावृत्ति करवाई जाएगी ।				

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: MATHEMATICS
Class: X
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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 No. of Days:15 Term - 1	Real Numbers and Polynomials - 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.	- Smart Board - PPT's - Videos - Chalk Board - White Board - Wacom Tablet https://www.youtube.com/watch?v=Fvy0Wp8lypA	Art Integrated Project: - 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 Experiential Learning: - 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. Skill Assessment: - Apply Euclid's division lemma on 'a'	- Crossword Puzzles - MCQ's - Assignments (CW & HW) - Remedial Worksheets - Oral test	Cognitive Pedagogy: - Students are taught based on cognitive psychology Critical pedagogy: - It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: - It suggests that education is critical to a student's social development and wellbeing. Bloom Taxonomy: - Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.	The following skills of the students are enhanced - 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.

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	A quadratic polynomial in x with real coefficients is of the form $ax^2 + bx + c$, where a, b, c are real numbers with $a \neq 0$. 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.		and 'b', $a = bq + r$, where $0 < r < b$ for some whole numbers q and r .		Developing logical reasoning by using Vedic maths in multiplying two digits and three digits numbers to make calculation easy.	

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Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are in the same ratio (proportional), then the triangles are similar (SAS similarity criterion). - 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).				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
	of the corresponding sector – Area of the corresponding triangle. • Apply the knowledge of area of plane figures in solving problems with combination of figures.				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
May No. of Days:5 Term - 1	PROBABILITY - The difference between experimental probability and theoretical probability. - The theoretical (classical) probability of an event E, written as P(E), is defined as - Number of outcomes favorable to Number of all possible outcomes of the experiment - The probability of a sure event (or certain event) is 1. - The probability of an impossible event is 0. - The probability of an event E is a number P(E) such that $0 \leq P(E) \leq 1$	- Smart Board - PPT's - Videos - Chalk Board - White Board - Wacom Tablet - e-book - Extra mark - Mind maps - Green Board	Art Integrated: Project: - Shuffle two dice and write the sample space of the experiment. Now color even number outcome with green and odd number with purple. Find the probability of odd number on both dice. Experiential Learning: - Take 6 red balls, 5 black balls and 7 green balls and put them in a box. Probability of red ball will be 6/18 or 1/3 Project: To get familiar with the idea of probability of an event through a double color card experiment.	- MCQ's - Oral Test: - Written Test: - Written Work: - By doing Correction Work - Assignments	Cognitive Pedagogy: - Students are taught based on cognitive psychology Critical pedagogy: - It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: - It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: - Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.	The children are able to 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
	Volume of a Cuboid = base area $\times$ height = length $\times$ breadth $\times$ height Volume of a Cube = edge $\times$ edge $\times$ edge = a^3 Volume of a Cylinder = $\pi r^2 h$ Volume of a Cone = $\frac{1}{3} \pi r^2 h$ Volume of a Sphere = $\frac{4}{3} \pi r^3$				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
<i>September</i> <i>No. of Days:6</i> <i>Term – 2</i>	Application of Trigonometry - 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°. - Angle of elevation and angle of depression. Practical problems related to applications of trigonometry.	- Smart Board - PPT's - Videos - Chalk Board - White Board - Wacom Tablet https://www.youtube.com/watch?v=ubO1PcrN2b4	Art Integrated Project: To show Pythagoras Theorem by using three sticks of length 5cm, 4cm and 3cm. Experiential Learning: 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.	- Crossword Puzzles - MCQ's - Assignments (CW & HW) - Remedial Worksheets	Cognitive Pedagogy: - Students are taught based on cognitive psychology Critical pedagogy: - It is a theory and practice of helping students achieve critical consciousness. Social pedagogy: - It suggests that education is critical to a student's social development and wellbeing Bloom Taxonomy: - Knowledge, comprehension, application, analysis, synthesis, and evaluation. The students are taught on basis of Bloom Taxonomy.	The following skills of the students are enhanced - Problem solving - Critical thinking - Life skills - Got familiar with the Knowledge of T-Ratios - Children are able to apply application of Trigonometry in practical life.

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PINEGROVE SCHOOL, DHARAMPUR,
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: General Science
Class: X
Session 2022 - 23

Month/ No of working days	Topic/Subtopic	Teaching Aids	Projects/Experiential/In terdisciplinary linkage/Art Integration/Practical's/S kill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
Feb/Mar (5)	Chemical Reactions and Equations ● 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) Combination b) Decomposition c) Displacement d) Double Displacement. e) Precipitation. f) Redox Reactions. ● Practical modules and help of virtual labs.	● 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.	● 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	● 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.	● 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	<i>The learners:</i> ● 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

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
			examples of chemical/permanent changes. Physics to understand the reaction states, conditions, temp. pressure etc. Economics for cheap and expensive industrial processes and chemicals. Art Integration ● Practical/Experiments to be conducted in the lab. ● Project work on types of reaction and industrial application of reactions studied.		topics of formation of precipitate. Uses and applications of redox reactions in our day-to-day life.	redox reaction ● Relate and process the products formed during reactions and the reactivity of two elements based on the products formed.
Mar (23)	Light – Reflection and Refraction ● 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.	● Teaching Aids: Black board, 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 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	● 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.	● 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	● <i>The learners</i> ● 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

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
	● Mirrors and lenses. Difference and properties.	experiment by pin method.	electron excitation, photolysis etc. ● Art Integration: Diagrams of lenses, mirrors, refraction, and reflection. ● Model making, Magnifying glass experiment for concrete learning. ● Practical/Experiments to be conducted in the lab. ● Project work on working of LASERS, MASERS etc.		to understand the phenomenon of refraction. ● Interactive Lecture Discussion. Using ppts, modules, YouTube videos. ● Experimental demonstration to explain the topics.	position of objects ● Use Cartesian sign conventions correctly ● 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.

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
Apr (25)	Metals and Non-Metals - 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.	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.	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: Song on the	- 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.	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>, - 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

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
			reactivity series of metals. Please stop calling me a careless zebra instead try learning how copper saves gold. ● 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.	
Apr (25)	Topic/Chapter: Human Eye and the Colorful World	Power Point Presentations, Extramarks Modules, YouTube Videos	Practical/Experiments to be conducted in the virtual lab, Art Integrated Project work on Working of human eye, defects of vision.	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,	● The students will be able to: ● To enable the learners to get familiar with some natural phenomenon based on dispersion of light, atmospheric refraction and scattering of light ● Understand the ways and means of presenting these observed phenomena through suitable drawings/diagram

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
					YouTube videos, experimental demonstration to explain.	s/photographs Understand the reason behind some natural phenomenon e.g., color of sky, early sunrise and delayed sunset, formation of rainbow etc.
May (21)	Life Processes - 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.	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.	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 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.	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.	<i>The learners:</i> - 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.

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			the structure of the heart and its function.		exploring the in-detail functions of heart and creating motivation for students	- Describe the structure and functioning of the human heart. - Explain double circulation - 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.
July (22)	Heredity and evolution - 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.	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.	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	- 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.	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	The learners. - 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

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
			Linkages: Chemistry for composition of DNA. Math's for Punnett's square. ● 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.		for F1 and F2 generations. ● Brainstorming Interactive Lecture Discussion. ● Facilitate learning by using ppts, modules, YouTube videos to explain the topics.	between acquired and inherited traits ● State the evidence of evolution ● explain the concept of artificial hybridization ● Research how humans evolved?
July (22)	Acids, Bases, and Salts ● Set Induction: Examples of foodstuffs and identifying the taste. ● Presence of certain mysterious chemicals which make them sour and bitter. ● Indicators and	● Teaching Aids: Blackboard, chalk, smart board, extra marks. ● PowerPoint Presentations, cut outs of foodstuffs, fruits and vegetables. ● Indicators strips, bottles of universal indicators etc.	● 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	● 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.	● 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	● The learner. ● Differentiate between acids and bases and define acids and bases according to Arrhenius concept ● Identify acidic, basic, or neutral nature of chemicals using

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	their types. • Use of indicators. • Compiling the properties of acids and bases. • Reactions of acids and bases. • Salts with reactions and uses in day-to-day life.	.	indicators called as Natural indicators. • Interdisciplinary Linkages: Biology for food substances as acidic and alkaline its effect on digestion. Physics for the rate of reaction and effect of temperature and pressure on it. • 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.		indicators and their uses in day-to-day life activities. • Analysis and Interpretation by the students about the taste and relating it with acids and bases. • 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.	indicators • Write various reactions shown by acids and bases. • Write balanced chemical equations for reactions of acids and bases with metals, carbonates and hydrogen-carbonates, metallic oxides etc. • 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

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						various salts in the syllabus
Aug (22)	How do organisms reproduce. ● 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.	● 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	● 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 development in humans. ● Debate: effect on earth due to population explosion and need of the hour to curb it. ● Interdisciplinary Linkages: Chemistry for the roles of various	● 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.	● 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 cards and flow diagrams. ● Analysis and Critical thinking by understanding the process of reproduction, different time span for different organisms and formation of	<i>The learner,</i> ● 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 ● Realize the importance of reproductive health

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			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.		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.	
Sep (24)	Periodic Classification of Elements ● Set Induction: Introducing the topic with Sanskrit word 'Anu' and 'Parmanu' by Rishi Kanad. ● Different elements have different	● Teaching Aids Blackboard, chalk, smart board, extra class modules. ● PowerPoint Presentations. ● Extra marks Modules, YouTube Videos. ● Chart and handouts for	● Group Activity. Students to enact as Scientists and play the role to explain the background, need and hypothesis for classification. ● Self-Awareness Skill: By demonstrating	● 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	● Activating Prior Knowledge by Random Questioning Introducing the topic to be taught after getting the expected response from	The learner ● to process the need of classifying elements and appreciate the classification done by different scientists ● to compare salient features of

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	properties and hence need classification. ● Mendeleev's Periodic Table. ● Newland's Octaves. ● Doberniere's Triads. ● All the above based on the property of Atomic Mass. ● Atomic Number for Modern Periodic Table. ● Periodic properties of elements.	Modern Periodic Table. ● 3D models of elements and their structures.	the role play understanding the concept. ● 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.	of self -analysis. ● Formative and Summative assessment. ● Project Making for development of Modern Periodic Table and flash cards to determine properties. ●	the students. ● 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	each classification and understand the requirement of change in classification with time. ● 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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					by providing topics of elements raising research attitude. ●	
Sep - Oct (24)	Electricity ● 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	● 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.	● 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 electricity and methods to save it. Chemistry to understand the role of electrons and metals. Biology about electrical impulses being carried by nerve cells. ● Art Integration.	● 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.	● 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. ● Developing hypothesis by brainstorming and changing the connections from series to parallel. ● Interactive Lecture Discussion, to invoke curiosity about the	<i>The learners:</i> ● 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 practical use of these components ● Understand the advantages of safety measures used in electric

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			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 Current (ampere), Potential Difference.		connections in classroom and home.	circuits ● To calculate electricity bill for electric energy consumed by a - household for a given month.

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Oct (15)	Carbon and Its Compounds - 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.	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.	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. 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	- 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	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 method, inquiry-based learning (IBL). Curiosity development by relating the uses of carbons in our day-to-day life. Inquisitive attitude by Project on nanotubes, fullerenes etc. Real Life	<i>The Learners,</i> - 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 and types of bonds formed in a compound by sharing of electrons. - Understand the versatile nature of carbon. - Recognize Alkanes, Alkenes and Alkynes and

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			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.		examples of glucose, coal, soaps, detergents, plastics, graphite etc. all have carbon in them.	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.
Oct (6)	Our Environment ● Mode of nutrition in animals and plants. Autotrophic and Heterotrophic. ● Saprophytes and decomposers. ... ● Abiotic components. ... ● Biotic components. ...	● Teaching Aids: Blackboard, chalk, smart board. ● PowerPoint Presentations, extra marks Modules, YouTube Videos. ● Flash Cards and Charts for	● Model of Human Digestive system for introducing the topic of nutrition. ● Images and pictures of various animals, organisms, and the way they consume food. ● Flow charts for understanding the	● 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.	● Activating Prior Knowledge by model of digestive system, images of various animals carrying out ingestion of food.	<i>The learner</i> ● explain the process of nutrition and their types. ● define ecosystem and its components ● state relationship between food chain and food

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	- Ecosystem. ... - Trophic levels. ... - Pyramid of trophic levels. - Law of conservation of energy.	understanding the various levels in the ecosystem for Nutrition.	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.	Project Making for Food Pyramid and Food Chain.	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.	web - understand how human activities have led to the depletion of ozone layer - understand how we can manage garbage we produce
Oct - Nov	Magnetic effects of current - Set Induction - Magnet. North and South Poles. - Magnetic field. Iron filings test around a bar magnet. Magnetic field lines. Magnetic field lines for a closed loop. - Fleming's Left- and Right-Hand Rule.	Teaching Aids: Blackboard, chalk, smart board. - PowerPoint Presentations, extra marks Modules, you tube Videos. - Magnets of various shapes. - Copper wire to make Solenoid (electromagnet).	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. Learning by Doing for FLEMING'S Left-Hand Rule and Right-Hand Rule. Interdisciplinary	- 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.	Activating Prior Knowledge by showing objects like iron, magnets, copper, wood etc. to understand the linkage. Constructivism and Demonstration : by making electromagnetic and testing its	The students will be able to: - Understand the meaning and properties of magnetic field lines - Draw magnetic field lines using compass needle - Explain different physical phenomenon and to make careful observations/

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	Electromagnetic Induction.		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.		working. 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.	deductions and to draw inferences - 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

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: SOCIAL SCIENCE
Class: X
Session 2022-23

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March	Lesson -1 Political Science Power Sharing	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Group Discussion: • Impact of Power Sharing in Sri Lanka and Belgium • Impact of Sharing in India. • Why power sharing is desirable? Activity • Europe Map • Map of Sri Lanka • Map of Belgium	• Oral testing • Written test. • Quiz • Homework	• 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.	• 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	Lesson - 1 Geography Resource and Development	• Video clips • Maps • PPT • Internet • Mind map	Map Activity • Soil Types • Identify types of soil on the map of India.	• Oral testing • Written test • Quiz • Homework	• P K Testing by random questioning • Introduction to the new topic. • The student will be	• The students will understand the usability of terms like resource, renewable and non

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		Flow charts	Diagrams - Soil Profile Role Play Role Play on a resource, exhibits its importance, and need for conservation. - After teaching the chapter, the students will be asked to pick up a resource of their choice and perform a role play on it. - The students will introduce themselves as a resource, an example coal and talk about its importance, ways of depletion and how it can be preserved. - Each student plays the role of a resource and speaks on the following. - Who am I? - What type of a resource am I? - What is my importance? - Where am I available? - How long do I exist? - Where am I getting exhausted? - How can you save me?		explained the meaning of resources. - 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 color, 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.	renewable resources and sustainable development. - 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. - The students will understand the usability of the resource, classify the resources into different groups, suggest its

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						measures to check its wastage and preserve for future and identify areas where the resources are depleted.
March	Lesson - 1 History The Rise of Nationalism in Europe	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Activity • 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. Group Discussion • The students will discuss the causes of the French revolution and its outcome as a recapitulation activity based on their previous class learning.	• Oral testing • Written test. • Quiz • Homework	• 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 doubt clearance	• 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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					session organized.	
April	Lesson - 1 Economics Development	• Video clips • PPT • Internet • Mind map • Flow charts	Group Discussions • The Importance of Public Facility and Sustainable Development. • 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? Activity • The children were given the task to calculate their BMI as an activity to create interest and practical application of one's own awareness. Debate • Modern development associated with progress has led to problems. • Is increase in income alone sufficient for a nation?	• Oral testing • Written test. • Quiz • Homework	• P K Testing by random questioning • Introduction to the new topic & the students will be made familiar with some macroeconomic concepts. • 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, national 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.	• The students will be able to elaborate macroeconomic concepts like per capita income, literacy rate and sustainable development etc. • 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

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April	Lesson – 3 Geography Water Resources	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Map Activity • On an outline map of India locate and label the important dams of India Group Activity • 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.	• Oral testing • Written test. • Quiz • Homework	• P K Testing by random questioning • Introduction to the new topic. • 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.	• The students will be able to explain the importance of water as resource, develop awareness towards its judicious use & get familiarized with the old and modern method of conservation of water. • 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. Values Learned • Sustainable development. • Conservation of water resources and management.

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April	Lesson 2 Political Science Federalism	• Video clips • PPT • Internet • Mind map • Flow charts	Activity • Location of Federal countries of the world. Field Visit • 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. Integrated Activity • Activity with Art integration in the form of Poster Making on the topic 'Key features of Federalism'. Picture /Cartoon interpretation. The teacher should provide any picture or cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same.	• Oral testing • Written test. • Quiz • Homework	• 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 decentralization explained, and the working of local self-government understood. • Random questioning session and discussion of in text question done.	• 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 and non-federal government • The students will develop the ability to recognize the features of each type of government. • The students will understand the centrality of power sharing in a democracy. • Values Learned Foster sharing Equality Dignity of Citizens. Power sharing.

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April	Lesson - 2 Economics Sectors of the Indian economy	• Video clips • PPT • Internet • Mind map • Flow charts	Activity • The students will be asked to draw tables related to employment in primary, secondary and tertiary sectors into bar diagrams. Group Discussion • Why does a large section of India's population depend on primary sector? • What contributed to rapid increase in service sector output? • The contribution of different sectors to output and employment. GRAPH ANALYSIS • Sector contribution to India's GDP and Employment. • The students will explore and discover what the graphs are representing by asking them relevant questions.	• Oral testing • Written test. • Quiz • Homework	• 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 goods, GDP, under employment, seasonal & open unemployment, unorganized & organized, public and private sectors. • The students will be explained the significance of service sector in the Indian economy & its 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.	• 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 employment generating sectors and reason out the government investment in different sectors of the economy, the change in sectoral composition of GDP • They will be able to categorize 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. • Though graph analysis, the student will develop their observation and graph reading skills along with helping them construct their

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						own knowledge. Values Learned • Dignity of Labour • Empathy towards the Labours • The students will be motivated to involve themselves in certain NGO programs, Social Servicing etc. to help the people of the unorganized sectors, those who come under disguised and seasonal unemployment.
May	Lesson - 4 Geography Agriculture	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Activity • Tree Plantation. • Gardening • Sowing seeds on a Pot or in the garden. The students will monitor and click the pictures of the Plant till it grows. • Time duration 1 Month Map Activity • 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.	• Oral testing • Written test. • Quiz • Homework	• 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 etc. • Discussion related to different types of cropping patterns in India and their impact on economic development and discuss in the class.	• 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 government policies for institutional & technological reforms in India. • Students will be able to locate and identify areas or regions known for wheat, rice, tea, coffee

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			Debate Genetically modified crops are the need of the hour.		- 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.	production. - The students can explain the terms like plantation, subsistence farming, and 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.
May, June TERM I SYLLABUS COMPLETED UNIT TESTS REVISIONS	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Map Practice	Conducting Unit 1 exams	Discussion of question and answers, in text questions etc. Clearing of the doubts of the students	The students will understand the content of the chapters & will revise Term 1 syllabus for Unit Tests.	Unit Tests
July	Lesson –3 History Nationalism in India	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Map Activity India Map as per the Syllabus related to the chapter. Picture Interpretation Bharat Mata Group Discussion	- Oral testing - Written test. - Quiz - Homework	- 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,	- 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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			- Why did various classes and groups of Indians citizens participate in the Civil Disobedience Movement? - 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 and Abdul Gaffar Khan etc. Activity - 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.		democracy, and satyagraha. - Acquaint with the writings and ideals of different social, political groups and individuals. - Students will brainstorm and discuss the strategy of satyagraha and non-violence adopted by Gandhi ji and different movements where satyagraha was adopted by the leaders to recognize the immense strength & courage it requires to internalize characteristics of satyagraha and non-violence. - Comparing the image of Bharat Mata with image of Germania.	- 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 Values - Patriotism - Nationalism - Unity in Diversity
July	Lesson – 6 Geography Manufacturing Industries	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Map Activity - Locate and label the following on the map of India: - Cotton Textile Industries - Iron and steel plants - Software technology parks	- Oral testing - Written test. - Quiz - Homework	- P K Testing by random questioning - Introduction to the new topic, the students will be explained the importance of manufacturing.	- Students will be able to assess the importance of industries in the national economy. - The students will be able to establish relationship between

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			Debate - Why did India not go for privatization of manufacturing activities after 1947? Group Discussion - The students will discuss about environmental pollution and degradation and the role of NTPC in this direction.		- 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. - Recapitulation and doubt clearance session organized.	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 materials & relate with pollution in nearby areas.
July	Lesson - 6 Political Science Political Parties	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Art Integrated Activity Draw the distinctive symbol of any two political parties Group Discussion Read Cartoons, messages to be conveyed in sketches, photographs	- Oral testing - Written test. - Quiz - Homework	- P K Testing by random questioning - Introduction to the new topic. - The terms used in political discussion will be explained like Gandhian, communist,	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

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			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. Skit Class may be provided into three groups. Each group will prepare a skit on party system, one party system, two party system and multi-party system. They will try to highlight the importance of party system and merits and demerits of party system.		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 and defeats in general elections will be explained. - Recapitulation and doubt clearance session organized.	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 & understand the distinctive features of these Political Parties with their symbols, policies, and programs. - The students will understand the importance and the different party systems. - The students will also understand the necessity of political parties in a democracy.

