Class 10th Lesson Plan Session 2025-26 Subject: - English

DURA TION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES	BEHAVIORAL (APPLICATION BASED	GROUP ACTIVITIES &HAND ON LEARNING	ART INTEGRATI ON	INTERDISCIP LINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGIC AL STRATEGIES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	INCLUSIVE PRACTICES
4	THE TWO GENTLEMEN OF VERONA Following questions will be asked from the students- Q1 What are the qualities of a gentleman? Q2 Does a gentleman think about society?	SUBJECT SPECIFIC To enable the students to- 1. The qualities of a gentleman 2. Learn the value of family life . 3. Learn to face difficulties without losing hope. 4. Analysethat appearances are deceptive .	The students will be able to- Imbibe — courage , determination ,hardwork , kindness and love for country .	Story prediction based on their reading of the story ,make predictions of an appropriate conclusion . Difficult words and terms would be discussed	Art in the form of History, psychology ,drawing and languages will be integrated.	Value of consistency and hardwork how it helps to achieve our goal in life .SDG's will be included to imbibe courage and hardwork .	Students will be able to Draft a poster on "Peace – Need of the hour ".	Students will be assessed through MCQ and Quiz. Notebook evaluation of practice questions. An assignment of article writing will be taken ."Display lesson of love ,faith and trust ."	By using assessment based criteria different levels of achievers can be selected. For slow learners, extra classes and extra questions can be taken up in the class.	• Quiz • Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken .

DUR ATIO N/ NO. OF	P.K. TESTING	LEARNING OBJECTIVES		GROUP ACTIVITIES &HAND ON LEARNING	ART INTEGRATION	L	PEDAGOGIC AL STRATEGIES to	EXPECTED LEARNING OUTCOME S	ASSIGNMEN TS AND ASSESSMEN TS	FEEDBAC K / REMEDIA L MEASUR	• INCLUSIV E PRACTICE
7	THE RIME OF THE ANCIENT MARINER PK TESTING What is an Albatross?		the poem with proper voice modulation. They will be assigned roles	The class will be divided into a groups and given different dramatic moments from the poem to be performed	Language will be integrated with Art	will realise the dangers of acting without regard	amends.	that some peace can be found by taking responsibilit y for our mistakes that the consequenc es of rash actions can last for the rest of your life.	Students will be assessed through MCQ and Quiz. Notebook evaluation of practice questions. An assignment of article writing will be taken ."Display lesson of love ,faith and trust."	criteria different levels of achiever s can be selected for slow learners extra classes and question s can be taken.	Quiz Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken S

4 "The Frog and The Nightingale." P. K. Testing 1. Do you know about the bird Nightingale? 2. Have you read any stories related to Nightingale? 3. what is the specialty of this bird? The Frog and understand the poem. Understand the poem. Understand the theme of the borm. Students will be asked to think about different endings of the poem. Students will imagine and analyze the situation and how to come out of it. Students will be asked to think about different endings of the poem. Students will imagine and analyze the situation and how to come out of it. Comprehend the structure of the poem. Students will imagine and analyze the situation and how to come out of it. Students will learn that the poem displayed to consumerism is prevalent in our society where everything is weighted against monetary benefits.	the students to will be read in the class proper vocab and the poem will and to improve intonation. It be listening, will be read in the students will be will be listening, will be to will be the students will be assessed through assessme through nt-based through nt-based through nt-based through nt-based short through nt-based through nt-based through nt-based through nt-based short and different learners questions achievers classes their through nt-based through nt-based through nt-based through nt-based short and different learners questions achievers classes through nt-based through nt-based through nt-based through nt-based short and learners learners achievers classes through nt-based thr
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DURA TION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES		GROUP ACTIVITIES &HAND ON LEARNING	ART INTEGRATI ON	INTERDISCIP LINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGIC AL STRATEGIES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	INCLUSIVE PRACTICES
6	DEAR DEPARTED (DRAMA) Students will be involved in the discussion on the reasons for the old people being abused,hara s sed and abandoned in India and what are the problems faced by the old people?	SUBJECT SPECIFIC To enable the students will be able to comprehend. Greed of inheritance ruins relationships. Old parents are not a burden .They deserve love and respect . The young must not forget that they too will get old one day .	BEHAVIORAL (APPLICATION BASED) - The students will be able to- Imbibe — respect, importance of emotional needs and human behavior, kindness and love for old parents -	Story prediction based on their reading of the story ,make predictions of an appropriate conclusion . Difficult words and terms would be discussed-	Art in the form of History, psychology ,drawing, drama , music and languages will be integrated.	Value of emotional needs and human behavior How to respect our elders and not to forget every morning has a night	Students will be able to Write an Obituary .They will understand the peculiar problem of nuclear family .	Students will be assessed through MCQ and Quiz. Notebook evaluation of practice questions. An assignment of Debate writing will be taken ."Do we need old age homes?"	By using assessment based criteria different levels of achievers can be selected. For slow learners, extra classes and extra questions can be taken up in the class.	• Quiz • Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken
4	PLOT	To enable the students to writing - to understand the plot of the story	Students will imagine and analyze the situation the protagonist was in . students will	Art in the form of psychology, sociology, and public speaking	- Through the chapter the students will be imparted	. The chapter will be explained, and stress will be laid on the vocabulary	will be read aloud in the	through multiple	By using assessment based criteria different levels of achievers can be selected.	• Quiz Classroom discussions based on textual questions and M.C.Qs for the slow learners will