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July	Lesson - 3 Economics Money and Credit	• Video clips • PPT • Internet • Mind map • Flow charts	Activity: -Flip Learning • 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. • Role Play • Self Help Groups • The activity could be undertaken after a class discussion on the Self Hel Groups in improving the economic conditions of the rural poor. Also, the students must understand the advantages and disadvantages taking	• Oral testing • Written test. • Quiz • Homework	• 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.	• 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 advantages of formal sector of credit. • After the task and

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			credit from money lenders.			the activity of SHGs, the students shall be able to understand the features of SHGs, the exploitative nature of local money lenders and appreciated the impact that a SHG can make on the economic condition of its members. • Values • Empathy, Self-reliant. Self-respect, Dignity, Leadership.
August	Lesson - 4 Economics Globalisation and the Indian Economy	• Video clips • PPT • Internet • Mind map • Flow charts	Debate • Can globalization potentially contribute to better environment? Group Discussion • 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? • Prepare a bulletin board on the following topic. • Tracing the origin (Finding a logo, relating it to the company and finding its origin.	• Oral testing • Written test • Quiz • Homework	• 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,	• 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

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					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.	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. • The students will become interested in products that they consume and will appreciate liberalized policies of government that bring wide range of products. Values Learned: Mutual Co-operation and Interdependence.
August	Lesson – 7 Geography Lifelines of National Economy	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Map Activity • 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 International Airports of India. Interpretation of diagrams of Roadways,	• Oral testing • Written test. • Quiz • Homework	• 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 discuss and learn about roadways, railways, waterways pipelines and airways.	• The students will understand the importance of transport, communication and trade for country's progress. • The students will be able to identify the types of roads in India and list the organisations who maintain them.

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			and Pipelines		• 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.	• 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 understands that the economy of a nation depends on its lifeline i.e. transport, communication and trade. • On interpreting the diagrams of Roadways and Pipelines, the students will be able to understand the concept and its significance.
August	Lesson - 6 Political Science Outcomes of Democracy	• Video clips • PPT • Internet • Mind map • Flow charts	Debate • Democracy stands much superior to any other form of government. Picture Interpretation. • Students are expected to see a given picture or	• Oral testing • Written test. • Quiz • Homework	• 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	• The students can discuss and explain the importance of democracy and about various outcomes. • The students now understand and can examine the importance of

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			cartoon given in the textbook or any relevant picture/cartoon and tell the students to interpret the same. • They students are also expected to answer few questions given by the teacher.		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 session organized.	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 between sources of strength and weaknesses of Indian democracy.
August	Lesson – 5 History The Age of Industrialization	• Video clips • PPT • Internet • Mind map • Flow charts	Activity • 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	• Oral testing • Written test. • Quiz • Homework	• 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.	• 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 labour class; will

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			of the time. - 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: - Steam Engine - Railroad - Interchangeable - Parts Steamboat - Spinning Jenny		- Discussion and explanation on the Proto –Industrial phase and early factory system in Britain and India. - 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.	be able to understand the process in the colonies. - 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?
September	Lesson - 7 History Print Culture and the Modern World	- Video clips - PPT - Internet - Mind map - Flow charts	Activity The students are asked to make a Power Point Presentation on the development of print in the world. Field Visit Visit to a printing press to understand the modern-day printing process.	- Oral testing - Written test - Quiz - Homework	- 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 history & development of print in Europe. - The student will understand the role and impact of print revolution. - The student can

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					• 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.	- 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 reflect historical changes within the society & shape the forces of change.
September	Lesson - 2 Geography Forest and Wildlife Resources	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Group Activity • The students will narrate stories of different communities involved in environmental conservation from different parts of India and study them from geographical perspective. Group Discussion	• Oral testing • Written test. • Quiz • Homework	• 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	• 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

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			• Comparison of depletion of forests and wildlife before and after independence.		explained the classification of species into: ➤ Normal ➤ Endangered ➤ Vulnerable ➤ Rare ➤ Endemic ➤ Extinct. • The students will be explained various types of forests: ➤ 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.	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. Values Learned • Conservation of our environment, natural resource, animals and wildlife.
September	Lesson - 3 Political Science Democracy and Diversity	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Case Studies ➤ Mexico Olympics ➤ Northern Ireland ➤ Netherland ➤ Yugoslavia Activity • 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.	• Oral testing • Written test • Quiz • Homework	• P K Testing by random questioning • Introduction to the new topic. • The students will be explained about the terms like diversity, social differences, social divisions etc. • The students will be explained about the social differences based on the accident of birth and based on our own choices.	• The student will understand the reasons for drawing international attention to racial discrimination during Mexico Olympics. • The students will understand the origin of social differences. • The student can explain the difference between overlapping and

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					• 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.	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. Values Learned • Brotherhood • Accommodation of social diversity.
September	Lesson - 4 Political Science Gender Caste and Religion	• Video clips • PPT • Internet • Mind map • Flow charts	Group Discussion • 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. Group Activity • Role play on Gender Discrimination.	• Oral testing • Written test. • Quiz • Homework	• 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 • patriarchal society • Scandinavian countries • secularism • communalism • caste hierarchy etc.	• 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 gender perspective on politics. • Can distinguish between overlapping and cross cutting difference. Justify how democracy

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					- 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.	- 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. Values learned. - Respect for all
October	Lesson - 5 Geography Mineral and Energy Resources	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Map Activity - 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 - The students will discuss the benefits of non-conventional sources of energy over the conventional sources of energy.	- Oral testing - Written test. - Quiz - Homework	- 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	- 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

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			Slogan Writing The students will write slogan to encourage save energy campaign.		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. - Recapitulation and doubt clearance session organized.	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.
October	Lesson - 5 Popular Struggles and movements	- Video clips - Maps - PPT - Internet - Mind map - Flow charts	Case Studies - 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. Activity - The students will collect information of any one movement and speak about it in the class for at least 2 minutes.	- Oral testing - Written test. - Quiz - Homework	- 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	- 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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/S kill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					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.	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	Lesson – 8 Political Science Challenges to Democracy	• Video clips • PPT • Internet • Mind map • Flow charts	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. Group Discussion The students will discuss and suggest political reforms in India.	• Oral testing • Written test. • Quiz • Homework	• 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	• 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

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/S kill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					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.	their understanding of the concept. • The students can assess, evaluate and then suggest political or democratic reforms for making the democratic system better.
October	Lesson – 5 Economics Consumer Rights	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	Project Report • The students will prepare a project report on the Rights of the Consumer. Role Play • 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 awareness.	• Oral testing • Project Work	• 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-1986). • 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,	• 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 major objective of the consumer movement (COPRA-1986). • The students can explain the consumer rights to others. • The students can absorb the duties of consumer in a better way.

Month/ No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/ Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					recapitulation, and doubt clearing session organized.	• The students understand the consumer redressal process and can help other in the same.
November	Revise for the Pre-Boards	• Video clips • Maps • PPT • Internet • Mind map • Flow charts	• Map Practice	• Pre-Board Exams conducted.	• Discussion of question and answers. • Clearing of the doubts of the students.	• The students will understand the content & revise the chapters coming for Pre-Board Exams.

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Computer Application (165)
Class: X
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	HTML Introduction What, Why, When History and versions of HTML Basic Terminologies, Fundamental Structure Creating an HTML Document	• Textbook • Digitizer • Videos • Presentations • W3school.com	Practical Create a HTML document and show your details on it. Experiential Browse school's website and check various tags used in the design.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations	Child will be able to comprehend: Meaning of uses of HTML, structure of HTML document Will be able to create simple html page.
April	HTML Attributes, Presentation tags, comments, Heading tags, Character formatting, <P> tag, tag, Ordered and unordered list	• Textbook • Digitizer • Smart Class System • Videos • Presentations	Inter disciplinary Design a web page to display a numbered list of 5 stars closest to earth. Art Integration/ Practical Created a bulleted list in HTML to display performing art forms in India	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations • W3school.com	• Child will be able to create html documents with basic paragraph formatting, font formatting . • Child will be able to create ordered and unordered list in html.
May	HTML Uses of following Tags , <SUP>, <SUB>, <PRE>, <BLOCKQUOTE> Linking, HTML	• Textbook • Digitizer • Smart Class System • Videos	Inter disciplinary linkage Create a HTML page to show 10 quotes you like the most. Each quote should bear different colour with proper credit to author.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing	• Videos • Presentations • W3school.com	• Child will be able to add image to a web page, use subscript and super script, create link and create basic

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Forms.	• Presentations	Project/ Inter disciplinary linkage Create a brief profile of top 5 entrepreneurs of India. Include their photographs with proper size and scale.	• Notes Preparation		html forms.
June	Revision, Exams and Assessment					
July	Python: Introduction Installing python, character set, token, variables. Using print function with separators	• Textbook • Digitizer • Videos • Presentations • Computer Hardware Parts	Inter disciplinary linkage Create variables and do basic mathematical calculations(addition, subtraction, multiplication, division, remainder) Inter disciplinary linkage/Practical Write a program to display name of any 5 space missions of India and year of launch.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations • Tutorials point(Online learning platform)	• Child will be able to comprehend basics of python programming language, its advantage. • Will be able to download and install python of windows PC. • Will develop programming skill, decision making skill.
August	Data Types in Python. Int, Float, complex Str & List String operations- repetition and concatenation	• Textbook • Digitizer • Smart Class System • Videos • Presentations	• Write a program to find area of a circle. • Write a program to calculate perimeter of a rectangle. • Write a program to find area of a triangle using herons formula (inter disciplinary)	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• Videos • Presentations •	• Child will be able to write and execute simple python programs.
September	Operators in Python: Arithmetic & Relational.	• Textbook • Digitizer	Practical Write a program to check whether a given number is	• Assignments • MCQ Quiz (Chapter-Wise)	• Videos • Presentations •	• Child will be able to write python

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	input() & len() functions if statement if else statement if elif else statement	• Smart Class System • Videos • Presentations	even or odd. Write a program to ask user his/her name and display the number of alphabets in it.	• Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation		programs which requires decision making. • Will be write and execute python programs which can accept data from user.
October	Looping in Python: Components of a loop, for loop, while loop	• Textbook • Digitizer • Videos • Presentations	Practical Write a program to display your name 5 times. Write a program to display table of 17. Write a program to calculate sum of first 20 natural numbers	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation	• Videos • Presentations	• Child will be able to comprehend for loop and while loop and it's uses in programming. • Will be able to write programs with fewer lines of codes which require repetition of certain statements.
November	Nested Loop in Python, break and continue statements	• Textbook • Digitizer • Smart Class System • Videos • Presentations	Write a program to generate following pattern <pre>* ** *** ****</pre> Write a program to display all the natural numbers between 1 and 100 but skip the numbers which is divisible by 10.	• Assignments • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation	• Videos • Presentations	• Chile will be able to write complex programs based on loops. • Will be able to implement step skip and exit from a loop in program.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
December	Revision, Exams and Assessment					

PINEGROVE SCHOOL, DHARAMPUR
 Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Health and Physical Education
Class: IX & X
Session 2022-23

Month (No. of working days)	Topic/Sub-topic	Teaching 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.	- Measuring tape - Lime powder - Clapper - Wooden box (3'x 3') - Stopwatch - Whistle - Rope - Cones - Weighing machine	- Discussion on all the aspects of the tests - Preparing a project on the given tests. Showing videos	MCQs	- Vertical jump - Shuttle runs 60-meter sprint 800-meter run - Height (Meter) - Weight (Kg) - BMI	- Data collection - Height - Weight - BMI, - Speed - Strength - Agility - Coordination
MARCH 26	- 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?	- Reference books - Study Materials - class lectures - Playground - Stopwatch - Measuring tape	- Speaking on the topic - Preparing a presentation. - Sharing the views taking help of science teachers.	- MCQ Tests. - Performance recording of every individual.	- Demonstration - Participation - Interactive sessions. - Discussion - Playing games after warming up. - Measuring of pulse rate. Conducting physical fitness tests like- - Short runs - Distance runs - Sit-ups - Pull ups - Pushups - Vertical jump - Standing broad	- 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
	- What is Physical Fitness? - What are the effects of Physical fitness on us human body?				jump Recording the performance of each child and documenting the same.	
APRIL 23	- Can we measure the growth of human body? - What are sports training? - How can we prepare for performance excellencies at higher level?	- Stadiometer - weighing machine - measuring tape - Age Appropriate Index. - Playfield - stopwatches - measuring tape - textbooks - reference books	- Speaking on the topic - Sharing the views - Taking help of Biology teachers - Watching videos	- Research on the topic. - Sharing views. - Performance recording of every individual. oral Testing.	- 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	- 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	- What is Fatigue? - What is Load and adaptation? - How to judge the Load?	Reference books	- Speaking on the Topic. - Sharing each other's views. - Sharing experiences.	Organizing quiz competition and further sharing the experiences.	- Practical demonstration of fatigue factors on playfield using various physical activity. - Project work Interactive Session - Use of physical activity and various	- 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	- What are the types of tournaments and drawing of fixtures? - How various sports were evolved? - What are the rules and terminologies governing? Sports?	- Fixtures of various tournaments - Reference books. - Use of Rules book of various sports.	- Speaking on the topic. - Preparing a presentation. - Sharing the views. - Taking help of computer teachers.	- Written Tests. Performance - Recording of every individual - Assignments on the topic for preparation.	Knock-out - Single - double League - Single - Double Combination Fixtures: - League cum knock-out - knock-out cum league. Sports and games (any two): - Badminton - Basketball - Cricket - Football - Gymnastics - Hockey - Kabaddi - Kho- Kho - Swimming - Table-Tennis	- 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
					- Tennis - Volleyball Combative Sports: - Judo - Wrestling Preparing record book, Playing of above stated games and sports	
AUGUST 24	- 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	- Use of Rules book of various sports. Playground. - Knowledge from various websites. - Playground outdoor and indoor sports area.	- Speaking on the topic. - Sharing the views and experiences. - Taking help of computer teachers for the research work. - Watching videos.	MCQ Tests. Performance recording of every individual.	- Playing of above stated games and sports. - Visit to various sports stadiums or schools in the vicinity having various sports facilities. - Demonstration Practice	- Appreciates achievement and contribution of various personalities in the field of games, sports and yoga including special needs sportspersons. - 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	- What is the importance of safety at workplace? - What Precautions should we take while using medicines?	- Resource Material - Media Material - Medicines - Charts	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the	- Written Tests. Performance - Recording of every individual assignment on the topic for preparation.	- Discussion and sharing the experiences of peer group. - Discussions and lectures	- Applies safety measures in different situation. - Explain the role education in health promotion. - Applies first aid principles and survival skills during injuries 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
	How can these be harmful to our body?		medical and admin staff.			emergency. Expresses responsible behavior regarding substances misuse.
OCTOBER 27	- 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?	- 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.	- Speaking on the topic. - Preparing a presentation. - Sharing the views and experiences. - Taking help of the medical staff.	- Written Tests. Performance recording of every individual - Assignments on the topic for preparation.	- Screening of health by school authorities. - Employing the senior students to record the health data of young children under the supervision of physical education teacher. - Discussions. - Interactive sessions and quiz competition. - Projects - Interactive Session.	- 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 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 - Folk Art Sub-topic: - Limbs of art (Form, proportion, Expression, Resemblance, color and grace) - Principles of art (Balance, Rhythm, Harmony etc.)	- Books - Wikipedia - Black board	- Practical study of nature(Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.	- 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	Topic /Theme: Environment /people/object/traditi on based 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.	• Image references. • Wikipedia • Books	• Practical assignments • Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.	• Assessments of practical work. • Portfolio assessment.	• 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 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	Topic/Theme: Environment /people/object/traditi on based • Outdoor Sketching • Natural and manmade object Sub-topic: • Line, shape, form,	• Sketch book • Black board • Wikipedia • Natural things • YouTube	• Practical study of nature (Experiential learning) • Skill assessment	• Assessment of practical work. • Daily portfolio assessment.	• 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.	• The learners differentiate 2D and 3D art forms while drawing, painting, printing, or craft, clay modeling etc. • The learners understand and explain 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
	texture, color, space and perspective				- Groups will be made for foliage study. - 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/RUBnDloGHg	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 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/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
July 08	Topic /Theme: Environment /people/object/traditi on based - Still life study Sub-topic: - Form, Shape, Tone, texture and color	- Sketch book - Black board - Wikipedia - Natural things - YouTube	- Practical study of nature (Experiential learning) - Skill assessment	- Assessment of practical work. - Daily portfolio assessment.	- 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.c om/ - Paintings of great Indian artists will be shown. https://www.thebetterindia. com https://www.mojarto.com - Daily practice during art period.	- 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	Topic/Theme: Environment /people/object/traditi on based - Clay modeling Sub-topic: Form, proportion, texture and sculptural techniques.	- Wikipedia - You Tube - Books	- Practical study of nature (Experiential learning) - Skill assessment Integration with history	Assessment of practical work.	- 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 Panda and Siva Negi Reddy INDIAN ARCHITECTURE by Percy Brown - 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.	- 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 understands 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	Topic/Theme: Environment /people/object/traditi on based Print making	- Books - Wikipedia	- Live Demonstration - Practical's Integration with	Assessment of practical work.	The class will start with taking some prints of anything found locally and then discussion has taken place on how	The learners Will be able to talk, discuss or appreciate the print making culture 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
	Sub-topic: Form, proportion, texture, color and techniques.		history.		print culture started by humans based on student's 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.	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.
October 08	Portfolio assessment	Portfolio	Portfolio design as a project.	Portfolio assessment	- 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.	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.

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Hindustani Vocal Music
Class: X
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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: - Alaap - Taan - Meend - Kan	- Class Board - Book - Electric Tanpura	- Project will be given to research on topic. - A group discussion will take place during the class. - Practical explanation of Alaap, Taan, Kan, Meend,	- Oral Test - Home work - MCQ	- 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	- 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)	Basic Knowledge of the Structure and Tuning of Tanpura.	- Book - Video - Audio - Images - Tanpura	Experiential learning: - Student will learn Tanpura structure with the help of a manual tanpura. - Tuning of tanpura will be taught practically to each student individually.	- MCQ - Oral Making (drawing) structure of tanpura.	- 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	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
May (8)	Description of following Ragas - Raga Khamaj - Raga Brindavani Sarang. - Raga Bhupali - Aroha avroha and pakad.	- Text book - PDF Files - Wikipedia - Tanpura	- Experiential learning: Creation of innovative swar patterns according to the nature of raga. - One activity of writing notation of any song.	- Written Assignments - Oral Test - MCQ	- Explanation of Bhatkhande Notation System. - Writing aroha, avroha and pakad of raga along with description and composition.	- 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 - Raga Bhupali - Raga Khamaj - Raga Brindavani Sarang.	- Text book - PDF Files - Wikipedia - Tanpura	- 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.	- Oral Test - Home Assignment. - Written test.	- 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.	- 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.

Month No of working days	Topic/Sub-topic	Teaching 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)	Brief study: - Devotional Song - Folk song - Dhrupad - Trana	- PDF Files - Tanpura - Tabla - Harmonium - Wikipedia - Audio video clips	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.	- Oral Test - MCQ - Home work - Assignment	- 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.	- 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)	Identification of prescribed Ragas from phrases of Swaras.	- Video - Audio - Tabla - Tanpura	- Experiential learning: One activity to find similar swar pattern in Film/ Regional/ Folk Music etc. - Documentation in notebook.	- MCQ - Oral Test - Assignment	- 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	- 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)	• Tala Tilwada • Tala sooltala • Tala Rupak • Tala Chautala	• Pictures • Tabla • Audio • Video	• 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.	• Assignment • Oral Test • MCQ • Homework	• Students will be taught how to write notation of tala Rupak, Jhaptala, Tilwada and Dhamar. • Demonstration will be shown on Tabla.for better understanding	• Students will be able to write talas in Bhatkhande Notation System. • Recites boles of Taal. • Helps to understands the musical meter.

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Dance
Class: IX to X
Session 2022-23

Month/ No of working days	Topic / Sub-topic	Teaching 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 Days)	<u>DANCE (INDIAN CLASSICAL AND OTHER GROUP DANCES)</u> <i>Kathak</i> (Classical form) Basic values : • 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)	• 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 (26 Days)	<u>TAAL GYAN</u> Teen taal and Jhaptaal • Introduction of Teen Taal Jhaptaal • Tying of the <i>ghungroo</i> to the feet • Laya Gyan (<i>Vilambit Laya, Madhya Laya Drut Laya, Aadi Laya, Kuadi Laya</i> have to be interduce	• Dance Room • Ghungroo • Lehra or Nagma • Harmonium • Tabla	Inter disciplinary linkage: (with EVS, English and Hindi)	• 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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APRIL (23 Days)	<u>FEET MOVEMENT</u> <u>OR</u> <u>PAD SANCHALAN</u> - Tatkaar of Teen Taal (<i>Ekgun, TeengunDugun, Chaugun, Athgun</i>) - Basic and advanced Hastamudra's - Hand movements (Basic and advanced exercise with hands)	By showing pictures, videos.	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Practical	Demonstration method, Verbally and Practically Learning by regular practices	Excercising of the hand movements and mudra's. The concentration level or thinking capacity widens. Flexibility of Hasta sanchalan
MAY (26 Days)	<u>Body Movements</u> - Ang - Pratyang - Upaang <u>Ang</u> constitutes the main partsbof the body which are used while dancing Head,Hands,Chest, Waist. <u>Pratyang</u> constitutes those parts	- Videos - Pictures Introducing Videos of great	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral Assessment, - Assessment - Practical	By showing them practical demonstration. Facial expression demonstration.	This should explain how Ang is assisted by Pratyang and Upaang to express the exact thought.

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	which helps the main parts to move neck, shoulder, arms,etc. <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. <u>Kasak and Masak Bhavbhangima</u>	artists. For example: <i>Pt. Birju Maharaj</i> <i>Sitara Devi</i> <i>Pt.DurgaLaal, etc</i> Videos of Hand movements and facial expression.			Body posture demonstration. Movements of eyes and neck. Movements of hands.	
JUNE	TERM-1 EXAMINATION					
JULY (23 Days)	<u>Different types of rounds OrBhramriPurnachakkar, Aardhchakkar, Viprit and Aardhviprit</u> - Sound of 4 beat Bhramri - Sound of 3 beats Bhramri - Sound of 2 beats	Photos and sound of beats on Tabla or Pakhawaj By showing	Inter disciplinary linkage: (with EVS, English and Hindi) Inter disciplinary linkage:	- Oral Assessment, - Assessment - Practical	Learning by regular practices Practice of coordination (coordination between hand	Development of Swiftness and sharpness.ofBhramri and various steps. Idea of Chakkar learning how to perform different types of chakkar Coordination

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		Showing the costumes, jewellery and makeup related to dance.				movement, music.
SEPTEMBER (16 Days)	<u>Basic Kathak Bol's in Teen Taal</u> - Uthaan - Thaat - Salami - Aamad - Tukda - Paran-Judi-Aamad - ChakkardarTukda - Farmaishi-ChakkardarTukda and Paran - Parmelu and NatvariTukda and Paran	Live performances of various artists By showing pictures, videos. Charts for Mudra's	Inter disciplinary linkage: (with EVS, English and Hindi)	- Assessment - Oral assessment - Practical	Step by step demonstration of each Mudra,Hand movements and Foot work of Kathak Bol's. To show live performances.	Concept of the Bol of the footwork and different patterns of laya on the percussion instrument.
OCTOBER NO OF DAYS:27	<u>TO TEACH ANY KIND OF VANDANA</u> - Guru Vandana - Ganesh Vandana - Shiv Stuti - Devi Stuti - Vishnu Stuti,etc <u>Abhinaya with diffrent Feelings and Expressions (Navras)</u>	- Videos - Mudra's on internet - Body postures on internet - Live or recorded music Rasa-films,televisionser	Inter disciplinary linkage: (with EVS, English and Hindi)	- Oral assessment - Practicals - Teachers Feedback - Assessments	Demonstration, Discussion By discussing Mythological stories. Demonstration of dance-dramas to be shown.	Meaning full Shlokas to be understood. Understanding of instruments, make up, costume and other accessories. The thought and

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	- Gat Bhava(Raasleela,D raupadicheerhran, MakhanChori,etc) - Gat Nikas(Kasak and masak in hand movements and Padsanchalan) - Kavit(Holi,ShivTandav,Krishancheddhad,etc) - Thumri(Shringar,Bhakti, Virah,etc) <u>SPEAKING SKILLS</u> <u>(Padhant)</u> To speak Kathak Bol and Tihai with Laya and Taal.	ials,video films of various artists. To teach Padhant with the help of percussion instruments.			Practical and verbal demonstration of various characters. To teach Padhant by clapping of hands and following the percussion instruments.	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 Virtues of different mythological beings like:- Siddhi Vinayak-Ganesh AangikamBhavanam-Shiva NagenderHarai-Shiva Shantakaram-Vishnu Have to be understood by students
NOVEMBER (19 Days)	ACADEMIC REVISION					



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

Class 11 Pedagogical plan will
be updated in the last week of
July' 22



Pinegrove School

Annual Pedagogy Plan

Affiliation No. 630044

School Code: 43035

Session: 2022-23

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ENGLISH
Class: XII
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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/ No. of Periods: 05 TERM 1	<i>The Last Lesson (Flamingo)</i>	• 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	• <u>Project</u> • Group Discussion on '<i>Political enslavement is a curse on any Nation as it deprives it of its identity</i>'. 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 '<i>Political Enslavement by</i>	• Assignment on the chapter • Discussion on Value Points/ Marking Scheme/ Sample Question • Debate on "If wars are the only ways to resolve conflict" • A Class Test • Quiz	• 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.	• 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

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			<i>various Countries”</i> (200-250 words)		• 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.	to write expository/ argumentative essay. • Students will be able to identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of audience.
March/ No. of Periods: 03 TERM 1	My Mother at Sixty-Six (Flamingo)	• Audio-Visual (visual representation of the poem) • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software)	• <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	• Assignment on the poem • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz	• 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	• 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			following topics • <i>Have you ever thought what our elderly parents expect from us?</i> • <i>Responsibility of youth towards the elderly/ Empathy Towards the elderly</i> • <i>Poster Making on Empathy Towards the elderly</i>		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 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.	literal and the figurative • They would be able to develop empathy for the elderly people
May/ No. of Periods: 06 TERM 1	Topic: The Third Level (Vistas)	• 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	• Project • Group Presentation on '<i>If I could go back in time and change one incident</i>'. For all range of learners in a group of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students	• 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	• 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	• 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
		shown Pinegrove School's ' <u>First Day Cover</u> ' along with the stamp that was released to commemorate the Silver Jubilee of the School in 2016.			develop the chain of events with reference to the educational and personal domains. • The teacher will also explain that the '<i>level of reality that exists</i>' 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. • 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.	tone • They will be able to acquire knowledge required in order to engage in independent reflection and enquiry • 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

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<i>April/ No. of Periods: 03/ TERM 1</i>	<i>Writing Skills: Notice Writing</i>	• PPT (format and the objectives of notice different types and different fields through Visual Representation) • Smart board • Extra marks module (Software) • BBC Worksheets	• <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 subject given. • C2-C1-2 students • B2-B1-2students • A2-A1-2students • Notice writing exercises: Different topics	• Assignment on Notice • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end	• Warm up session: • Learners would share their knowledge on the importance of a notice. (Student-Teacher interaction) • 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.	• 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. • 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.
<i>May/ No. of Periods: 03/ TERM 2</i>	<i>Writing Skills: Invitation Writing/ Replies</i>	• PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.	• <u>Project</u> • Framing and preparing invitation cards for different purposes. • Group Activity for	• Assignment on Invitation • Discussion of Scoring Points/Marking Scheme/Sample Questions	• Developing the format in sequence or discourse/spoken with reference to the educational, personal domains.	• The learners would be able to express their ideas cohesively, fluently and spontaneously with appropriate

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		• Smart board • Extra marks module (Software) • BBC Worksheets •	all range of learners in a group of three comprising- C2-C1-1 student B2-B1-1 student A2-A1- 1 student <i>Framing replies in pairs of-</i> C2-C1- 1 student B2-B1-1 student A2-A1-1 student	• A Class Test at the end	• The teacher would discuss with examples all kinds of invitations and the method of framing replies.	expressions, use grammatical structures accurately and appropriately with relevant vocabulary for an announcement of an event.
March/ No. of Periods: 03 LEFT OUT OF SYLLAB US BY CBSE	Writing Skills: Note Making & Summarizing	• PPT demonstrating the technique and art of note making. • Note making explained through notes. • Smart board • Extra marks module (Software) • BBC Worksheets	• Project • Group comprehension comprising all range of learners (3 students in one group) C2-C1- 1 student B2-B1 –1 student A2-A1 –1student	• Assignment on Note making • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end	• 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.	• 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

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						• 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
March/ No. of Periods: 06 TERM 1	<i>Lost Spring (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Audio-visual documentary on Child labour. • Smart board • Extra marks module (Software) • https://youtu.be/R3LJSZCkBPg (Stained Glass- Bangle Factory/ child Labour)	• Project on <i>Child Labour will be assigned: Shape Our Future Bright</i> • 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.	• Assignment on Lost Spring • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• The session would begin with an audio –video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation. • 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	• Learners will be sensitized with the problem of child labour. • 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,

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					possible questions and answers would be discussed and assigned.	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
<i>April/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</i>	<i>Tiger King (Vistas)</i>	• PPT • NCERT e-book pdf/ Textbook • Documentary on Save Tiger • Smart board • Extra marks module (Software)	• Project i) Discussion on <i>'What is the general attitude of human beings towards wild animals?'</i> ii) Group Presentation on <i>"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"</i> through Power Point Presentation. iii) Power Point Presentation on Project Tiger • For all range of learners in a group	• Assignment on <i>Tiger King</i> • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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.	• 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

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			of six comprising- C2-C1-2 students B2-B1-2 students A2-A1-2 students			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 understanding, responsible, tolerant and have respect for class identities – democratic citizenship • Sensitize students about callousness of man towards wildlife and how he disturbs the ecological balance to fulfill his selfish desires.
<i>April/ No. of Periods: 04/ TERM 1</i>	<i>An Elementary School Classroom in a Slum (Flamingo)</i>	• Documentary on slum children. • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/L_Ro	• 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	• Assignment on An Elementary School Classroom in Slum • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Corelate the theme	• 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	• The learners would familiarize themselves with specific background information of social inequalities. • They would recognize the purpose of theme and the hidden pathos

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		u0vMYMw (Sadguru's video on Need to Skill the Nation) • https://youtu.be/yiiqrlf2xT0 (RTE) • https://youtu.be/EEJpkEctSEA (sentise (Sensitise the students about the difficulties faced by students living in far flung areas of our country)	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	with 'Lost Spring' by Anees Jung • Quiz	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.	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 to write expository/ argumentative essays, developing a topic
April/ No. of Periods: 07 TERM 1	Deep Water (Flamingo)	• PPT demonstrating the synopsis • A Snippet • Video on Water Sports. • PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software)	• <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	• Assignment on Deep Water • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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

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			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		by the teacher through a Power Pont Presentation. • The students would be grouped into six for the varied activities, discussions and presentations	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.
May/ No. of Periods: 03 TERM 1	<i>Keeping Quiet (Flamingo)</i>	• 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/I2hN KrfsyNw	• <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	• Assignment on the poem Keeping Quiet • Discussion on Value Points/ Marking Scheme/ Sample Question • A Class Test at the end • Quiz	• 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	• 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

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			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.		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.	•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: 06 TERM 2</i>	Writing Skills: Article and Report Writing	• PPT • Smart board • Extra marks module (Software) • Newspaper articles • Magazine articles • Written pieces on various subjects • Displaying blogs of various writers.	• <u>Project</u> - Write a Report on the sites visited by you during the school trips. - Write a Report on a recent disaster with complimentary newspaper clip. - Individual activity to note progress. - Article and Report Writing on facts (based on research) - Article and Report Writing	• Assignment on Articles & Reports • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	•The session would start with a pre-writing activity to create an interest towards writing. •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	•The students would develop an interest towards writing. •Their planning and organizing techniques would be enhanced. •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.

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			deriving ideas from interviews. v). Article and Report Writing based on Bravery and Will Power (hints would be given).		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.	
July/ No. of Periods: 5 - LEFT OUT OF SYLLABUS BY CBSE	<i>Journey to the end of the Earth (Vistas)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • World Map with Time Zones • Extra marks module (Software) • Video on https://youtu.be/H2QxFM9y0tY (The disarming case to act right now on climate change- Ted Talk by Greta Thunberg) • https://youtube.be/M3Iztt4D2UE (Understanding the Science of Climate Change Earth's)	• Project i). Places described in the chapter to be marked on the map and difficulties in treading those areas to be explored from the net. ii). Students will be assigned an experiential project – i.e. to design a poster on Global Warming and Greenhouse Effect • https://studentsonice.com/ (Students will be asked to visit the website of an award-winning	• Assignment on Journey to the end of the Earth • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• The session would begin with an interactive session wherein the teacher would conduct a survey by asking the students to raise their hands – 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?	• The learners would unfold their logical thinking skills. • Their vocabulary will be enriched. • They would be able to organize their thoughts, research work, compile and present in an economic writing style. • The creative Writing Skills would be enhanced. • They would develop their listening, speaking, questioning and presentation skills. • They would strengthen their decision-making

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		<i>Survival)</i>	<i>organization offering unique educational expeditions to the Antarctic and the Arctic)</i> For all range of learners to note progress.		• 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.	- 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.
March/ No. of Periods: 05 TERM 2	<i>The Rattrap (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software)	• <u>Project</u> i). Debate on ‘<i>The whole World is nothing but a great Rattrap</i>’ 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	• Assignment on The Rattrap • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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

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					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.	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 TERM 1	Writing Skills: Letter to the Editor	• PPT • Selecting and discussing Newspaper reports/ editorial. • Smart board • Extra marks module (Software) • BBC Worksheets	• Activity 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.)	• Assignment on Notice & Advertisement • Discussion of Scoring Points/ Marking Scheme/Sample Questions • A Class Test at the end	• The format, rules, technique would be discussed with examples. • The usage of language would be taught, and students would be assigned written tasks.	• 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 complaints, express gratitude or render apology. • Write applications, fill in application forms, prepare a personal biodata for admission into colleges, universities, entrance tests and jobs.

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<i>May/ No. of Periods: 6 TERM 1</i>	<i>The Enemy (Vistas)</i>	• 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	• Project i). Study on War Stories and present it through a Power Point Presentation. For all range of learners in a group of 6 comprising- (C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 student	• Assignment on: The Enemy • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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.	• 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 required in order to engage in independent reflection and enquiry. • The learners would unfold their logical thinking skills. • Students will be able

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						to read and comprehend extended text. Students will be able to write expository/ argumentative essays, developing a topic
May- June/ No. of Periods: 06 TERM 1	Writing Skills: Letter Writing: Enquiry/Reply Order/Complaint /Reminder/Cancellati on. Replies to the Letters	- Sample Letters PPT - Smart board - Extra marks module (Software) - BBC Worksheet	Project i) Assignments on writing and replying to letters. Individual Activity to note progress. Warm –up Activity in group as mentioned in the methodology.	- Assignment on: Letter Writing - Discussion of Scoring points/Marking Scheme/Sample Questions. - A Class Test at the end	- 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 asked to work on the activity in pairs and photocopies will be provided. The correct answers	- 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 activities held in school (morning assembly, annual day, sports day, etc.)

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					will then be elicited. • 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.	
August/ No. of Periods: 03 TERM 2	<i>A Thing of Beauty (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • Audio Visual rendition with explanation	• 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.	• Assignment on the poem A Thing of beauty • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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 poem with other works of John Keats.	• 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. • The students would be able to grasp the message of the poem.

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						• 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 TERM 2</i>	Indigo (Flamingo)	• 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/Kg8IidoHADg	• 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 <i>the Bhopal Gas Tragedy</i> or the	• Assignment on the chapter Indigo • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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 discussion	• 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

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		(Champaran Agitation from <i>Gandhi Movie</i>)	<i>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		• 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.	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/ TERM 2	<i>Should Wizard Hit Mommy (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along with the animation of the chapter	• Project: i). Debate on <i>Should Parents always decide what is best for their children?</i> Group activity for all range of learners in a group of six comprising: (C2-C1)- 2 students	• Assignment on Should Wizard Hit Mommy • Discussion of Scoring Points/Marking Scheme/ Sample Questions • A Class Test at the end • Quiz	• 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	• 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

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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. • 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
July/ No. of Periods: 05 TERM 2	Writing Skills: Letter of Job Application	• PPT • Smart board • Extra marks module (Software) • BBC Worksheets	• 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	• Assignment on Job Application Letter • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end	• 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.	• 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

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			completed the letter. Students will give feedback to their partner offering CONSTRUCTIVE criticism (how it could be improved, what could be done differently?) Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).			and attached bio data. • 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>April/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</i>	<i>Poets & Pancakes (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) along with the animation of the chapter • Documentary on Gemini Studios	• Group Activity: Discussion on 'Evolution of Movie Industry' • Pair Activity comprising- (C2-C1) and (B2-B1) (B2-B1) and (A2-A1).	• Assignment on Poets & Pancakes • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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/

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						argumentative essays, developing a topic.
July/ No. of Periods: 07 TERM 2	<i>On the Face of It (Vistas)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board Extra marks module (Software) • Documentary on the success stories of physically challenged people	• 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>” 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	• Assignment on ‘On the Face of It’ • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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.	• 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

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						to write expository/ argumentative essays, developing a topic.
May/ No. of Periods: 04 LEFT OUT OF SYLLAB US BY CBSE	Writing Skills: Poster Making	• PPT • Smart board • Extra marks module (Software) • BBC Worksheets • Visual presentation	• Project i). Poster Making on following topics for <i>Drug Abuse, Tree Plantation, Organ Donation</i>, etc. for all range of learners.	• Assignment on 'Poster Making' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end	• 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.	• 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.

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<i>August/ No. of Periods: 03 LEFT OUT OF SYLLAB US BY CBSE</i>	<i>A Roadside Stand (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • https://youtu.be/AluXpbCzyrs (AV rendition of the poem with explanation)	• Project i). Group activity to develop appreciation of poetic devices and rhyme in students for all 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>' 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	• Assignment on The Interview • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• Explanation and discussion • Appreciating the idea conveyed through the poem and discussion about the background of this poem with other works of the poet.	• 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. Students will be able to write expository/ argumentative essays, developing a topic.
<i>August/ No. of Periods: 06 LEFT OUT OF SYLLAB US BY CBSE</i>	<i>The Interview (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software)	• 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>	• Assignment on The Interview • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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

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			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		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.	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 promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
<i>May / No. of Periods: 04 TERM 1</i>	WRITING SKILLS: <i>Advertisement (commercial/ classified)</i>	• PPT • Smart board • Extra marks module (Software) • BBC Worksheets • Visual presentation • Newspaper search	• Project i). Match the types of classified advertisement with the given description https://forms.office.com/Pages/ResponsePage.aspx?id=HruUp6xXyUu9_G_LpDqZRQ4cNxzSuy1Es6Vi_ZzAyQ9UQkc5SVJINlIxNFI0WetDM0k3NUU3SVNOTS4u	• Assignment on Advertisement • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end	• 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	• 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.

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			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. Pair Activity comprising- C2-C1- and B2-B1 B2-B1 and A2-A1		it through interaction. (student-student interaction) • The concept, format, style and purpose would be explained with examples.	• 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 exemplify stylistic variations
<i>August/ No. of Periods: 06 TERM 2</i>	<i>Evans Tries An O' Level (Vistas)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter	• Project - i). Group Discussion on 'Should criminals in prison be given the opportunity of learning and education?' - 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	• Assignment on 'Evans Tries an O Level' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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

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					‘Evans Tries an O- Level will be carried out.	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 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>TERM 2</i>	<i>Aunt Jennifer's Tigers (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software) • An animated version of the chapter • https://youtu.be/p38IB_ddIIk (AV Rendition with explanation) • https://youtu.be/0Nj99epLFqg (Gender Conflict)	• 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> Individual Activity to note progress.	• Assignment on ‘Aunt Jennifer’s Tiger’ • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• 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.

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					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 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.	• 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., 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 LEFT OUT OF SYLLAB US BY CBSE	(Going Places (Flamingo))	• PPT • NCERT e-book pdf/ Textbook • Smart board • Extra marks module (Software)	• Project i). Group Discussion on '<i>Hero-worship is the most favourite pastime of the adolescents.</i>' For all range of learners in a group of 6 comprising-	• Assignment on 'Going Places' • Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	• 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	• The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing. • They would identify and make connections

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			(C2-C1)- 2 students (B2-B1)- 2 students (A2-A1)- 2 students		given. •The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.	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 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 promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
<i>September</i> / No. of	<i>Memories of Childhood (Flamingo)</i>	• PPT • NCERT e-book pdf/ Textbook	• Project - i). Students will be assigned the task of	• Assignment on: Memories of Childhood	• The session would begin with a presentation on the	• The learners would be able to sensitize themselves to the issues

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Periods: 08/ LEFT OUT OF SYLLAB US BY CBSE		• Smart board • Extra marks module (Software)	Creating Posters for Cultural equality. Individual activity to note progress.	• Discussion of Scoring Points/Marking Scheme/Sample Questions • A Class Test at the end • Quiz	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.	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 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	Revisions, Exams and assessment					
October/ No. of Periods: 06/ LEFT OUT OF	Writing Skills: Speech, Debate	• Extramarks module (Software) • Audio-Visual Class on great speeches • Sample Oxford Debates to be shown	• Project i). Student will be given the task of organizing Intra Class Debate.	• Assignment on: Speech, Debate • Discussion of Scoring Points/Marking Scheme/Sample Questions.	• Session will focus on three vital parts of speech/ debate: i) Introduction ii) The Body iii) The Conclusion	• The learners will be able to express opinions, facts, arguments in the form of speech or debates, using a variety of

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<i>SYLLABUS BY CBSE</i>		https://youtu.be/f7CW7S0zxv4 • https://youtu.be/Lq0iu_a0r0KQ • BBC Worksheets	Group and pair activities like Declamation and Debates etc.	• A Class Test at the end		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 interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text
<i>August/September</i>	Revisions, Exams and Assessment for Term 1	-	-	-	-	-

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Chemistry
Class: XII
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (Term-1)	UNIT- I Topic- Solid State Sub- topics- - General characteristics of solid state. - 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. - Calculate the packing efficiency of different types of cubic unit cells. - Correlate the density of a substance with its unit cell properties.	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - e-book	Diagrams: Fig- 1.1.1.2.1.5,1.8,1.9,1.10, 1.11.1.12,1.13,1.14,1.15 ,1.16,1.17,1.18,1.19,1.2 0,1.21,1.22,1.24,1.25,1.2 6,1.27,1.28,1.29,1.30,1. 31,1.32 Art integration: Drawing the diagrams of different types of unit cells and its types, packing in all three dimensions, defects in crystals	- 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 - Notebook Evaluation	Developing knowledge of concept by: - 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 recapitulation of chapter with the help of flow charts. Videos- To get the better insight of the concept following videos were shown to students. - Close packing in	After studying this Unit, students will be able to explain - General characteristics of solid state. - 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 cubic unit cells. - Correlate the density of a substance with its unit cell properties. - Imperfections in solids and their effect on properties. n and p type

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	Describe the imperfections in solids and their effect on properties;				solids Defects in solids https://youtu.be/B1JzFAD1GAo https://youtu.be/Z0Ks3wjFnrk	semiconductors
March 09 (Term-1)	UNIT- X Topic- Haloalkanes and Haloarenes Sub- topics- - 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 haloalkanes and haloarenes with various types of reactions. - Use	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Mind Maps and Mnemonics at the end of the chapter. - 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	- Notes of the chapter - Written and oral Test. - MCQ - Case studies based written assignment. - Weekly assignment - Random oral testing daily - Notebook Evaluation	Developing knowledge of concept by: - 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. - In the end of chapter recapitulation of chapter with the help of flow charts. Videos – To get better	After going through this unit students will be able to Understand the concept of- - 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 of first order and second order. - Stereochemical aspects of S_N1 and S_N2 reaction. Value Based Outcome:

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	stereochemistry as a tool for understanding the reaction mechanism. Appreciate the applications of organo-metallic compounds.				understanding of concepts following videos were shown to the students: SN ₁ and SN ₂ mechanism. retention, inversion, and racemic mixtures. https://youtu.be/JmcVgE2WKBE https://youtu.be/h5xvaP6bIZI	Teaching the values discipline, Equity, coordination, cooperation, Harmony, Team spirit, Sense of responsibility • during project.
April 08 (Term-1)	Unit II Topic- Solution Sub-topics - 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.	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - e-book	Diagram: - Fig 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (NCERT part 1) Interdisciplinary Linkage: Math's, Biology Art Integration: Drawing graphs on Raoult's law, deviation from Raoult's law, graphs of different Colligative properties Practical's: - In volumetric analysis they understood the concept well by making solutions of Mohr's salt, Potassium permanganate and oxalic acid of different	- Notes of the chapter. - Case studies based written assignment. - Numerical of the topics-Method of expressing concentration, Henry Law, Raoult's Law, Colligative properties and Van't Hoff factor. - Written and oral Test.	Developing knowledge of concept by: - 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	After going through this unit students will be able to Understand the: - 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

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	- Describe colligative properties of solutions and correlate these with molar masses of the solutes. - Abnormal colligative properties exhibited by some solutes in solutions and Van't Hoff factor.		- concentrations. - Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of Oxalic acid and Ferrous Ammonium Sulphate.		equip the knowledge of students by providing them fundamentals to solve numericals and provide them chance of experiential learning by doing experiments of making solution of different concentration in lab. 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 from Extra Mark. For Practical following You tube videos will be shown https://youtu.be/kXI_Om-2XYk https://www.youtube.com/watch?v=HDUd4KqBK8 https://www.youtube.com/watch?v=kXI_Om-2XYk	mass and colligative property. Van't Hoff factor relation with degree of association and dissociation. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the practical.

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April 07 (Term-1)	UNIT- VII Topic- p-Block elements. 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 of nitrogen. - 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	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Mind Maps and Mnemonics at the end of the chapter. - Internet - Chemistry notes - e-book	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.	- Notes of the chapter - Written and oral Test. - MCQ - Weekly assignment - Random oral testing daily - Case studies based written assignment. - Notebook Evaluation	Developing knowledge of concept by: - 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 chapter with the help of flow charts. Videos – To get better understanding of concepts following videos were shown to the students from Extra marks and You tube. - Oxides of nitrogen family, preparation of ozone, oxoacids of halogen and compounds of	Students will be able to understand the concept of- Group 15 Elements: - Preparation and properties of ammonia and nitric acid, oxides of nitrogen. - Allotropic forms of phosphorous. Preparation and properties and use of phosphine, halides and oxoacids. 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:

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	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 these elements and their compound in our day to day life.				xenon. https://youtu.be/gAi2ZrLogJg https://youtu.be/n7pas-Zn7iw	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 halogens. - Preparation, properties and uses of Chlorine and Hydrochloric Acid. Interhalogen compounds, Oxoacids of halogens (structures only). Group 18 Elements: General introduction, electronic configuration, occurrence, trends in physical and chemical properties, uses.
May 09 (Term-1)	UNIT- XI Topic- Alcohol, Phenol and Ether	- Blackboard - Chalk	Art Integration: Drawing different resonating structures to	Notes of the chapter	Developing knowledge of concept by:	Students will be able to understand the concept of-

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	Sub- topics- - 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 reactions involved in the preparation of phenols from (i) haloarenes (ii) benzene sulphonic acids (iii) diazonium salts and (iv) cumene. - Discuss the reactions for preparation of ethers from (i) alcohols and (ii) alkyl halides and sodium alkoxides /aryl oxides - Correlate	- Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - e-book	explain the structure of phenol and aryl ether.	- Written and oral Test. - MCQ - Case studies based written assignment. - Weekly assignment - Random oral testing daily - Notebook Evaluation	- 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, discussion of Scoring Point and providing fundamentals during mechanism of organic reactions. - 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: Mechanism on topics of acidic hydration of alkene to form alcohol, dehydration of alcohol to alkene and ether from	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 methanol and ethanol. 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.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	physical properties of alcohols, phenols and ethers with their structures. Discuss chemical reactions of the three classes of compounds based on their functional groups.				Extra mark and You tube. https://youtu.be/qbYXVztddJs	
May 08 (Term-1)	UNIT- XIV Topic- Biomolecules Sub- topics- - Explain the characteristics of biomolecules like carbohydrates, proteins and nucleic acids and hormones. - Classify carbohydrates, proteins, nucleic acids and vitamins based on their structures. - Explain the difference between DNA and RNA. Describe the role of	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - Charts. e-book	Interdisciplinary Linkage: Biology Art Integration: Drawing structures of carbohydrate, proteins and nucleic acids. Project: Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given food stuffs. PROJECT SUBMISSION	- Notes of the chapter - Written and oral Test. - MCQ - Weekly assignment - Random oral testing daily - Case studies based written assignment. - Notebook Evaluation	Developing knowledge of concept by: - 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 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.	Students will be able to understand the concept of- Carbohydrates - Classification (aldoses and ketoses), monosaccharide's (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates. Proteins - Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure 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
	biomolecules in biosystem.				Videos – To get better understanding of concepts following videos were shown to the students: Structure of carbohydrate, proteins and nucleic acids and DNA replication. https://youtu.be/TNKWgcFPHqw https://youtu.be/ruUf7ntRck8	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. • Value Based Outcome: Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during project session.
June	Revision, Exam and Assessment	-	-	-	-	-
July 07 (Term-2)	UNIT-III Topic- Electrochemistry Sub- topics- • Electrochemical cell and differentiate between electrolytic and galvanic cell. • Nernst equation	• Blackboard • Chalk • Duster • Textbook • Video • PPT • Modules on Extra marks • Flow charts • Mind Maps and	Interdisciplinary Linkage: Math's, Physics 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) Art Integration: Drawing graphs on variation of conductivity and molar	• Notes of the chapter • Case studies based written assignment. • Numerical of the topics. Conductance and electrolytic conductance' Kohlrausch's law,	Developing knowledge of concept by: • The session would begin with pre knowledge testing of class 11th on the topic's oxidation, reduction, oxidising agent, reducing agent, electrode potential, hydrogen	After going through this unit students will be able to Understand the concept of- • Electrochemical cell, electrode potential, Standard Hydrogen electrode, electrochemical series, and its 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
	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 measurement of conductivity of electrolytic solutions and calculations of their molar conductivity. - Kohlrausch's law and its applications. - Construction of some primary and secondary batteries and fuel cells. - Corrosion as an electrochemical process.	Mnemonics at the end of the chapter. Chemistry notes e-book	conductivity with concentration for weak electrolyte and strong electrolyte. Project: Study of the effect of metal coupling on the rusting of iron.	Faradays law of electrolysis and Nernst equation. - Written and oral Test. - Notebook Evaluation	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 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. Videos-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. https://youtu.be/6usBfW	- 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, conductivity and resistivity. Molar conductance and equivalent conductance and their numerical. - 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. Practical Outcome Besides that, the students 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
					VOZIs https://youtu.be/qDqFo8icz1w https://youtu.be/Q0VSVy-IIM https://youtu.be/SDkYKvh7Z08 https://youtu.be/6oeN9VDFLig https://youtu.be/pViMZl9GG7Y	able to apply the knowledge of electrochemical cell and corrosion in real life with the help of case studies. Students will also learn to frame the case studies on their own. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
August 05 (Term-2)	UNIT- IV Topic- Chemical Kinetics Sub- topics- - Difference between ionic and electronic conductivity. - Difference between molecularity and order of a reaction. - Rate constant. - Dependence of rate of a reaction on concentration, temperature and catalyst.	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes e- book	Interdisciplinary Linkage: Math's Diagrams: Fig4.1,4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 (NCERT part 1) Art Integration: 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. Project: To compare the rates of fermentation of the following fruit or	- Notes of the chapter - Numerical of the topics. Rate equation, Integrated rate equation, Arrhenius equation. - Written and oral Test. - MCQ - Case studies based written assignment. - Notebook Evaluation	Developing knowledge of concept by: - 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 scheme and by Providing fundamentals to	After going through this unit students will be able to understand the concept of- - 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. - Integrated rate equations and half-

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	- Integrated rate equations for zero and first order reactions. - Determine the rate constants for zero and first order reactions. - Collision theory. - Activation energy - Arrhenius equation		vegetable juices i) Apple juice (ii) Orange juice (iii) Carrot juice.		solve numerical. Videos-To get the better insight of the concept following videos were shown to students. Collision theory, activation energy and Arrhenius equation from Extra mark and YouTube. https://youtu.be/wbGgIfHsx-I	life (only for zero and first order reactions). - Concept of collision theory (elementary idea, no mathematical treatment). - Activation energy - Arrhenius equation. Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.
August 05 (Term-2)	UNIT- V Topic- Surface Chemistry Sub- topics- - 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	- 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	- Notes of the chapter - Written and oral Test. - MCQ - Case studies based written assignment. - Weekly assignment - Random oral testing daily - Notebook Evaluation	Developing knowledge of concept by: - The teacher will do pre knowledge testing based on class 9^h 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	Students will be able to understand the concept of- 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

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	solids. • Adsorption results based on Freundlich adsorption isotherms. • 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 •		-aluminum hydroxide, ferric hydroxide, arsenous sulphide.		by doing experiments of making lyophilic and lyophobic colloidal sol in lab. • 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, Electroosmosis types of colloidal solution, preparation of colloidal solution, chromatography and emulsion from extra mark and you tube. https://youtu.be/juazXgyfYMg https://youtu.be/Bj5d	suspension; lyophilic, lyophobic multi-molecular and macro-molecular colloids. • Properties of colloids; Tyndall effect, Brownian movement, electrophoresis, coagulation. • Emulsion -types of emulsions. • Practical Outcome Besides that, the students will be able to apply the knowledge of colloidal solution in real life with the help of case studies and by doing experiments in Lab. • Value Based Outcome: • Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during practical session.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					RdoCnmw https://youtu.be/IT-K-XvIdel	
September 07 (Term-2)	UNIT- VIII Topic- 'd' and 'f' Block Elements Sub- topics- - Learn the positions of the d- and block elements in the periodic table. - Know the electronic configurations of the transition (d-block) and the inner transition (f-block) elements. - Appreciate the relative stability of various oxidation states in terms of electrode potential values. - Understand the general characteristics of the d- and-block elements and the general horizontal and group trends in	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Internet - Chemistry notes - e-book	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. Practical: Qualitative Analysis(a) Determination of one anion and one cation in a given salt Cations- Pb^{2+} , Cu^{2+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Ni^{2+} , Zn^{2+} , Co^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , $[\text{NH}_4]^+$ Anions $[\text{CO}_3]^{2-}$, S^{2-} , $[\text{SO}_3]^{2-}$, $[\text{SO}_4]^{2-}$, $[\text{NO}_3]^-$, Cl^- , Br^- , I^- , $[\text{PO}_4]^{3-}$, $[\text{C}_2\text{O}_4]^{2-}$, CH_3COO^- (Note: Insoluble salts)	- Notes of the chapter - Written and oral Test. - MCQ - Weekly assignment - Random oral testing daily - Case studies based written assignment. - Notebook Evaluation	Developing knowledge of concept by: - 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 of the topics with textbook sequence by lecture method, flip method, brainstorming, discussion of scoring point and providing fundamentals of inorganic chemistry. - 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: - Preparation, properties and	Students will be able to understand the concept of- - General introduction, electronic configuration, occurrence and characteristics of transition metals. - General trends in properties of the first-row transition metals -metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation. - Preparation and properties of $\text{K}_2\text{Cr}_2\text{O}_7$ and KMnO_4. Lanthanoids - Electronic configuration, oxidation states, chemical reactivity and lanthanoid

Month/ No. of working days	Topic/Sub-topic	Teaching 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. Describe the properties of the f- block elements and give a comparative account of the lanthanoids and actinoids with respect to their electronic configurations, oxidation states and chemical behaviour.				structure of potassium permanganate and potassium dichromate. - Practical related https://youtu.be/gyxgVsXMYq0 https://youtu.be/IrMLXTw0528 https://youtu.be/kCKUZdgo600	contraction and its consequences. Actinoids -Electronic configuration, oxidation states and comparison with lanthanoids. Value Based Outcome: Teaching the values discipline, Equity, coordination, cooperation, Harmony, Team spirit, Sense of responsibility during practical.
September 08 (Term-2)	UNIT- IX Topic- Coordination Compound. Sub- topics- Appreciate the postulates of Werner's theory of coordination compounds. - Know the meaning of the terms: Coordination entity, central atom/ion, ligand, coordination number, coordination sphere, coordination	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - Charts. - e-book	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) 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. Project: A detailed project on collecting the	- Notes of the chapter - Written and oral Test. - MCQ - Case studies based written assignment. - Weekly assignment - Random oral testing daily - Notebook Evaluation	Developing knowledge of concept by: - The session would begin with an interaction on coordination compounds definition and their difference with double salt (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	Students will be able to understand the concept of- - Coordination compounds and double salts- Introduction, ligands, coordination number, colour, magnetic properties and shapes. - IUPAC nomenclature of mononuclear coordination compounds. - Bonding, Werner's theory, VBT, and CFT.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	polyhedron, oxidation number, homoleptic and heteroleptic. - Learn the rules of nomenclature of coordination compounds. - Write the formulas and names of mononuclear coordination compounds. - Understand the nature of bonding in coordination compounds in terms of the Valence Bond and Crystal Field theories. - Learn the stability of coordination compounds. - Importance and applications of coordination compounds in our day-to-day life		information about the importance of coordination compounds in daily life.		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: Werner Theory, Crystal Field Theory. https://youtu.be/s0dJHwBVFcI https://youtu.be/9ohaQG1zOJQ	- Structure and stereoisomerism. - Importance of coordination compounds (in qualitative inclusion, extraction of metals and biological system). Practical Outcome Besides that, the students will be able to apply the knowledge of coordination compounds in real life with the help of case studies and by doing experiments in Lab. Value Based Outcome: Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during practical session.
October 07 (Term-2)	UNIT- XIII Topic- Amines Sub- topics- Describe amines as derivatives of	- Blackboard - Chalk - Duster - Textbook - Video	Art Integration: Drawing structure of amines, resonating structures of amines to explain the basic	- Notes of the chapter - Written and oral Test. - MCQ	Developing knowledge of concept by: The teacher will do pre knowledge testing on the	Students will be able to understand the concept of- Amines: Nomenclature 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
	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, secondary and tertiary amines. • Describe the method of preparation of diazonium salts and their importance in the synthesis of a series of aromatic compounds including azo dyes	• PPT • Modules on Extra marks • Flow charts • Concept Maps • Chemistry notes • Charts. • e-book	character of amines and resonating structure of diazonium salt to explain its stability.	• Weekly assignment • Random oral testing daily • Notebook Evaluation	functional group of amines and types of amines based on class 11 th 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, brainstorming, discussion of scoring point and marking scheme. • In the end of chapter recapitulation of chapter with the help of flow charts.	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.
September	Revision, Pre-board Exam 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
	Assessment					
October 10 (Term-2)	UNIT- XII Topic- Aldehydes, Ketone and Carboxylic acids. 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 preparation and reactions of these classes of compounds. - Physical properties and chemical reactions of aldehydes, ketones and carboxylic acids, with their structures. - Mechanism of a few selected reactions of	- Blackboard - Chalk - Duster - Textbook - Video - PPT - Modules on Extra marks - Flow charts - Concept Maps - Chemistry notes - Charts. - e-book	Art Integration: Resonating structure of carboxylic acid, mechanism of different reactions by showing arrows for transfer of electrons. Practical: Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups PROJECT SUBMISSION	- Notes of the chapter - Written and oral Test. - MCQ - Weekly assignment - Random oral testing daily - Notebook Evaluation	Developing knowledge of concept by: - 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 nucleophilic addition reaction. - 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	Students will be able to understand the concept of- 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. Carboxylic Acids: - Nomenclature. - Acidic nature. - Methods of preparation. - Physical and chemical properties. - Uses. Value Based Outcome: Teaching the values discipline, Equity, Harmony, Team spirit, Sense of responsibility during

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	aldehydes and ketones. • Various factors affecting the acidity of carboxylic acids and their reactions. • Uses of aldehydes, ketones and carboxylic acids.				of flow charts. <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. https://youtu.be/jrW8BfVbsFU https://youtu.be/5Y56Gq-um6Q	practical session.
Nov/Dec	Revision, Pre-Board Exam and Assessment					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Mathematics
Class: XII
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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 days) TERM 1	<u>MATRICES</u> 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 scalar multiplication. Non commutativity of multiplication of matrices Existence of non-zero matrices whose product	• 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	• 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	• 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 of Matrices from a set of Matrices,	After completion of the chapter the students will • 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 and Column

	is the zero matrix Concept of elementary row and column operations. Invertible matrices and proof of the uniqueness of inverse				Transpose of matrix, Symmetric and skew symmetric matrices, invertible matrices etc. Extended Learning ncert.nic.in cbsemathematics.com	Operations on matrices. Analyze the existence of inverse of a matrix.
MARCH (12 days) TERM 1	<u>DETERMINANTS</u> Determinant of a square matrix Properties of determinants Minors, Co-factors Applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix Consistency, inconsistency and number of solutions of system of linear equations by examples, Solving system of linear equations in two or three variables	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	Revision Map of Determinants in the form of Flowchart Project: Students in groups will prepare presentations on different properties of determinants Inter Disciplinary Linkage: Team work, Research work	- 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	- 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 - Discussion on concept of determinants,	After completion of the chapter the students will - 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 finding the Solution of consistent and inconsistent linear equations.

					properties, minors, cofactors, adjoint, inverse, consistent and inconsistent linear equations etc. Extended Learning ncert.nic.in cbsemathematics.com	
MARCH - APRIL (8 days) TERM 1	<i>INVERSE TRIGONOMETRIC FUNCTIONS</i> Range Domain Principal value branch. Graphs of inverse trigonometric functions Elementary properties of inverse trigonometric functions.	- 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 presentation on formulae of ITF	- 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	- 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 Brainstorming - Discussion on basic concepts of inverse functions, domain, range of functions,	After completion of the chapter the students will - 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 - Comprehend the graphs of these functions

					properties of ITF functions in detail. Extended Learning ncert.nic.in cbsemathematics.com	
APRIL (18 days) TERM 1	<u>CONTINUITY AND DIFFERENTIABILITY</u> Derivative of composite functions, Chain rule Derivative of inverse trigonometric functions, Derivative of implicit functions. Derivatives of logarithmic and exponential functions Logarithmic differentiation Derivative of functions expressed in parametric forms. Second order derivatives. Rolle's and Lagrange's Mean Value Theorems.	- 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 common algorithm (base 10) and natural logarithm (base e) of the number x. Inter Disciplinary Linkage: Physics, Team work Project:	- 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	- 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. - Developing hypothesis by Brainstorming - Discussion on Limits & Continuity, Differentiation of composite, implicit, exponential,	After completion of the chapter the students will - 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. - Differentiate between Rolle's and LMV Theorem - Understand Successive differentiation Logarithmic and

			Students will prepare a presentation on formulae of Derivatives		logarithmic parametric functions, Second order derivatives, Roll's and Lagrange's Mean Value Theorem etc. Extended Learning ncert.nic.in cbsemathematics.com	exponential functions. Comprehend parametric equations.
APRIL- MAY (23 days) TERM 1	<u>APPLICATION OF DERIVATIVES</u> Rate of change of bodies Increasing/decreasing functions Tangents and Normals Use of derivatives in approximation Maxima and Minima Simple problems	- Explained with the help of examples from day-to-day life - Power Point Presentation - Videos from Extra marks: (Application of Derivatives in Rate of change of different quantities, Maximum and Minimum functions, Increasing & Decreasing functions) - Chalk - Duster	Revision Map of Formulae and concept of derivatives and conditions for increasing, decreasing, maximum and minimum functions. in the form of Flowchart Art Integration: Creativity during activity work under experiential learning Experiential Learning: To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph. To find the time when the area of a rectangle of given dimensions become maximum, if	- 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	- Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometric functions and formulae of derivatives. - Introducing the topic to be taught after getting the expected response from the students. - Developing hypothesis by Brainstorming - Discussion on rate of change	After completion of the chapter the students will - Understand the method of solution of changing quantities - 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

		• NCERT Textbook	the length is decreasing and the breadth is increasing at given rates. Inter Disciplinary Linkage: Engineering, Science Social Science, Team work, Research work Project: Students will prepare presentations in groups on different topics like rate of change of bodies, increasing& decreasing functions, maximum and minimum functions etc		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. • Extended Learning ncert.nic.in cbsemathematics.com	the help of the concepts of derivatives
MAY (7 days) TERM 1	<u>LINEAR PROGRAMMING</u> Related terminology such as constraints, objective function, optimization, Different types of linear programming (L.P.) problems, Mathematical formulation of L.P. problems,	• Audio- visual from Extra Marks: (Graphs of linear equations in two variable, inequalities, Formulation of LPP) • Power Point Presentation • Chalk • Duster	Revision Map of concept of inequalities and basics of plotting the graphs. Figure: Plotting of graphs of straight lines to find the bounded and unbounded region. Art Integration: Creativity, Symmetry, Neatness while plotting the graphs. Inter Disciplinary Linkage:	• Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (Based on Diet, Manufacturing problems etc.) • Solution of NCERT problems	• 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.	After completion of the chapter the students will • Apply appropriate inquiry and mathematical problem-solving techniques • Understand the concept of Linear Programming problem. • Comprehend the bounded feasible region and

	Graphical method of solution for problems in two variables, Feasible and infeasible regions (bounded or unbounded), Feasible and infeasible solutions, optimal feasible solutions	NCERT Textbook	Sports, Team work, Research work Experiential Learning: Taking students to the field and getting the markings done for the Athletic Meet. Project: Students will prepare a presentation or model on Linear Programming Problems	with examples	• Developing hypothesis by Brainstorming • Discussion on various terms related to LPP i.e. Constraints, Objective function, feasible region, Mathematical formulation of LPP, Corner Point method of solving LPP • Extended Learning ncert.nic.in cbsemathematics.com	unbounded non feasible region. • Analyze Diet problems, Manufacturing problems. • Understand how to form LPP with given constraints. • Plot the graph of the required data and hence learn to find the final LPP.
JUNE	<i>REVISION, EXAMS & ASSESSMENT</i>					
JULY (15 days) TERM 1	<u>RELATION AND FUNCTIONS</u> Types of relations: Reflexive, symmetric, transitive, equivalence relations. One to one and onto functions Composite functions Inverse of a function	• 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)	Revision Map of concept of Relations and functions. Art Integration: Creativity during activity work under experiential learning Experiential Learning: To demonstrate a function which is not one-one but is onto	• Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments Based on question paper pattern of previous years board examination	• 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	After completion of the chapter the students will • Understand the concept of relations and functions • Differentiate between types of relation eg: equivalence relation

		• Power Point Presentation • Chalk • Duster • NCERT Textbook	To demonstrate a function which is one-one but not onto 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 finding their inverse. Inter Disciplinary Linkage: Team work, Research work	Based on few questions given in the chapter • Solution of NCERT problems with examples	getting the expected response from the students. • Developing hypothesis by Brainstorming • Discussion on different types of relations, Definitions of one-one, many-one, onto, bijective functions and their diagrams, Composition of functions, invertible functions. • Extended Learning ncert.nic.in cbsemathematics.com	• Differentiate between types of functions Comprehend the concept of Inverse of a function
JULY- AUGUST (20 days) TERM 2	<u>INTEGRALS</u> Integration as inverse process of differentiation. Integration of a variety of functions: by substitution, by partial fractions by parts Evaluation of simple integrals	• Audio- visual from Extra Marks: (Integrals as inverse of differentiation. Various rules of solving integrals) • Power Point Presentation • Chalk	Revision Map of Integrals in the form of Flowchart. Art Integration: Creativity during activity work under experiential learning Chart to be displayed in the class showing both Differentiation and Integration together.	• Testing with MCQ on daily bases • Testing on completion of the chapter • Quiz to be conducted on formulae of both differentiatio	• Activating Prior Knowledge by Random Questioning related to Trigonometry, Inverse trigonometry and formulae of derivatives. • Introducing the topic to be	After completion of the chapter the students will • Select and apply general rules correctly to solve problems including those in real-life contexts. • Understand the concept of inverse differentiation

	of the following types and problems based on them Definite integrals as a limit of a sum Fundamental Theorem of Calculus (without proof). Basic properties and evaluation of definite integrals.	• Duster • NCERT Textbook	Experiential Learning: To evaluate the definite integral as the limit of sum and verify it by actual integration. Inter Disciplinary Linkage: Physics, Team work, Research work Project: Students will prepare presentations in groups on formulae of Indefinite integrals and definite integrals	n and integration. • Assignment: Based on Different types of integrals. Based on Formulae and rules of Integration • Solution of NCERT problems with examples	taught after getting the expected response from the students. • Developing Brainstorming • Discussion on concept of Inverse differentiation . Various methods to solve integrals like Substitution, Partial fraction, product rule, Definite integrals etc. • Extended Learning ncert.nic.in cbsemathematics.com	• Comprehend Indefinite and Definite Integrals • Remember Fundamental Theorem of Calculus • Understand basic properties of Definite integrals and their application
AUGUST (8 days) TERM 2	<u>APPLICATION OF INEGRALS</u> Applications in finding the area under simple curves lines, circles/ parabolas/ellipses Area between any of the two	• Audio- visual from Extra Marks: (Various rules of solving integrals. Relating Integrals to an area bounded by the curves) • Power Point Presentation	Revision map of concept of integrals and basics of plotting the conics. Figure: Plotting of Circle, Parabola, Hyperbola, Straight lines, Ellipse Art Integration: Creativity during plotting of graphs	• Testing with MCQ on daily bases • Testing on completion of the chapter • Assignment: Based on Different types of integrals.	• Activating Prior Knowledge by Random Questioning on the topics of Trigonometry, ITF and formulae of Integration.	After completion of the chapter the students will • Understand the concept of finding area under the curves. • Comprehend areas under the curves like lines,

	above said curves	• Chalk • Duster • NCERT Textbook	Project: Students will prepare presentations in groups on the method of finding the area between any of the two curves Inter Disciplinary Linkage: Team work, Research work	Based on Formulae and rules of integration • Solution of NCERT problems with examples	• Discussion on concept of integrals. Recapitulation of rules to solve different types of Integrals. • After previous knowledge testing the concept of Area under the curve will be introduced. • Developing hypothesis by Brainstorming • Extended Learning ncert.nic.in cbsemathematics.com	circles, parabolas and ellipses • Remember formulae of integrals. • Plot the graphs of different curves and find the required area under the curve
AUGUST (10 days) TERM 2	<u>DIFFERENTIAL EQUATIONS</u> Definition Order and degree General and particular solutions of a differential equation. Formation of differential equation whose general solution is given.	• Audio- visual from Extra Marks: (Order and degree, Differential equation and different methods of solving Differential equations) • Power Point Presentation • Chalk	Revision Map of concept of Differentiation and Integration. Project: Students will prepare a presentation on basic concepts and different methods of solving Inter Disciplinary Linkage: Team work, Research work	• Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few questions given based on chapter) • Solution of NCERT	• Activating Prior Knowledge by Random Questioning related to Trigonometry, ITF, Differentiation and Integration • Introducing the topic to be taught after getting the	After completion of the chapter the students will • Understand the formation of Differential equations • Comprehend the general and particular solution of the differential equation.

	Solution of differential equations by method of separation of variables, Solutions of homogeneous differential equations of first order and first degree Solutions of linear differential equation	• Duster • NCERT Textbook		problems with examples	expected response from the students. • Developing hypothesis by Brainstorming • Discussion on Order, degree, general solution, particular solution of differential equations. Also Discuss to solve differential equations in three ways. • Extended Learning ncert.nic.in cbsemathematics.com	• Analyze different types of differential equations and find their solution using suitable methods accordingly • Differentiate between Derivates and integrals. • Solve homogenous differential equation.
SEPTEMBER (10 days) TERM 2	<u>VECTORS</u> <i>Some Basic Concepts</i> <i>Types of Vectors</i> <i>Addition of Vectors</i> <i>Multiplication of a Vector by a Scalar</i> <i>Components of a vector</i> <i>Vector joining two points</i> <i>Section formula</i> <i>Product of Two Vectors</i>	• Audio- visual from Extra Marks: (Vectors, Types, Direction cosines and ratios, Projection of vector, Scalar Triple Product) • Power Point Presentation • Chalk • Duster	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	• Testing with MCQ on daily bases • Testing on completion of the chapter • Assignments (few extra questions given based on chapter) • Solution of NCERT	• Activating Prior Knowledge by Random Questioning related to the quantities around us and start differentiating the quantities whether they have magnitude, direction or both	After completion of the chapter the students will • Understand the concept of vectors and its types. • Comprehend Direction cosines and ratios • Understand Position vector and components of a vector

	<i>Scalar (or dot) product of two vectors</i> <i>Projection of a vector on a line</i> <i>Vector (or cross) product of two vectors</i>	• NCERT Textbook	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	problems with examples	• 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 vectors, Direction cosines and ratios of vectors, Scalar Triple product etc. • Extended Learning ncert.nic.in cbsemathematics.com	• Usage of addition and multiplication of vectors • Analyze Dot and Cross product of Vectors • Apply Section formula, mid point formula, projection formula in different problems.
SEPTEMBER	REVISION, EXAMS & ASSESSMENT					

OCTOBER (15 days) TERM 2	<u>3-DIMENSIONAL GEOMETRY</u> 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 equation of a plane. Angle between (i) two lines, (ii) two planes, (iii) a line and a plane. Distance of a point from a plane.	• 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 line and plane in vector and cartesian form. Inter Disciplinary Linkage: Physics, Team work, Research work	• 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	• 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 the students. • 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	After completion of the chapter the students will • Understand the location of object in space. • Differentiate between Cartesian and Vector equation • Analyze parallel, intersecting and skew lines • Understand Line and Plane, Angles between lines, line and plane. Find distance of a point from a line, shortest distance between two lines, distance of line from plane.

					forms of lines and planes, Angle between lines and planes etc. Extended Learning ncert.nic.in cbsemathematics.com	
OCTOBER (12 days) TERM 2	<u>PROBABILITY</u> 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	- Audio- visual from Extra Marks: (Concept of Probability, Conditional probability, etc.) - Explanation through Mind Map - Power Point Presentation - Chalk - Duster - NCERT Textbook	Revision Map of Probability in the form of Flowchart Art Integration: Creativity during activity work under experiential learning 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. Indoor game: Tossing of coin Rolling of Dice Playing Cards Project: Students will prepare presentation on basic concepts of probability	- 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	- 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 Probability, usage and application of Probability in	After completion of the chapter the students will - 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 - Calculate Mean and Variance of the probability distribution.

			Inter Disciplinary Linkage: Team work, Research work		real life situations. • Extended Learning ncert.nic.in cbsemathematics.com	
NOV - DEC	<i>REVISION, EXAMS AND ASSESSMENT</i>					

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: PHYSICS(042)
Class: XII
Session 2022-23

Month No 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
March (10)	<u>TOPIC:</u> Electric Field and charges <u>SUB-TOPIC</u> - 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	- Actual objects - Models(electroscope) - pictures - Chalk - Board - PPT - NCERT e - book <i>Extramarks</i> modules. - Active inspire, white board, open board and digitizer Video: - Animation on torque acting on a dipole.	<u>Interdisciplinary Linkage:</u> - Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> - 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. Graph - Variation of Electric field with distance. <u>Practical/Activities: -</u> - How charges are induced Induction using electroscope. Induction of charges on rubbing and positive and negative charges. <u>Experiential learning</u> - Experiences with Frictional electricity - Comparison of this in	- 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	<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> Developing	After studying this Unit, the students will - 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 between two-point charges

	uniform electric field. • Electric flux • statement of Gauss's theorem • its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet		different weather • Electroscope (nature of charges) • Electrostatic shielding		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 Superposition principle • 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.
March (12)	<u>TOPIC:</u> Electrostatics /Electrostatic Potential and Capacitance <u>SUB-TOPIC</u> • Electrostatic Potential and Capacitance • Electric potential, • potential difference, • electric potential due to a point charge,	• Actual objects (capacitors), • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> • Equipotential surfaces, capacitor with dielectrics and conductor. <u>Graph</u> • Variation of Electric Potential with distance. <u>Experiential learning</u> • Example of how stored	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <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 potential will be explained with	After going through this unit students will • 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

• 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 • Energy stored in a capacitor.	Videos •Capacitors •Dielectric and its effect on capacitance		water can be used all at once. • Demonstration Show different kinds of capacitors to students. <u>Practical/Activities: -</u> • Demonstration Show different kinds of capacitors to students. <u>Skill assessment</u> • To find out where capacitors are used in homes and understand why they are used.		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: 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>	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 between the plates • Calculate energy stored in a capacitor.

April (18)	TOPIC: Current Electricity SUB-TOPIC - 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 cell - potential difference and	- Actual objects (resistors) - Models - pictures - chalk - board - PPT - NCERT e - book <i>Extramarks</i> modules - Active inspire, white board, open board and digitizer - Videos related to the topics.	Interdisciplinary Linkage: - Mathematics (Numerical problems and application of concepts.) Art Integration: Diagrams: - Draw diagrams of Kirchhoff's rule - metre bridge - potentiometer Graphs - Temperature dependence of resistivity. Experiential learning - Use of electricity in day to day life. - How we obtain that electricity, how it reaches our homes. - Use of potentiometer in different kinds of instruments - Use of Carbon resistors with colour code in different gadgets Skill assessment - 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?	- Assignment to be given - Daily random oral testing - Written test - Quizzes (MCQs, one word, match, fill in the blanks) - Notebook correction	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 hypothesis by: Brainstorming, demonstration	After studying this Unit, the students will - 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 - Explain what electrical resistance is.

	- emf of a cell, combination of cells in series and in parallel, - Kirchhoff'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)		<u>Practicals: -</u> - To find resistance of a given wire using metre bridge and hence determine the resistivity (specific resistance) of its material. - 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		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>	- Draw V-I characteristics (linear and non-linear) - Define Electrical energy and power - Differentiate between electrical resistivity and conductivity - 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 Kirchhoff'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.
April / May (15)	<u>TOPIC:</u> Moving Charges and Magnetism <u>SUB-TOPIC</u> - Concept of magnetic field, - Oersted's experiment. - Biot - Savart	- Actual objects - Models - pictures - chalk - board - PPT - NCERT e - book <i>Extramarks</i>	<u>Interdisciplinary Linkage:</u> - Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> - Draw diagram of cyclotron, moving coil galvanometer	- Assignment to be given - Daily random oral testing - Written test - Quizzes	<u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of Magnetism and	After studying this Unit, the students will - 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

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 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 a current loop in uniform magnetic field • moving coil galvanometer- its current sensitivity • Conversion to	modules • Active inspire, white board, open board and digitizer Videos • Moving coil galvanometer	and relevant diagrams for different derivations. <u>Experiential learning</u> <u>Demonstration</u> • Force acting on a current carrying wire when placed in a magnetic field • Demonstration of magnetic field by solenoid and toroid. <u>Practical: -</u> • 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.	(MCQs, one word, match, fill in the blanks) • Notebook correction	magnets. • <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. • <u>Problem solving/ Inquiry method</u> Providing basic knowledge to solve numerical problems.	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 magnetic field • Know about Oersted's experiment. • State and explain Biot - Savart law and its application to current carrying circular loop. • 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

	ammeter and voltmeter.				• <u>Explanation</u> • <u>Real life examples</u>	• 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.
May (7)	<u>TOPIC:</u> Magnetism and Matter <u>SUB-TOPIC</u> • Current loop as a magnetic dipole and its magnetic dipole moment • magnetic dipole moment of a revolving electron • bar magnet as an equivalent solenoid • magnetic field lines • Earth's magnetic field and magnetic elements.	• Actual objects • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer <u>Video</u> • Earth's magnetic field	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) • Geography (longitudes latitudes, equator, poles) <u>Art Integration:</u> • Draw diagram of earth's magnetism • Diagrams relevant to various derivations. <u>Experiential learning</u> • Using a magnetic needle • Make a magnetic needle using a bar magnet. • Demonstration of Curie temperature using strong magnets, pin, candle etc. <u>Skill assessment</u> • To make a table of values of angle of dip at a few	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <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 magnetism 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	After studying this Unit, the students will • 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

			different locations on the Earth.		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>	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
July (10)	<u>TOPIC:</u> Electromagnetic Induction <u>SUB-TOPIC</u> • Electromagnetic induction; • Faraday's laws, induced EMF and current; • Lenz's Law, • Eddy currents.	• Actual objects • Models • pictures • chalk • board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active inspire,	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> • Draw diagram for self-induction and mutual induction in solenoid. <u>Experiential learning</u> • Production of Eddy currents in Aluminum lid when magnet is	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match,	• <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge from day to day experience. • <u>Lecture and</u>	After studying this Unit, the students will • 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.

	Self and mutual induction.	white board, open board and digitizer Videos Eddy Currents	set in oscillation above it. - Application in speedometers. - Demonstration of Lenz' law using pipes of different materials and magnet - Demonstration of self induction using inductor , bulb etc <u>Practical/Activity: -</u> - 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.	fill in the blanks) Notebook correction	<u>discussion method</u> Meaning of induction will be explained with the help of analogies/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>	- 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 - 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 (10)	TOPIC: Alternating Current SUB-TOPIC • Alternating currents, • peak and RMS value of alternating current/voltage • reactance and impedance • LC oscillations (qualitative treatment only) • LCR series circuit • Resonance • power in AC circuits • AC generator • Transformer • power factor	• Actual objects • Models • pictures • Chalk • Board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer Video • LC Oscillations • Transformers • AC generator	Interdisciplinary Linkage: • Mathematics (Numerical problems and application of concepts.) Art Integration: Diagrams: • Draw phasor diagram of LCR circuit • Transformer • AC generator • Phasor diagrams for R,C,L,RC,RL,LCR circuits Graph • Resonant frequency, Experiential Learning • 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 up a charger and see a transformer • Demonstration of Fleming right hand rule using water, cell, nail etc	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• Motivation and Brain storming Introduction of the concept. Questions would be asked to check previous knowledge of AC and DC. • Lecture and discussion method Meaning of Alternating current will be explained with the help of analogies and how it is used in homes. • Simple to Complex Beginning with basic and easier concepts, more difficult/new concepts will be introduced subsequently • Interactive method/Group discussion Developing hypothesis by:	After studying this Unit, the students will • 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, the students will be able to • Explain Alternating currents • Define peak and RMS value of alternating current/voltage • Know what reactance and

			<u>Practical:</u> - To find the frequency of AC mains with a sonometer <u>Skill Assessment</u> - To find out the frequency of AC mains in India and few other countries		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>	impedance is - Describe LC oscillations - Have knowledge of LCR series circuit - Know the concept of Resonance - Calculate and explain power in AC circuits - Describe the working of AC generator and transformer.
July (06)	<u>TOPIC:</u> Electromagnetic Waves <u>SUB-TOPIC</u> - Electromagnetic waves - their characteristics - their Transverse nature (qualitative ideas only). - Electromagnetic spectrum (radio waves, microwaves, infrared,	- Actual objects - Models - pictures - chalk - board - PPT - NCERT e - book <i>Extramarks</i> modules - Active inspire, white board, open board and digitizer <i>Video</i>	<u>Interdisciplinary Linkage:</u> - Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> - EM spectrum <u>Experiential Learning</u> - Application of EM waves in medicine, microwaves and other common uses. - Demonstration of EM wave using Induction coil <u>Skill Assessment</u> - Suggest other possible uses	- Assignment to be given - Daily random oral testing - Written test - Quizzes (MCQs, one word, match, fill in the blanks) - Notebook correction	<u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of waves used in different applications. <u>Lecture and discussion method</u> Meaning of EM waves will be explained with the help of	After studying this Unit, the students will - 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

	visible, ultraviolet, X-rays, gamma rays) • Elementary facts about their uses.	• Electromagnetic waves and characteristics, • Electromagnetic spectrum.			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>	abilities and creative thinking • Develop conceptual competence and make them realize and appreciate the interface of Physics with other disciplines. After going through this topic students will • Have basic idea of displacement current • Know what electromagnetic waves are, their characteristics, their Transverse nature • Know the electromagnetic spectrum including elementary facts about their uses.
August (12)	TOPIC: Ray Optics and Optical instruments	• Actual objects • Models • pictures	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.)	• Assignment to be given • Daily random	• <u>Motivation and Brain storming</u> Introduction of the concept.	After studying this Unit, the students will • Be able to strengthen the concepts developed at the

	<u>SUB-TOPIC</u> • 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 • Refraction of light through a prism. • Optical instruments Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.	• chalk • board • PPT • NCERT e - book • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer • To be shown lenses, prism etc Videos • Dispersion • Microscope • Telescope.	<u>Art Integration:</u> <u>Diagrams:</u> • Image formation • Refraction at curved surface • Lens makers formula • Optical instruments: • Microscope • Telescope <u>Experiential Learning</u> • 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 cylinder • Application of TIR in endoscope • Application of TIR in optical fibres • Fibres in home • Formation of convex lens using water , transparent sheet etc <u>Practical:</u> • 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.	oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	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 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>	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 studying this chapter students will be able to • 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

			- 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.		<u>Inquiry method</u> Providing basic knowledge to solve numerical problems. <u>Explanation</u> <u>Real life examples</u>	- 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.
August/ September (17)	<u>TOPIC:</u> <u>Wave optics:</u> <u>SUB-TOPIC</u> - 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	- Actual objects - Models - pictures - chalk - board - PPT - NCERT e - book <i>Extramarks</i> modules - Active inspire, white board, open board and digitizer <u>Videos</u> - Wavefronts - Interference	<u>Interdisciplinary Linkage:</u> - Mathematics (Numerical problems and application of concepts.) <u>Art Integration:</u> - Wave fronts - Proof of laws of reflection and refraction - Youngs Double slit experiment <u>Experiential learning</u> - Polarisation using polaroid glasses - Diffraction of sound - Bending of water from orifices <u>Practical: -</u> - Diffraction at single slit	- Assignment to be given - Daily random oral testing - Written test - Quizzes (MCQs, one word, match, fill in the blanks) - Notebook correction	<u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of experiences with diffraction and polarization. <u>Lecture and discussion method</u> Meaning of interference will be explained with the help of analogies.	After studying this Unit, the students will - 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

	- coherent sources - sustained interference of light - diffraction due to a single slit, width of central maximum	Diffraction	Demonstration Diffraction through slit formed by two blades		<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>	- 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 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, - Comprehend coherent sources and sustained interference of light - Describe diffraction due to a single slit, Calculate width of central maximum
October (08)	TOPIC: Dual Nature of Radiation and Matter SUB-TOPIC	- Actual objects - Models - pictures - chalk - board	<u>Interdisciplinary Linkage:</u> , - Chemistry - Mathematics (Numerical problems and application of	- Assignment to be given - Daily random oral testing	<u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked	After studying this Unit, the students will Be able to strengthen the concepts developed at the secondary stage to provide firm foundation for further

	• Dual nature of radiation • Photoelectric effect • Hertz and Lenard's observations • Einstein's photoelectric equation • Particle nature of light. • Experimental study of photoelectric effect • Matter waves-wave nature of particles • de-Broglie relation • Davisson-Germer experiment	• PPT • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer Videos • Photoelectric effect • Davison-Germer experiment.	concepts.) <u>Art Integration:</u> • Photoelectric effect setup • Davisson Germer experiment setup <u>Graphs</u> • Variation of Photoelectric current with intensity, frequency, potential • Variation of Stopping potential with frequency	• Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	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 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	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 • 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

					problems. • <u>Explanation</u> • <u>Real life examples</u>	experiment
October/ November (10)	<u>TOPIC:</u> Atoms <u>SUB-TOPIC</u> • Alpha-particle scattering experiment • Rutherford's model of atom • Bohr model • energy levels • Hydrogen spectrum.	• Actual objects • Models • pictures • chalk • board • PPT • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer <i>Video</i> • Rutherford's model • Bohr model	<u>Interdisciplinary Linkage:</u> • Mathematics (Numerical problems and application of concepts.) • Chemistry <u>Art Integration:</u> • Rutherford scattering experiment • Energy levels Spectrum	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <u>Motivation and Brain storming</u> Introduction of the concept. Questions would be asked to check previous knowledge of atoms. • <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>	After studying this Unit, the students will • 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, the students will be able to

					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>	• 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
November (05)	<u>TOPIC:</u> Nuclei <u>SUB-TOPIC</u> • Composition and size of nucleus • Nuclear force • Mass-energy relation • mass defect • nuclear fission • Nuclear fusion. • Mass-energy relation • mass defect	• Actual objects • Models • pictures • chalk • board • PPT • <i>Extramarks</i> modules • Active inspire, white board, open board and digitizer <i>Video</i> Nuclear Reactor	<u>Interdisciplinary Linkage:</u> • Mathematics • Chemistry <u>Art Integration:</u> Nuclear force Vs separation curve <u>Experiential learning</u> • Various methods of energy generation (hydroelectric, thermal, nuclear) which of these have they seen, • If possible, arrange a visit.	• Assignment to be given • Daily random oral testing • Written test • Quizzes (MCQs, one word, match, fill in the blanks) • Notebook correction	• <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	After studying this Unit, the students will • 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

		Bomb dropped in Hiroshima			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: 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>	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. • Define and explain nuclear fission, nuclear fusion.
November (15)	<u>TOPIC:</u> Electronic Devices <u>SUB-TOPIC</u>	• Actual objects (Students to be	<u>Interdisciplinary Linkage:</u> • Mathematics • IP <u>Art Integration:</u>	• Assignment to be given • Daily random	• <u>Motivation and Brain storming</u> Introduction of the concept.	After studying this Unit, the students will • Be able to strengthen the concepts developed at the

	- 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 - diode as a rectifier - Special purpose p-n junction diodes - LED, photodiode, solar cell.	shown elements like diodes and transistors) - Models - pictures - chalk - board - PPT - Extramarks modules - Active inspire, white board, open board and digitizer Video - LED - Photodiode - Solar cell	Diagrams - VI characteristics of PN junction diode - Solar cell - Photodiode - Transistor Diagram Doping of semiconductors Circuit diagrams of Junction diode Practical: - - To draw the I-V characteristic curve of a p-n junction in forward bias and reverse bias. Skill Assessment - Make a list of basic gadgets at home which use semiconductors (diodes transistors, ICs etc) Experiential Learning:- - Setting up small water pump which works on solar power. - Variation in the colour produced in the LED on changing the amount of current.	oral testing - Written test - Quizzes (MCQs, one word, match, fill in the blanks) - Notebook correction	Questions would be asked to check previous knowledge of semiconductors in daily life. Lecture and discussion method Meaning of diodes and semiconductors will be explained with the help real objects 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/	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 - Describe Energy bands in conductors, semiconductors and insulators - Describe Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier

					<u>Inquiry method</u> Providing basic knowledge to solve numerical problems. • <u>Explanation</u> • <u>Real life examples</u>	

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: BIOLOGY
Class: XII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	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.	- 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	- 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.	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	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	- 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.

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					with the help of flow charts. • Videos; • Types of reproduction • Phases of sexual reproduction • Asexual reproduction • https://www.youtube.com/watch?v=Mxmu3phxSHw	
March 12	• 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,	• 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	• Art Integration: • Model of Flower • Practical's: • Laboratory activities- 1. Study pollen germination on a slide. • https://www.youtube.com/watch?v=Su6fxJQ5q3o&t=2s • 2. Flowers adapted to pollination by different agencies (wind, insect, bird). • 3. Pollen germination on stigma through a permanent	• 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. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions.	To develop the understanding of the concept by: • 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	• The students will be able to explain • the different terms like microsporogenesis, megasporogenesis, 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. • Practical outcome: The students will be able to understand the ecological value of flora on earth.

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	7. Development of seed and formation of fruit. 8. Special modes- apomixis, parthenocarpy, polyembryony. 9. Significance of seed dispersal and fruit formation.		4. Controlled pollination - emasculation, tagging and bagging. https://www.youtube.com/watch?v=zTT3WNSta8A		Videos: - Structure of flower - Pollination, Fertilization in plants. - Pollen-pistil interaction	
April 9	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;	- 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	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.	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	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	- 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. - Practical outcome The students will understand about

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	8. Pregnancy and placenta formation 9. Parturition; 10. Lactation				insight of the topic on: - Male and female reproductive systems; - Spermatogenesis, oogenesis; - menstrual cycle https://www.youtube.com/watch?v=3Lt9I5LrWZw	the reproductive health in human beings.
April 4	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	- 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	- Investigatory project on Infertility and ART including IVF. Diagrams: - Vasectomy - Tubectomy	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	To develop the understanding of the concept by: - 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:	- 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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	reproductive technologies - IVF, ZIFT, GIFT				• Methods of contraception and medical • (MTP); • amniocentesis; • infertility and assisted • reproductive technologies - IVF, ZIFT, GIFT • https://www.youtube.com/watch?v=3ILmYLdqd8	
	• Unit-VII- Genetics and Evolution (Periods-40) • Chapter-5: Principles of Inheritance and Variations • Heredity and variation: Mendelian inheritance; • deviations from Mendelism – incomplete dominance, co-dominance,	• 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	• 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	○ • 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.	• Developing knowledge of concept by: • 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	• Students will be able to understand • 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;

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April 14	- 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, colour blindness; 10. Mendelian disorders in humans - thalassemia;chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndrome		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 students are asked to calculate the ratio of human beings who can roll the tongue and who cannot.	- Practice of crosses with different situations. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	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 https://www.youtube.com/watch?v=gEJdK3S-jxg - Pleiotropy - Mutations - Pedigree Analysis - Chromosomal Theory of Inheritance - Mendelian disorders, https://www.youtube.com/watch?v=-9rFL6CMrMk - Chromosomal Disorders	- linkage and crossing over; - sex linked inheritance - haemophilia, colour blindness; - Mendelian disorders in humans - thalassemia;chromosomal disorders in humans; - Down's syndrome, Turner's and Klinefelter's syndrome - Practical outcome The students will understand that how is human genetics different from genetics of other organisms.

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May 14	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 fingerprinting	- 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	Project on DNA Fingerprinting Art Integration: - Model of DNA, Diagrams of: - DNA Replication - Transcription - Translation - Lac Operon Mathematical calculation to understand Chargaff's Rule	- The learning outcome will be assessed with written class test and oral tests. <i>Assignments</i> based on previous years' board questions and NCERT questions. - MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	June	Revision, Exam and Assessment
July 12	Chapter-7: Evolution 1. Origin of life;	- Use of Chalk Board in collaboration with digital methods - Duster	Art Integration:	The learning outcome will be assessed with written class test and oral tests.	Developing knowledge of concept by:	- Students will be able to understand - Biological evolution and

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	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.	- Colored chalks - PPT - Modules on Extra marks Teaching software - Flowcharts - Concept Maps - Virtual Lab - e-book	- 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	Assignments based on previous years' board questions and NCERT questions. - MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	- 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 principle, - Adaptive radiation, https://www.youtube.com/watch?v=rMCP2n7VXH8 - Human evolution	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.

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					https://www.youtube.com/watch?v=xAXs0su3O0	
May 15	Unit-IX Biotechnology and Its Applications (Periods-30) Chapter11:Bio technology - 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)	- 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	Practical: - Isolate DNA from available plant material such as spinach, green pea seeds, papaya https://www.youtube.com/watch?v=a7cTlZpj--0 Diagrams- - Activity of molecular scissors, - Recombinant DNA technology - PCR	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	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	- Students will be able to understand - Basic principles of Genetic Engineering (rDNA Technology). - Molecular scissors - Isolation of DNA - Gel Electrophoresis - Polymerase Chain Reaction - Practical outcome The students will understand the presence of DNA in different organisms.
June	Revision, Exam 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 15	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.	- 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	Investigatory Project on Biopiracy and Bio patent Diagrams- - Human Insulin, - ADA Deficiency (Gene Therapy) Art Integration: - Charts on rDNA technology	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	To develop the understanding of the concept by: - 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, Vakkannaghat 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	- 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 https://www.youtube.com/watch?v=ZfJnUQyGAC0
July 11	Unit-VIII Biology and Human	Use of Chalk Board in collaboration with digital methods			To develop the understanding of the concept by:	

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	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.	- Duster - Colored chalks - PPT - Modules on Extra marks Teaching software - Flowcharts - Concept Maps - Virtual Lab - e-book	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 https://www.youtube.com/watch?v=PJZABdqB05M Diagrams: - Life cycle of malaria parasite - Antibody Project on: - Cancer - AIDS	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	- 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 https://www.youtube.com/watch?v=a-D43q URkE	- 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. - Practical outcome The students will be able to understand the reasons of bad health and measures to control it.
July 11	Chapter-9: Strategies for Enhancement	Use of Chalk Board in collaboration with digital methods	Investigatory Project on:	The learning outcome will be assessed with	Developing knowledge of concept by:	- Student will be able to explain: - Plant breeding,

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	in Food Production 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	- Duster - Colored chalks - PPT - Modules on Extra marks Teaching software - Flowcharts - Concept Maps - Virtual Lab - e-book	- Hybrid varieties of Crop Plants - Bee Keeping - Dairy Farm Management - Poultry Farm Management	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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	- 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. https://www.youtube.com/watch?v=8VAIQ4ruNTc	- tissue culture, - single cell protein, - Biofortification, - Apiculture - Animal husbandry.
August 8	Chapter-10: Microbes in Human Welfare	- Use of Chalk Board in collaboration with digital methods - Duster	Diagrams: - Biogas plant, - STP	The learning outcome will be assessed with written class test and oral tests.	To develop the understanding of the concept by:	- Student will be able to explain - food processing methods,

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	1. In household food processing, 2. Industrial production, 3. Sewage treatment, 4. Energy generation 5. Microbes as bio-control agents 6. Bio-fertilizers. 7. Antibiotics; production and judicious use	- Colored chalks - PPT - Modules on Extra marks Teaching software - Flowcharts - Concept Maps - Virtual Lab - e-book	Visit to the Sewage Treatment Plant of the School	Assignments based on previous years' board questions and NCERT questions. - MCQs based on the topics taught every day in the class. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	- Discussions. - Assignments - Brainstorming by HOTS on Biological treatment of sewage and organic farming. - 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. https://www.youtube.com/watch?v=4HJDbQ0MER8	- sewage treatment - energy generation - microbes as bio-control agents and - Bio fertilizers. - Antibiotics - Methanogens are present in guts of ruminants and they play an important role in biogas production, etc.
August 8	Unit-X Ecology and Environment (Periods-30)	- Use of Chalk Board in collaboration with digital methods - Duster - Colored chalks	Practical's:		Developing knowledge of concept by:	

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	• Chapter-13: Organisms and Populations • 1.Organisms and environment: • 2.Habitat and niche, • 3. Population and ecological adaptations. • 4.Population interactions - mutualism, competition, predation, parasitism; population attributes growth, • 5.Birth rate and death rate, • 6. Age distribution.	• PPT • Modules on Extra marks Teaching software • Flowcharts • Concept Maps • Virtual Lab • e-book	• 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 kinds of plants found in them • Diagrams- • Biome distribution • Age pyramids • Mathematical calculation to understand population growth rate.	• 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. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions.	• 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, 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: • Population interaction, • Age Pyramids • https://www.youtube.com/watch?v=RLmKfXwWQtE	• Students will be able to understand • Concept of Habitat and niche, • Population and ecological adaptations. • Population interactions - mutualism, competition, predation, parasitism. • 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 • Practical Outcome The students will understand the nature of different types of soil and its impact on Flora.

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September	Revision, Exam and Assessment	-	-	-	-	-
September 7	• Chapter-14: Ecosystem • 1. Ecosystems: Patterns, components. • 2. Productivity and decomposition. • 3. Energy flow. • 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	• 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	• Practical's: • Collect water from two different water bodies around you and study them for pH, clarity and presence of any living organism • Diagrams- • Steps involved in fragmentation • Ecological Pyramid • Project on Ecological succession	• 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. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions.	To develop the understanding of the concept by: • Discussions. • Assignments • Brainstorming by HOTS on Pyramids of energy, conservation law of energy. • 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,	• Students will be able to explain • Patterns, components; productivity and decomposition. • Energy flow. • Pyramids of number, biomass, and energy. • Nutrient cycles • Ecological succession. • ecological services - carbon fixation, pollination, seed dispersal, oxygen release • Practical Outcome The students will understand the impact of ecological factors on organisms

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/Inter disciplinary linkage/Art Integration/Practical's/Skill Assessments	Assignment and Assessments (Oral/Written/MCQs/Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
					- Ecological services https://www.youtube.com/watch?v=LbBgPekjiyc	
October 7	Chapter-15: Biodiversity and its Conservation 1. Biodiversity-Concept, patterns, importance. 2. Loss of biodiversity. 3. Biodiversity conservation. 4. Hotspots, 5. Endangered organisms, extinction, 6. Red Data Book 7. Biosphere reserves, 8. National parks, 9. Sanctuaries 10. Ramsar sites	- 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	Practical's: - Study the plant population density by quadrat method - Study the plant population frequency by quadrat method. https://www.youtube.com/watch?v=uBYqBNyvjMQ Mathematical calculation to understand species-area relationship. Art Integration: Charts on Global biodiversity	- 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. Case Study and questions based on it for practice. Assertion and Reasoning based questions.	Developing knowledge of concept by: - The session would begin with pre knowledge testing of class 10th about Natural Resources - 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: - Types of Biodiversity - Conservation of biodiversity; - Biodiversity Hotspots https://www.youtube.com/watch?v=h7napNhON84	- Students will understand the concept of - Biodiversity Patterns, - Importance and loss of biodiversity. - Biodiversity conservation; hotspots, - Endangered organisms - Red Data Book - Role of plants or animals in environmental conservation or structure of an insect, etc. - Practical outcome The students will be able to understand the importance of Biodiversity.

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October 8	• 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. • 9. Deforestation. • 10. Any one case study as success story addressing environmental issue(s).	• 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	• Practical's: • Study the presence of suspended particulate matter in air at two widely different sites • Diagrams- • Electrostatic precipitator • Bio magnification • Project: • Ozone Layer depletion • Global Warming https://www.youtube.com/watch?v=d7Ci_EooW-k	• 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. • Case Study and questions based on it for practice. • Assertion and Reasoning based questions.	To develop the understanding of the concept by: • 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 depletion. • 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	• 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 • Practical outcome The students will be able to understand the impact of pollution on human beings.

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					https://www.youtube.com/watch?v=OqHp03RRTDs	
Nov-Dec.	Revision, Exam and Assessment	-	-	-	-	-

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Accountancy (055)
Class: XII COM
Session 2022-23

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (31)	PART (A) PARTNERSHIP ACCOUNTING (A)<u>Fundamentals of partnership</u> (Term – I)	E. Book - PPT'S - Videos - Smart Classes - Chalk and Board	Accounts of some local partnership firms will be given to students for analysis	- Oral and Written Test - Assignment - Quizzes - Work Sheets	Discuss by Lecture Method: - Partnership features, Partnership deed - Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. - Fixed v/s fluctuating capital accounts. By Using Self Numerical Examples: - 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	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. - Respect for Law.

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	(B) <u>Reconstitution of Partnership firms</u> • Valuation of Goodwill (Term – I) • Change in the profit-sharing ratio (Term – I)	• E. Book • PPT'S • Videos • Smart Classes • Chalk and Board • E. Book • PPT'S • Videos • Smart Classes • Chalk and Board	• Goodwill of some local firms will be valued with the help of their accounting records • Create an artificial firm by taking students as partners	• Oral and Written Test • Assignment • Quizzes • Work Sheets • Oral and Written Test • Assignment • Quizzes • Work Sheets	By taking Examples of Local Firms and Self numerical examples: • Goodwill: nature, factors affecting and methods of valuation- average profit, super profit, and capitalization Creating an artificial firm by taking students as partners: • 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.	• State the meaning, nature and factors affecting goodwill • Understanding the skill of valuation of goodwill using different methods. • 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 balance sheet of the new 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
April (25)	PART A <u>Reconstitution of Partnership firms</u> • Admission of a partner (Term – I)	• 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.	• Oral and • Written Test • Assignment • Quizzes • Work Sheets	Effect of admission of a partner: • 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.	• 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. • Compassion and sacrificing nature.

Month/ No. of working days	Topic/Sub-topic	Teaching 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: (25)	PART A: - Unit 3 <u>Accounting for Companies</u> • Accounting for share capital (Term – I)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	• 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	• 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. • Equality by making pro-rata allotment.

Month/ No. of working days	Topic/Sub-topic	Teaching 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)	PART B FINANCIAL STATEMENT ANALYSIS (A)Financial statements of Company: (Term – I)	• E. Book • PPT'S • Videos • Smart Classes Chalk and Board	A lecture of CHARTED ACCOUNTANT will be organized	• Oral and Written Test • Assignment • Quizzes • Work Sheets	By showing copies of financial statements of Some popular companies • 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) Financial Statements Analysis: Objectives, importance, and limitations.	• 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.

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	(b)Accounting Ratios (Term – I)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	With the help of financial statements of Real Companies. • Meaning, objectives, classification, and computation. • Liquidity ratios Current ratio and quick ratio • Solvency ratios Debt to Equity Ratio, Total Assets to Debt ratio, proprietary Ratio, and interest coverage ratio. • Activity ratios: Inventory turnover ratio, Trade receivable Turnover ratio, trade payable turnover ratio and Working capital turnover ratio. • Profitability ratios: Gross profit ratio, Operating ratio, Operating profit ratio, Net profit ratio and return on investment.	• 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 interest coverage ratio. • Activity ratios and profitability ratios

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	PROJECT WORK (ACCOUNTING RATIO) (Term – I)	• 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.	• Analysis of financial statements with the help of: Accounting Ratios.	• Develop the skill to understand the corporate sector through Annual Reports by making project file.
August: (22)	PART A <u>Reconstitution of Partnership firms</u> • Retirement and death of a partner (Term – II)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	Effect of retirement/death of a partner: • On change in profit sharing ratio • Treatment of goodwill • Treatment for revaluation of assets and liabilities. • Adjustment of accumulated profits and reserves • Adjustment of capital account • 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	• 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 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.

Month/ No. of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	PARTNERSHIP ACCOUNTING (c) Dissolution of partnership Firm (Term – II)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	By Creating an artificial firm: • Types of dissolution of a firm. • Settlement of accounts preparation of Realization account, capital accounts of partners and cash/bank a/c.	• Understand the situation under which a partnership firm can be dissolved. • Understanding of preparation of realization account and other related accounts.
September : (22)	PART A: - Unit 3 <u>Accounting for Companies.</u> • Issue of Debentures (Term – II)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	Issue of Debentures • 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	• 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

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October: (4)	PART B: - (B) <u>Tools for Financial Statement Analysis</u> (a) Comparative and Common size statements (Term – II)	• 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.	• Oral and Written Test • Assignment • Quizzes • Work Sheets	With the help of financial statements of Real Companies. • Comparative statements • Common size statements • Cash flow analysis • Ratio analysis	Develop the Skill of preparation of comparative and common size financial statements
October: (14)	PART B: - UNIT 4 CASH FLOW STATEMENTS (Term – II)	• E. Book • PPT'S • Videos • Smart Classes • Chalk and Board	Use of flow chart Hypothetical situations taken and created for fun activity	• Oral and Written Test • Assignment • Quizzes • Work Sheets	With the help of financial statements of Real Companies. • Meaning • Objectives • Preparation (indirect Method) • Adjustments relating to 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	• State the meaning and objectives of cash flow statement. • Develop the understanding of preparation of cash Flow using indirect method as per AS 3 with given adjustments • Fairness • Responsibility towards all the stakeholders.

Month/ No. of working days	Topic/Sub-topic	Teaching 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 (24)	Project Work: (Term – II) - Comparative statements - Common size statements - Cash flow Statement Revision Term - 1	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.	Analysis of financial statements with the help of: - Comparative statements - Common size statements - Cash flow Statement	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, and cash flow statements.
December	-	-	-	TERM 1 Exams in December.		-

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: ECONOMICS (030)
Class: XII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 TERM-I	TOPIC: Development Experience and Economic Reforms (1991) Ch-1,2 and 3) SUB-TOPIC 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. - Aspects and new agricultural strategy etc.), industry (industrial licensing, etc.) and foreign trade. - Features and appraisals of liberalization, globalization and Privatization.	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. You tube links: https://www.youtube.com/watch?v=0F-eXtHWP5M	Interdisciplinary linkage: Psychology, Statistics, History, geography and Sociology. 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. Skill Assessment: Concept test to probe students' comprehension or application of the concept. Project work. Map work.	- 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.	<u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions. <u>Lecture and Discussion method</u> Meaning of Economy, Planning, economic reforms, Liberalization, Privatization, Globalization will be explained with the help of the PPT. Inter-active method: Students sharing their own experiences related to the topic. Group discussion on suicide cases in farmers and suggestions to overcome this problem.	- 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 revolution and land reforms on the Indian economy, features of new economic policy.

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	(LPG Policy). - Concepts of demonetization and GST.	https://www.youtube.com/watch?v=0qlWTj3LOI https://www.youtube.com/watch?v=V4AjcG3-z38 https://www.youtube.com/watch?v=rCfd33-9TOI https://www.youtube.com/watch?v=rCfd33-9TOI https://www.youtube.com/watch?v=ZeD-XLmCXUg https://www.youtube.com/watch?v=WYaIXWd9a2U https://www.youtube.com/watch?v=BOPaXoeY5O https://www.youtube.com/watch?v=gPUGr4C-E8I			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. Activity- buzz session	- Able to analyze the socio-economic changes during the colonial period. - Able to analyze and reason out the outcome of new economic policy.

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		https://www.youtube.com/watch?v=8c9jJzHgZrY				
APRIL TERM-I	TOPIC: Money and Banking. SUB-TOPIC - 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. (Example of the Reserve Bank of India) - 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.	TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on functions of RBI. NCERT e- book Modules on EXTRAMARKS Articles from Newspapers. Video: Related to Jan Dhan Yojna started by the Government and on functions of RBI. You tube links: https://www.youtube.com/watch?v=xKuW_54qnBo	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 (formulae of calculating money multiplier) Skill Assessment: Concept test to probe students' comprehension or application of the concept.	- 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.	Motivation or Brain storming: Previous Knowledge would be checked by asking questions. Lecture and Discussion method: Meaning of money, legal -tender money, banking and functions will be explained with the help of the PPT. Inter-active method: Students sharing their own experiences related to the topic. Group discussion on What happens when rate of interest increases or decreases? Case studies: Class will be divided into groups, data related functions and steps taken by RBI during Covid -19 will be discussed.	- The students will be able to Recall and recognize the meaning of Money and Banking, money multiplier. - Comprehend the concept of Credit creation. - Differentiate between the functions of central bank and commercial bank. - Calculate Money Multiplier. - Able to summarize the functions of RBI.

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		https://www.youtube.com/watch?v=LfgVLxUN-mg https://www.youtube.com/watch?v=TJtPAU678t0 https://www.youtube.com/watch?v=jFWzyYPIJk https://www.youtube.com/watch?v=Bqyek4dnycM https://www.youtube.com/watch?v=Gm8LZcTUm8				- Able to analyze the steps taken by RBI to control credit. - Able to differentiate between bank rate reverse repo rate. - Able to apply the bookish knowledge in day-to-day life.
APRIL TERM-I	TOPIC: Government Budget and Economy SUB-TOPIC - Government budget - meaning, objectives and components. - Classification of receipts -revenue receipts and capital receipts; classification of	TEACHING AIDS: Chalk, Duster, Smart Board. Power Point Presentation on components of the budget. Video related to last year budget. You tube links:	Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. Art Integration: Drawing graphs, diagrams and schedules related revenue budget, capital budget, deficit etc.	- Notes will be given. - Oral and Written testing will be done. - Quizzes will be conducted. - Assignment will be given. - Notebook correction will be done	<u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions. <u>Lecture and Discussion method</u> Meaning of budget, deficit, taxes, revenue will be explained with the help of the PPT.	- 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.

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	expenditure – revenue expenditure and capital expenditure. Measures of government deficit - revenue deficit, fiscal deficit, primary deficit their meaning.	https://www.youtube.com/watch?v=NqLekhNxi4 https://www.youtube.com/watch?v=nUk9v6Dv2pU https://www.youtube.com/watch?v=jVfyThubybw https://www.youtube.com/watch?v=q_-kFg_fysk - NCERT e- book - Concept Map. - Modules on <i>EXTRAMARKS</i>.	Mathematical Integration (formulae to calculate deficit). Skill Assessment: Concept test to probe students' comprehension or application of the concept.		Inter-active method: Students sharing their own experiences related to the topic. Group discussion on fiscal deficit in India. Case studies: Class will be divided into group data related to the budget 2020-21 will be discussed. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples. Activity- buzz session.	- Able to calculate fiscal deficit, primary deficit and revenue deficit. - Able to summarize the objectives of Government budget. - To enable students to understand the application-based questions. - To develop the understanding of students about the practical applicability of theoretical concepts.
APRIL/ MAY TERM-I	TOPIC: Current Challenges Facing Indian Economy. (Ch-4 and 5)	TEACHING AIDS: Chalk, Duster, Smart Board.	Interdisciplinary linkage: Psychology, Statistics, Sociology, geography and history.	- Notes will be given. - Oral and Written testing will be done.	<u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions.	The students will be able to recall and recognize the meaning of poverty, human capital, human capital

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	SUB-TOPIC - Poverty-absolute and relative; Main Schemes. - A critical assessment: for poverty alleviation. - 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.	Power Point Presentation on challenges of Indian Economy. Video on causes of poverty in India, Poverty alleviation Schemes. You tube links: https://www.youtube.com/watch?v=BoyioIdhAmg https://www.youtube.com/watch?v=ui1bUGBKM98 https://www.youtube.com/watch?v=381x8DIPYpc https://www.youtube.com/watch?v=d6urP5AenrE https://www.youtube.com/watch?v=E5jXiwD93w0 NCERT e-book Concept Map. Modules on EXTRAMARKS Articles from Newspapers.	Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms, - Schedules related to challenges of Indian economy. 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.	- Quizzes will be conducted. - Assignments will be given. - Note -book correction will be done.	<u>Lecture and Discussion method</u> Meaning of Poverty, Poverty-line, Rural development, diversification, Unemployment, Sustainable development will be explained with the help of the PPT. Inter-active method: students sharing their own experiences related to the topic. Group discussion on causes of poverty and unemployment in India and suggestions to overcome these challenges. Case studies: Class will be divided into groups, data related to poverty alleviation schemes launched by the Government will be discussed. Explanation of the concept with the help of Pie chart, Histograms,	formation, poverty line. - Comprehend the concept of Human development, poverty, rural development. - 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 poor human capital formation in India.

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		• Flow charts related to types of poverty.. • Types and causes of poverty. • Related to problems of human capital formation . Related to Schemes launched by the Government.			Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples. Activity- buzz session	
JUNE	Revision, Exams and assessment. Project Synopsis TERM-I	--	---	• Oral test • Written tests • MCQs Evaluation • Quizzes • Assignments	Guidance to the children as per their individual needs	Students will be able to recall the topics done earlier and will be able to analyze where they need more practice and guidance by the teacher for better performance in the exam.
JULY TERM -I	TOPIC: Balance of Payments. SUB-TOPIC • Balance of payments account -meaning and components. • Balance of payments deficit-meaning. • Foreign exchange rate -meaning of fixed and flexible rates and managed floating.	• 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	• Interdisciplinary linkage: Mathematics, Psychology, business studies, Statistics and Accountancy. • Art Integration: Drawing graphs, diagrams and schedules related to balance of trade,	• 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.	Motivation or Brain Storming: Previous Knowledge would be checked by asking questions. Lecture and Discussion method: Meaning of balance of payment, balance of budget, depreciation, appreciation, foreign exchange rate will be explained through PPT.	• 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

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's/ Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Determination of exchange rate in a free market.	Covid-19 on balance of trade and balance of payments. You tube links: https://www.youtube.com/watch?v=8y4vrjzQV6g https://www.youtube.com/watch?v=-TIMTIEK7s0 https://www.youtube.com/watch?v=CYIVyIDsWFg NCERT e-book Concept Map. Articles from Newspapers. Flow charts related to components of current account and capital account. Modules on EXTRAMARKS	foreign exchange etc. Mathematical Integration (formulae to calculate balance of trade, foreign exchange rate.) Skill Assessment: Concept test to probe student's comprehension or application of the concept.		Inter-active method: Students sharing their own experiences related to the topic. Group discussion on impact of depreciation and appreciation of home currency. Case studies: Class will be divided into groups, Monetary approach related to BOP in India will be discussed. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams and Schedules. Problem solving/ Inquiry method will be used. Activity- buzz session. Real life examples.	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. - Students will be able to explain the general purpose of Balance of Payment Current Account & Capital Account.
JULY/ AUGUST	TOPIC: Current challenges	Teaching AIDS Chalk, Duster & Smart Board	Interdisciplinary linkage: Mathematics; Psychology; Statistics;	Notes will be given.	Motivation and Brainstorming	The students will be able to:

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TERM-II	Facing Indian Economy (Ch 7, 8,9, 10) *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 Economic Development on Resources and Environment, including global warming	Power Point Presentation on challenges of Indian Economy. NCERT book Modules on EXTRAMARKS Articles from Newspapers will be shown. Flow chart related to unemployment in India Flow chart related to health infrastructure in India. Flow chart related to global warming. Flow chart related to Schemes launched by the Government. • You tube links: • https://www.youtube.com/watch?v=E5jXiWD93w0	Sociology; Geography; and History Art Integration Drawing graphs, Pie charts, bar diagrams, histograms, schedules related to challenges of Indian economy Mathematical Integration (formulas to worker-population, BMI and other indices of socio-economic development)	• Oral and Written testing will be done. • Quizzes will be conducted. • Assignments will be given. • Note-book correction will be done.	Previous Knowledge would be checked by asking questions Lecture and Discussion method will be used Inter-active method Group discussion Case studies Class will be divided into groups; data related to unemployment and government initiatives related to transition to green energy will be discussed, like Rewa Ultra Mega Solar Park in MP Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules. Problem solving/ Inquiry method will be used	• Recall and recognize the meaning and types of unemployment; infrastructure; concept of environment and sustainable development • Comprehend the concept of health and types of health infrastructure • Explain the concept of sustainable development and strategies to achieve the same • Calculate worker-population, etc. • Analyze the factors responsible for unemployment in India. • Able to think critically and analyze the impact of global warming.

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		https://www.youtube.com/watch?v=tboPF8w-554				
AUGUST TERM-II	TOPIC: Development experience of India- A comparison with Neighbours. SUB-TOPIC - A comparison with neighbors, India and Pakistan India and China Issues. - Growth, population, sectoral development and other Human Development Indicators.	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. https://www.youtube.com/watch?v=unQwnHmV7UE https://www.youtube.com/watch?v=idWavHHKJR4 https://www.youtube.com/watch?v=LaF-l8DOnks https://www.youtube.com/watch?v=eQjWtkdnhkg https://www.youtube.com/watch?v=U7lCeI-Vi5g	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. Map work.	- Notes will be given. - Oral and Written testing will be done. - Quizzes will be conducted. - Assignment will be given. - Notebook correction will be done.	<u>Motivation or Brain storming:</u> Previous Knowledge would be checked by asking questions. <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. <u>Inter-active method:</u> Students sharing their own experiences related to the topic <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. <u>Case studies: Class will be divided</u> into groups, data related to	- 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 growth in Pakistan. - Able to interpret the data and able to

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		• NCERT book • Modules on <i>EXTRAMARKS</i> • Articles/clippings from Newspapers. • Flow charts related to strategies followed by India China and Pakistan will be drawn.	• Project work.		India, China and Pakistan's relationship will be discussed. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples.	analyze the concept.
AUGUST/ September TERM-II	TOPIC: National Income and related Aggregates. SUB-TOPIC • Macroeconomics? • Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.	• 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. • You tube links:	Interdisciplinary linkage: Mathematics, Accountancy, Statistics, Business studies and social studies. Art Integration: Drawing graphs, Pie charts, bar diagrams, histograms related to GDP. Mathematical Integration:	• 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.	Motivation and Brainstorming Previous Knowledge would be checked by asking questions. Lecture and Discussion method: <u>Meaning of Economics and its branches will be explained with the help of the PPT.</u> Inter-active method: Students sharing their own experiences related to the topic.	• 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

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	- 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. - Real and Nominal GDP.GDP and Welfare	https://www.youtube.com/watch?v=iLom1WlqwS0 https://www.youtube.com/watch?v=Zl7hVRilUsg https://www.youtube.com/watch?v=kWTku1z0gg8 https://www.youtube.com/watch?v=9XH-oAzD4Ps https://www.youtube.com/watch?v=d8uTB5XorBw https://www.youtube.com/watch?v=MKO1icFVtDc Concept Map. NCERT e- book Flow charts related to different methods of Calculating National Income will be drawn. Modules on EXTRAMARKS - Calculating National Income will be drawn.	(formulae related to methods of national Income Accounting). Skill Assessment: Concept test to probe students, comprehension or application of the concept.		Group Discussion on Why National Income of America is more than India? Case studies: Class will be divided into groups, data related to GDP welfare will be discussed. Explanation of National Income, GDP, Domestic Income with the help of the Pie charts, histograms, bar diagrams. Problem solving/ Inquiry method will be used. Activity- buzz session. Real life examples.	- Differentiate between final and Intermediate goods, flow and stock. - Calculate National Income Aggregates. (GDP, GNP, NDP, NNP at market and factor cost). - 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 summarize the precautions while calculating National Income. - 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 and Domestic Income.

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		Articles from Newspapers.				
September	Revision, Exams and assessment	---	--	- Oral test - Written tests - MCQs Evaluation - Quizzes - Assignments	Guidance to the children as per their individual needs	Students will be able to recall the topics done earlier and will be able to analyze where they need more practice and guidance by the teacher for better performance in the exam.
OCTOBER TERM-II	TOPIC: Determination of Income and Employment SUB-TOPIC - 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.	TEACHING AIDS: Chalk, Duster, Smart Board. 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. You tube links: https://www.youtube.com/watch?v=uNG2_AjFzHE	Interdisciplinary linkage: Mathematics, Psychology, Statistics and Accountancy. 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).	- Notes will be given. - Oral and Written testing will be done. - Quizzes will be conducted. - Assignment will be given. - Notebook correction will be done.	Motivation or Brain storming: Previous Knowledge would be checked by asking questions. Lecture and Discussion method: Meaning of Aggregate demand, supply, investment, saving, inflationary gap, deflationary gap will be explained with the help of the PPT. Inter-active method: Students sharing their own experiences related to the topic. Group discussion on excess demand and deficient demand and	- The students will be able to Recall and recognize the meaning of Aggregate Demand and supply, investment, savings etc. - Comprehend the concept of Investment Multiplier. - Differentiate between MPC and MPS. - Calculate Aggregate Income etc.

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	- Problems of excess demand and deficient demand. - Measures to correct them –changes in government spending, taxes and money supply.	https://www.youtube.com/watch?v=SqKQWK2YCxU https://www.youtube.com/watch?v=2F0a_ru8GSU https://www.youtube.com/watch?v=NVR0E7jLFDI https://www.youtube.com/watch?v=RK2IfGPSqO0 - Concept Map. - NCERT e-book - Modules on <i>EXTRAMARKS</i> - Articles/clippings from Newspapers: (impact of covid-19 on the Indian economy) - Flow charts related to the components of Aggregate demand and	Skill Assessment: Concept test to probe students' comprehension or application of the concept.		suggestions to overcome these problems. 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. Explanation of the concept with the help of Pie chart, Histograms, Bar diagrams, Schedules. Problem solving/ Inquiry method will be used. Real life examples. Activity- buzz session.	- 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. - Able to apply the bookish knowledge in day to day life.

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		Supply will be drawn.				
OCTOBER	Project work Any topic as per the guidelines and suggestions by CBSE.	TEACHING AIDS: Chalk, Duster, Smart Board.	Inter disciplinary link: Mathematics, Art	ASSESSMENT: AS per guidelines of CBSE.	Research work and making project files.	- 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 and sensitivity to the economic issues that the nation is facing today. - 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.

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						Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.
November (tentative)	Revision and CBSE TERM I BOARD EXAMINATION	-	-	-	Guidance to the children as per their individual needs	
December	Revision of TERM II Syllabus				Guidance to the children as per their individual needs	

PINEGROVE SCHOOL, SUBATHU
Affiliation No. 630065; School Code: 43054
Annual Pedagogy Plan: Business Studies (054)
Class: XII COMMERCE
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	Chapter:1 Nature and Significance of Management (Periods: 12) - 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	- 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	- Inter disciplinary linkage- features of science and features of arts to explain how management is science as well as arts. - Group Project in the class to explain difference between cooperation and coordination. - Experiential learning- framing case studies by students - Flip Teaching (Three children will	- MCQ (daily) - Oral discussions on HOTS and case studies - Case studies based written assignment. - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	- 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: - Management as Science, Art and profession - Levels of	After going through this unit, the students would be able to: - 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

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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.)		Management • Management Functions – Planning, Organising, Staffing, Directing and Controlling • Coordination – Concept and importance	management. • 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. • Practical Outcome: 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. • Value Based Outcome: Teaching the values like team spirit, coordination, cooperation, Empathy, Mutual respect etc. through the project.

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March	Chapter:2 Principles of Management (Periods: 14) - Principles of Management – Concept and significance - Fayol's Principle of Management - Taylor's Scientific Management – Principle and techniques	- PPT Video: On Fayol's Principles of Management. Video of experiment on monkeys to explain Equity. - Video from Extra Marks on Levels of Management Coordination - Acronyms of Fayol's principles of management. - Charts on principles of management. - Chalk and Board	- Inter disciplinary linkage- Science for explaining scientific principles and Scientific studies - Visit to a factory to explain the principles of management and Scientific techniques of management. - 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.)	- MCQ (daily) - Oral discussions on HOTS and case studies - Case studies based written assignment. - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	- Given them the background of Henry Fayol and FW Taylor. Discussed the scientific and general management principles. 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	After going through this unit, the students would be able to: - Explain Concept and significance of Principles. - Understand the concept of principles of management. - 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 Practical Outcome: Besides that, the

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						students will also be equipped to work on the project based on Principles of Management. • Value Based Outcome: Values like discipline, Equity, Harmony, Team spirit, Sense of responsibility, Respecting authority , Respect for the organisation and initiative etc through the principles of management.
March	Chapter:3 Business Environment (Periods:12) • Business Environment – Concept and Importance • Dimensions of Business Environment – Economic, Social, Technological, Political and Legal Demonetization – Concept and Features	• 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	• 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. • Activity will be conducted where students will do their own SWOT Analysis and will	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• 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	After going through this unit, the students would be able to: • 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,

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	Impact of Government Policy Changes on Business with special reference to Liberalisation, Privatisation and Globalisation in India		submit in the form of unit project. 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.)		using PPT for the following concepts: - 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	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 India - 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. Practical Outcome: Besides that, the students will be able to apply the

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						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. • Value Based Outcome: Teaching international cooperation and respecting the diversity of various nations through scanning different dimensions of business environment.
April	Chapter:4 Planning (Periods:16) • Concept, Importance and Limitations • Planning Process Single use and Standing Plans – Objective, Strategy, Policy, Procedure, Method, Rule, Budget and Programme	• 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	• 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. • A Comprehensive	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• 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.	After going through this unit, the students would be able to: • 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

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		• 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	activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.) • 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.)			single use and standing plans • Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans. • Practical Outcome: Besides that, the students will be able to apply the knowledge of 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. • Value Based Outcome: To develop values of decision making, critical thinking, time management and farsightedness.
April	Chapter: 5 Organising (Periods: 15) • Concept and	• PPT • Video: On Formal and Informal	• Inter disciplinary Linkages: Sociology:	• MCQ (daily) • Oral discussions on HOTS and case	• Introduced organizing with the help of an activity –	After going through this unit, the students would be able to:

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	Importance - Organising Process - Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept - Delegation- Concept Element and Importance Decentralisation – Concept and Importance	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	To explain the importance of informal organization in the formal structure - Experiential learning- Framing case studies by students. - A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.) - 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.)	studies - Case studies based written assignment. - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	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: ➤ Organising Process ➤ Structure of Organisation – Functional and Divisional concept. Formal and Informal Organisation – concept - Delegation- Concept Element and Importance - Decentralisation – Concept and Importance	- 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 and informal organization. - Discuss the advantages, disadvantages of formal and informal organization. - Understand the concept of delegation. - Describe the elements of delegation. - Appreciate the

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						importance of Delegation. • Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation. • Practical Outcome: 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. • Value Based Outcome: To develop sense of responsibility, accountability, Judicious use of authority and harmony.
April/ May	Chapter:11 Marketing (Periods: 30)	• PPT • Video: On 4 Ps' of	• Inter disciplinary Linkages: Social Science	• MCQ (daily) • Oral discussions on	• Started the chapter by doing a small practical	After going through this unit, the students would be able to:

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	- Selling and Marketing – Concept - Marketing management – Concept - Marketing functions - Marketing Management Philosophies - Marketing Mix – Concept and Element - Product: Branding, Labelling and Packaging – Concept - Price: Concept, Factors determining price - Physical distribution: Concept and Component, Channel of Distribution –	- 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 Extra Marks - 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	- To explain the marketing philosophies – evolution of production concept through industrial revolution and colonization - Experiential learning by adding project on marketing management with this chapter. - 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.)	- HOTS and case studies - Case studies based written assignment. - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	- 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 examples of advertisements, sales promotion techniques, labeling, branding, packaging etc. - Lecture to be delivered by using PPT for the following concepts: - Marketing functions - Marketing Management Philosophies - Marketing Mix – Concept and	- 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 mix. - 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

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	Types, Choice of Channels - 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				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 - Sales promotion – concept and techniques	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 promotion. - Discuss the concept of public relations. - Frame the case studies on their own Practical Outcome: Besides that, the students will also be equipped to work on the project based on marketing management. Value Based Outcome: Promoting sustainable development, Commitment towards various stakeholders, Community

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					Public Relations- concept and role	development through various marketing philosophies.
June	TERM 1 SYLLABUS COMPLETED Revisions, Unit Exams and assessment	–	–	–	–	–
July	Chapter: 6 Staffing (Periods:16) • 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-	• 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	• Inter disciplinary Linkages: Psychology To explain different types of selection tests • Experiential learning- Framing case studies by students. • A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.) • Case Study of Taj Attack. (Role of Staffing)	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• 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: • Concept and Importance of Staffing • Staffing as a part of Human Resource Management – Concept	• 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

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	Vestibule training, Apprenticeship training and Internship training		- Debate – External source of recruitment is better than Internal source of recruitment. - 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.)		- 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	of recruitment. - Explain the merits and demerits of internal and external sources of recruitment. - Understand the meaning of selection. - Describe the steps involved in the process of selection. - 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. Practical Outcome: Besides that, the students will be able to apply the knowledge of

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						Staffing in real life with the help of case studies. Students will also learn to frame the case studies on their own. Value Based Outcome: To develop the sense of gratitude, loyalty, dedication and commitment.
July	Chapter: 7 Directing (No of Periods: 15) - Concept and Importance - Elements of Directing. - Supervision: Concept, Functions of a Supervisor - Motivation: Concept, Maslow's hierarchy of needs; Financial and Non-Financial Incentives	- PPT - Video on Maslow's Hierarchy Theory explained through scenes of movie 'Bhag Milkha Bhag' - 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	- Inter disciplinary Linkages: Psychology To explain the theory of Maslow's Hierarchy of needs. - Experiential learning- Framing case studies by students - A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students	- MCQ (daily) - Oral discussions on HOTS and case studies - Case studies based written assignment. - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	- Explained and discussed the concept, importance and elements of directing with the help of examples. - 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	After going through this unit, the students would be able to: - 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.

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	Leadership: Concept; Styles- authoritative, democratic and laissez-faire Communication: Concept, Formal and Informal Communication; Barriers of Effective Communication, how to overcome the barriers		will plan, organize and conduct half an hour class show.) - Activity Chinese Whisper Game to explain grapevine. - 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.)		be.com/watch?v=tghjgOv4mKc&t=66s - Students were made to do a role play on leadership. - Role plays on communication barriers were done.	- 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. - Suggest measures to overcome barriers to communication. Practical Outcome: 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. Value Based Outcome: To develop qualities of leadership,

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						motivation, spontaneity and communication skills.
August	Chapter: 8 Controlling (Periods: 12) • Concept and Importance • Relationship between Planning and Controlling Steps in Controlling Process	• 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	• Inter disciplinary Linkages: Mathematics To explain critical point control and management by exception • Experiential learning- Framing case studies by students • A Comprehensive activity covering chapter planning, organizing, staffing, directing and controlling to be taken up. (Under this activity students will plan, organize and conduct half an hour class show.) • Flip Teaching (Three children will	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• 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 on various topics with examples	After going through this unit, the students would be able to: • 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. • Practical Outcome: Besides that, the students will be able to apply the knowledge of controlling in real life with the help of case studies. Students will also learn to frame the case studies on their own. • Value Based Outcome:

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
			be given different topics. They will make case studies and draft questions out of the given topic and explain to the class.)			To understand the value of order and discipline; Critically analyzing and setting priorities for accomplishment of goals.
August	Chapter: 9 Financial Management (Periods:20) • Concept, Role and Objective of Financial Management • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting. • Financial Planning- Concept and Importance • Capital structure – Concept Fixed and Working capital – Concept and factors affecting their requirements	• PPT • Video: On Trading on Equity, Financial decisions. • Video: Importance of financial planning • Black Board for numerical of Trading on Equity • 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	• Inter disciplinary Linkages: Accounts for explaining the concept of Fixed capital and working capital and EPS- EBIT analysis 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.) • Discussion on the case study – Master move by Dhru Bhai Ambani.	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• Discussion on money matters, habit of thrift, along with the introduction to financial management • Randomly asked questions to check the previous knowledge of class 11 as the base to this chapter. • Lecture to be delivered by using PPT for the following concepts: • Financial Decision – Investment, Financing and Dividend; Meaning and factors affecting • Video on trading	After going through this unit, the students would be able to: • Understand the concept, role and objectives of Financial Management. • Understand the concept of financial management. • 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

Month No of working days	Topic/Sub-topic	Teaching 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 equity • https://www.youtube.com/watch?v=az970PLHQHo • Financial Planning- Concept and Importance • Capital structure – Concept. Fixed and Working capital – Concept and factors affecting their requirements	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 appropriate capital structure of a company. Fixed and Working Capital- Concept and factors affecting their requirements. • Understand the concept of fixed and working capital. Describe the factors determining the requirements of fixed and working capital. • Practical Outcome: Besides that, the students will be able to apply the knowledge of financial

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
						management in real life with the help of case studies. Students will also learn to frame the case studies on their own. Value Based Outcome: Generosity, taking care of the various stakeholders and abiding rules and regulation by taking various financial decision.
September	Chapter: 10 Financial Markets (Periods: 18) - Financial Markets: Concept, Functions and Types - Money Market and its Instruments - Capital Market and its types (Primary and Secondary) methods of flotation in the secondary market. - Stock Exchange –	- PPT - Video on Stock Market Simulation - Movie ‘Bazaar’ Based on stock market - Virtual games on stock exchange - Video on Trading and Settlement Procedure from Extra Marks - Mind Maps and Mnemonics at the end of the chapter. - Charts	- Inter disciplinary Linkages: Economics (To explain how demand and supply mechanism works in the Stock Exchange for fixation of prices of financial securities) - Experiential learning- framing case studies by students - Experiential learning by adding project with this chapter. - Activity- Stock market simulation	- MCQ (daily) - Oral discussions on HOTS and case studies - Case studies based written assignment - Weekly conceptual test (MCQ based) - Pen paper test Notebook Evaluation	- The chapter started with the interesting case study of ‘Master Stroke by Dhiru Bhai Ambani’ https://www.youtube.com/watch?v=g3iGtMhRky4 - Discussions and explanation of financial markets and its types - Real life examples of investment in Stock Markets by various people. - Lecture to be	After going through this unit, the students would be able to: - Understand the concept of financial market. - Explain the functions of financial market. - 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.

Month No of working days	Topic/Sub-topic	Teaching Aids	Projects/Experiential/ Inter disciplinary linkage/Art Integration/Practical's /Skill Assessments	Assignment and Assessments (Oral/Written/MCQs /Quizzes/Tests)	Pedagogical Processes	Learning Outcomes
	Function and Trading Procedure Securities and Exchange Board of India (SEBI) Objectives and Functions	Chalk and Board	- Discussion on Harshad Mehta Scam. - 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.)		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 Functions	- 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 as used in the trading procedure of securities. - State the Securities and Exchange Board of India (SEBI) - objectives of SEBI. - Explain the functions of SEBI. - 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
						• Practical Outcome: Besides that, the students will also be equipped to work on the project based on Stock Exchange. • Value Based Outcome: Loyalty, Integrity, Following business ethics through the functioning of SEBI.
September	Chapter:12 Consumer Protection (Periods: 12) • Concept and Importance of Consumer Protection • Consumer Protection Act, 2019: • Meaning of consumer • Right and Responsibilities of Consumers • Who can file a complaint and against whom?	• PPT • Video shot in Big Bazaar by a customer to spread consumer awareness. • Video: On three tier machinery, rights and responsibilities of consumers. • Video on case study Maggi Noodles • Mind Maps and Mnemonics at the end of the chapter. • Charts • Chalk and Board	• Inter disciplinary Linkages: Law To explain the definition of consumer as per Consumer Protection Act 2019, what are the rights and duties of consumers as per the act. • Experiential learning- Framing case studies by students • Unit II Project- Comparative table showing perspective of students before	• MCQ (daily) • Oral discussions on HOTS and case studies • Case studies based written assignment. • Weekly conceptual test (MCQ based) • Pen paper test Notebook Evaluation	• Introduced the chapter by randomly asked questions to check the previous knowledge of class 10 as the base to this chapter. • Lecture/Discussion on various topics with examples • Discussed exploitation of consumers by involving the students to give examples of	After going through this unit, the students would be able to: • Understand the concept of consumer protection. • Describe the importance of consumer protection. • Discuss the scope of Consumer Protection Act, 2019 Consumer Protection Act 2019: • Understand the concept of a consumer according to the Consumer protection Act 2019. • Explain the consumer rights. • Understand the responsibilities 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
	Redressal machinery Remedies available		and after gaining knowledge of consumer Act 2019. 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.)		exploitation in case faced by them. Discussed the aspects of consumers exploitation with the help of various real-life examples.	consumers. - Understand who can file a complaint and against whom? - Discuss the legal redressal machinery under Consumer protection Act 2019. - Examine the remedies available to the consumer under Consumer protection Act 2019. - Consumer awareness-Role of consumer organizations and Non-Governmental Organizations (NGOs) in protecting consumers' interests. Practical Outcome: Besides that, the students will be able to 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. Value Based Outcome: Promoting consumer awareness, fulfilling responsibilities as 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
						consumer before exercising consumer rights. Infusing courage to raise voice against consumer exploitation
October	Project Work (Periods: 20)	PPT Sample Project File	- 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.	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. Value Based Outcome: To develop sense of self accomplishment confidence, creativity, and conviction.
November/ December	Revisions, Exams and assessment	–	–	–	–	–

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Informatics Practices
Class: XII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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	REVISION OF CLASS 11 CONCEPTS OF PROGRAMMING					
May	• Python Pandas-I	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • Pythion IDE • Spyder Compiler	• Create a pandas series from a dictionary of values and an ndarray • Given a Series, print all the elements that are above the 75th percentile. • Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. • Group the rows by the category and print the total expenditure per category.	• Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing - Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • Pythion IDE - Spyder Compiler	• Create Series, Data frames and apply various operations. • Problem solving • Critical thinking • Decision making • Interpersonal skills • Algorithmic thinking
June	Revision, Exams and Assessment					
July	• Python Pandas-II	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos	• Create a data frame based on ecommerce data and generate descriptive statistics (mean, median, mode, quartile, and variance) • Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions	• Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations	• Perform aggregation operations, calculate descriptive statistics. • Problem solving • Critical thinking • Decision making • Interpersonal 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
		• Presentations • Pythion IDE • Spyder Compiler	• Filter out rows based on different criteria such as duplicate rows. • Find the sum of each column, or find the column with the lowest mean. • Locate the 3 largest values in a data frame. • Subtract the mean of a row from each element of the row in a Data Frame. • Replace all negative values in a data frame with a 0. • Replace all missing values in a data frame with a 999.		• Pythion IDE • Spyder Compiler	• Algorithmic thinking
August	• Plotting with PyPlot • Importing/Exporting Data between CSV Files/MySQL and Pandas • Societal Impacts	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • Pythion IDE • Spyder Compiler	• Given the school result data, analyse the performance of the students on different parameters, e.g subject wise or class wise. • For the Data frames created above, analyze and plot appropriate charts with title and legend. • Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library. • Importing and exporting data between pandas and CSV file • Importing and exporting data between pandas and MySQL database	• Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • Pythion IDE • Spyder Compiler • MySQL Compiler	• Visualize data using relevant graphs. • Import/Export data between SQL database and Pandas • Problem solving • Critical thinking • Decision making • Interpersonal skills • Algorithmic thinking • Explain the impact of technology on 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
September	• Data Protection • MySQL Revision Tour	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • MySQL	• Presentations Webinar • Create a student table with the student id, name, and marks as attributes where the student id is the primary key. • Insert the details of a new student in the above table. • Delete the details of a particular student in the above table. • Use the select command to get the details of the students with marks more than 80. • 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). • Create a foreign key in one of the two tables mentioned above • Find the min, max, sum, and average of the marks in a student marks table	• Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • MySQL Compiler	• Explain the impact of technology on society including gender and disability issues. • Problem solving • Critical thinking • Decision making • Interpersonal skills • Algorithmic thinking
October	• MySQL Functions • Querying Using SQL • JOINS and SET Operations	• Textbook • Digitizer • code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations	• Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by. • Create a new table (name, date of birth) by joining two tables (student id, name) and (student id, date of birth). • Write a SQL query to order the (student ID, marks) table in descending order of the marks. • Join two tables in Database	• Assignments • Programming • MCQ Quiz (Chapter-Wise) • Objective Test (Chapter-Wise) • Random Oral testing • Notes Preparation	• code.org (online learning platform) • tutorialspoint (Online learning platform) • w3cschool (Online learning platform) • Videos • Presentations • MySQL Compiler	• Identify internet security issues and configure browser settings. • 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
		MySQL	- Extract data from multiple tables - Identifying network used in our School - Identifying various networking devices used in our school			
November	- Introduction to Computer Networks - Introduction to Internet and Web	- Textbook - Digitizer - code.org (online learning platform) - tutorialspoint (Online learning platform) - w3cschool (Online learning platform) - Videos - Presentations	- Identifying network used in our School - Identifying various networking devices used in our school	- Assignments - MCQ Quiz (Chapter-Wise) - Objective Test (Chapter-Wise) - Random Oral testing - Notes Preparation	- code.org (online learning platform) - tutorialspoint (Online learning platform) - w3cschool (Online learning platform) - Videos - Presentations - MySQL Compiler	- Learn terms related to Networking. - Problem solving - Critical thinking - Decision making - Interpersonal skills
	Revision, Exams and Assessment					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Physical Education
Class: XII
Session 2022-23

Month/ No of working days	Topic/Sub-topic	Teaching 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 (10)	Topic/Chapter: Unit I Planning in Sports	Power Point Presentations, Extra marks , YouTube Videos	Mind maps on the topics given Practical's related to topic performed	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 ppt, YouTube videos, and demonstration to explain the topics.	The students will be able explain ▪ 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)
APRIL (10)	Topic/Chapter: Unit II Sports & Nutrition	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	The student will be able to: • Balanced Diet & Nutrition: Macro & Micro Nutrients • Nutritive & Non-Nutritive
May (12)	Topic/Chapter: Unit III Yoga & Lifestyle	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	The students will be able to: • Asanas as preventive

					Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by : Brainstorming Lecture Discussion. Using ppts, YouTube videos, and experimental demonstration to explain the topics.	measures Obesity: Procedure, Benefits & contraindications for Vajrasana, Hastasana, Trikonasana, Ardha • Matsyendrasana Diabetes: Procedure, Benefits & contraindications for Bhujangasana, Paschimottasana, Pawan • Muktasana, Ardha Matsyendrasana Asthma: Procedure, Benefits & contraindications for Sukhasana, Chakrasana, Gomukhasana, • Parvatasana, Bhujangasana, Paschimottasana, Matsyasana Hypertension: Tadasana, Vajrasana, Pawan Muktasana, Ardha Chakrasana, Bhujangasana, • Sharasana
June (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,	The students will be able to: • Concept of Disability & Disorder • Types of Disability, its causes & nature (cognitive disability, intellectual disability, physical disability) • Types of Disorder, its cause & nature

					modules, YouTube videos, experimental demonstration to explain the topics.	(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
July (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 • 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 • Legs and Scoliosis and their corrective measures • Sports participation of women in India
July (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.	The students will be able to: Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, • Push Ups (Boys), Modified Push Ups (Girls), Standing

					Developing hypothesis by: Brainstorming Lecture Discussion. Using ppts, YouTube videos, and experimental demonstration to explain the topics.	Broad Jump, Agility – 4x10 M Shuttle run General Motor Fitness – Barrow three item general motor ability (Standing Broad Jump, Zig Zag Run, Medicine Ball Put – For Boys: 03 Kg & For Girls: 01 Kg) Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test - Computation of Fitness Index: Rikli & Jones - Senior Citizen Fitness Test Chair Stand Test for lower body strength Arm Curl Test for upper body strength Chair Sit & Reach Test for lower body flexibility Back Scratch Test for upper body flexibility Eight Foot Up & Go Test for agility Six Minute Walk Test for Aerobic Endurance
Aug (11)	Topic/Chapter: Unit VII Physiology & Injuries 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	The students will be able to: Physiological factor determining component of Physical Fitness Effect of exercise on Cardio Respiratory System Effect of exercise on Muscular System Physiological changes due to ageing Sports injuries: Classification

					videos to explain the topics.	First Aid – Aims & Objectives.
Sept. (13)	Topic/Chapter: Unit VIII Biomechanics & Sports	Power Point Presentations, Extra marks Modules, 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 to explain the topics.	At the end of the chapter, students will be able, Meaning and Importance of Biomechanics in Sports - Types of movements (Flexion, Extension, Abduction & Adduction) - Newton's Law of Motion & its application in sports
Sept. (10)	Topic/Chapter: Topic/Chapter: Unit IX Psychology & 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 to explain the topics.	The students will be able to: Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory - Motivation, its type & techniques - Exercise Adherence; Reasons to Exercise, Benefits of Exercise - Strategies for Enhancing Adherence to Exercise - Meaning, Concept & Types of Aggressions in Sports
Oct (10)	Topic/Chapter: Unit X Training in Sports	Power Point Presentations, Extra marks, YouTube Videos.	Mind maps on the topics given Practical's related	Oral Questions, Chapter end test, MCQs, Exercise Questions	Activating Prior Knowledge by Random	The students will be able to:

			to topic performed		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.	methods of improving Strength – Isometric, Isotonic & Isokinetic • Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run • Flexibility – Definition, types & methods to improve flexibility • Coordinative Abilities – Definition & types
<i>November/December</i>	Revisions, Exams and Assessment					

PINEGROVE SCHOOL, DHARAMPUR
Affiliation No. 630044; School Code: 43035
Annual Pedagogy Plan: Painting (049)
Class: XII
Session 2022-23

Month No of working days	Topic/Sub-topic	Teaching 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 (09) Term-I	UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.) A. The Rajasthani School of miniature painting discussion on • 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 ChitraKuta	• Textbook. • Images of various paintings • Wikipedia • You tube videos	• Integrated with history • Miniature painting Project given on Covid-19,	• Quizzes • Oral test • Homework • Assignments	• 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.	• 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.

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March (25) Term-I	<u>Practical's: Unit 1:</u> Nature and Object study - 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.	- Images of paintings - Book - Wikipedia	- Practical: object study. - Practical: Nature study - Skill assessments with the techniques of pencil shading and watercolor.	- Assessments of practical work. - Portfolio assessment.	- 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.	- 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 (08) Term-I	UNIT -1 The Rajasthani and Pahari School of Miniature Painting (16th Century A.D. to 19th Century A.D.) B. Pahari school of miniature paintings. <u>discussion on</u> - Introduction, origin and development - Characteristics - Study of the following paintings - Krishna with Gopi's	- Textbook. - Images of various paintings - Wikipedia - Pinterest app	- Integrated with history - Miniature painting Project given on Covid-19(hope vs. hopelessness)	- Quizzes - Homework - Assignments - Oral test	- 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.	- 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

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	- 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 - Discussion on paintings which is given in the CBSE syllabus. - The learners Made to read the textbook thoroughly and discuss the doubts.	- understand the core values of an art piece. - The history would be reconstructed in students mind through paintings.
April (10) Term-I	<u>Practical's: Unit 1:</u> Nature and Object study <u>Topic</u> Still life study. <u>Sub- topic:</u> Use Line, tone, Space division, texture and color application.	- References - Demonstration on paper	- Practical assignments - Integrated with history of the techniques of watercolor, pencil shading and oil pastel.	- Assessments of practical work. - Portfolio assessment.	- 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.	- 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.

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May (16) Term-I	UNIT -2The Mughal and Deccani school of miniature painting (16th Century AD to 19th Century A.D.) (A) The Mughal School • 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 • HazratNizamuddinAuli and Amir Khusro • Chand Bibi Playing Polo(Chaugan)	• Textbook. • Images of various paintings • Wikipedia • You tube video	• Integrated with history • Techniques of miniature style of painting.	• Quizzes • Homework • Assignments • Oral test	• 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.	• 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) Term-I	Practical's: Unit 2: 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.	- Image references. - Wikipedia	- Practical assignments - Integrated with the history and techniques of watercolor, pencil shading and oil pastel etc.	- Assessments of practical work. - Portfolio assessment.	- 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.	- 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) Term-II	UNIT – 3 The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century) Indian National Flag	- Images of different designs of the national flag. - Books	Integrated with history by explaining freedom movement and contributions of artists in freedom	- Quizzes - Homework - Assignments - Oral test	- Visit to e-museum http://www.nationalmuseumindia.gov.in/collection.asp - Discussion on how national flag was designed and how	- The learners Will come to know about many aspects of Indian art movement. - The learners Will be able to

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	The evolution of Indian national Flag. Bengal school of painting <u>Discussion on</u> - Introduction, origin and development of Bengal school of painting. - Characteristics - Subject matter Study of the following paintings Tiller of the soil Journey's end Shiva and Sati Rasa- Lila Radhika Meghdoot Arjuna detach from war	- Wikipedia - Black board - You tube video	movement. Portfolio making on Bengal school of art and influences on modern art as form of Project.		Indians were united. - 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 AbanindraNath Tagore. - Quizzes conducted by the students. - The learners Made to read the textbook thoroughly and discuss the doubts.	relate with chronological development of Indian art practice. - 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) Term-II	<u>Practical's: Unit 2: Painting Composition</u> - Portrait Study and landscape study. - Sketches from life and nature. - Painting Composition Imaginative painting based on subjects from Life and Nature.	- Books - Wikipedia - Black board - You tube video	- Practical assignments - Integrated with techniques of watercolor, pencil shading and oil pastel.	- Assessments of practical work. - Portfolio assessment.	- 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. You tube Video will be shown https://youtu.be/Hf14dJUEQ GK	- 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.

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August (09) Term-II	UNIT -4 The modern trends in Indian art A. PAINTING Introduction, subject matters, characteristics and discussions on Major artists and contributions. - 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.	- Books - Wikipedia - You tube video	- 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.	- Quizzes - Homework - Assignments - Oral test	Visit to e- museum http://www.nationalmuseumindia.gov.in/collection.asp - 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?	- 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) Term-II	UNIT -4 The modern trends in Indian art B. PRINTS <u>Study of the following Prints</u> Introduction, print culture in India	- Textbook. - Images of various paintings - Wikipedia - You tube video	Integrated with history by explaining how modern art movement started in India and contributions of artists in building	- Assignments - Oral test - Quizzes - Homework	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	The learners Will also understand the contribution of artists for bringing awareness about the Indian culture among the Indian

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	- Whirlpool - Of Walls - Children - Devi - Man, woman and Tree		- a new nation. - Portfolio making on modern Indian print makers as form of Project.		- 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.	- 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) Term-II	UNIT -4 The modern trends in Indian art <u>C. SCULPTURES</u> <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	- Books - Wikipedia - You tube video	- 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.	- Quizzes - Homework - Assignments - Oral test	- The learners Introduced with an image of a sculpture of the great artist Ram Kinkar Baij 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	- 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) Term-II	<u>Practical's: Unit 2: Painting Composition</u> - Portrait Study and landscape study. - Sketches from life and nature. - Painting Composition Imaginative painting based on subjects from Life and Nature.	- Image references. - Books	- Practical assignments - Integrated with techniques of watercolor, pencil shading and oil pastel.	- Assessments of practical work. - Portfolio assessment.	- 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	- 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) Term-II	<u>Practical's: Unit 3: Portfolio assessment</u> Record of the entire year's performance from	Portfolio	Portfolio design as a project.	Portfolio assessment	The learners will see few examples of previously made portfolio.	The learners will be able to design a folio with their work or sample of

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	sketch to finished product.				The learners will be involved in making a portfolio in a form of a project.	works which would be self-explanatory of their creative skills. Making a portfolio will give them a hand on experience for their future.
Nov & Dec (14) Term-II	<u>Practical's: Unit 3:</u> Portfolio assessment of term I 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 - practical examination Of Term -I - Theory Exam and Assessment of Term -I	Portfolio	Portfolio design as a project.	Portfolio assessment	- 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.	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.
January	Winter Vacation and Revision of Term II	—	-	-	-	-
February	Revision of Term II	—	-	-	-	-
March and April	Revision of Term II and Assessment	—	-	-	-	-