Q2. Students will be asked to create a horror story on their own and document it as a short story	 learn words related to ghosts and ghost stories to enjoy and appreciate the storytheir basic skills of language — listening ,speaking, 	realize that one should face life boldly and overcome the difficulties using wit and intelligence	will be integrated	virtues like courage, endurance , strong determina tion ,wit and will power.	used in the chapter.	voice modulation	also be taken for assessment - Students will be assessed through multiple choice questions. Competency based	For slow learners, extra classes and extra questions can be taken up in the class. By using assessment based criteria	be taken
NOT MARBLE NOR THE GILDED MONUMENTS Q1. Have you visited any historical monument? Q2 what was the condition of the monument ? Q3. Did visiting it made you curious about the ruler who built it?	comprehen d the meaning of the poem learn about Shakespear ean language and figures of speech to identify a sonnet-its structure and pattern.	Students will understand the power of time. - They will realize that pen is mightier than the sword. - Physical structures can be destroyed by war but literary work like poem is immortal in nature.	paste 5 pictures of Indian monuments which are in dilapidated	Art in the form of history, psycholog y, sociology, will be integrated	Through the poem the students will be able to understand that time destroys ever the most powerful. They will realize how poetry provides a more lasting memorial than physical monuments like marbles and statues.	used in the poem.	for assessment.	different levels of achievers can be selected. For slow learners, extra classes and extra questions can be taken up in the class.	• Quiz Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken

DURA TION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES		GROUP ACTIVITIES &HAND ON LEARNING	ART INTEGRATI ON	INTERDISCIP LINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGIC AL STRATEGIES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	INCLUSIVE PRACTICES
03	Poem-Ozymandias Following questions will be asked from the students-Name few poetic devices. What is sonnet? Do you know who is P.B. Shelley	SUBJECT SPECIFIC To enable the students to- describe and interpret examples of imagery in the text. interpret the connotative meaning of various words and phrases in the text. analyze the character of Ozymandias, citing specific details	BEHAVIORAL (APPLICATION BASED) The students will be able to- • recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices • Identify language and structural choices made by the poet.	Recitation of the poem with correct pronunciation, stress, intonation, pause and articulation of voice will be done in the class with students. Difficult words and terms would be discussed	Art in the form of History, drawing languages will be integrated. Mind Map - Character sketches, Role play will be performed in the class.	With Social Science – people and monuments	Students will be able to • Critique and justify pride and power and its temporary nature	Students will be assessed through MCQ and Quiz. Notebook evaluation of practice questions. Practice of MCQ based questions.	By using assessment based criteria different levels of achievers can be selected. For slow learners, extra classes and extra questions can be taken up in the class	• Quiz • Classroom discussions based on textual questions
5	ADIIADI	To enable the students to - Develop their basic skills of language — listening	Students will imagine and analyze the situation the protagonist was in . students will realize that one should	-before the explanation of the story the students will be asked to predict the story line from the title of the story	Art in the form of psycholog y, sociology, and public speaking will be integrated	- Through the chapter the students will be imparted virtues like courage, endurance, strong determinati	The chapter will be read aloud in the class with proper voice modulation and intonation. The chapter will be	-Students will be assessed through multiple choice questions. Competency based questions will also be taken for assessment.	By using assessment based criteria different levels of achievers can be selected. For slow learners, extra	• Quiz Classroom discussions based on textual questions

Q2.	- reading	overcome		on ,wit and	explained,		classes and	
Students		the		will power.	and stress	•	extra	
will be		difficulties		The	will be laid		questions	
asked to		using wit		students	on the		can be	
create a		and		will learn	vocabulary		taken up in	
horror					used in the		the class	
story on	the story	intelligence		one should				
their own	- learn				chapter			
and	words			solutions				
document it	related to			rather than				
as a short	ghosts			the				
story.	and			problems				
Story.	ghost			and never				
	stories			to invoke				
	to enjoy and			supernatura				
	appreciate			l powers				
	the story							
	the story							

Dui	P.K Testing	Learn	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
atio		Subject	Behavioral	Hand on Learning	Integrat	plinary	Strategies		&	practices
n/N		Specific	(Application		ion	Linkage			Remedial	
0.			based)			&			Teaching	
of						Infusion				
Day	7					of life skills				
$\frac{\mathbf{s}}{2}$	What do you	-To enable the students	-Identify the appropriate	-Familiarize the		SKIIIS	Article writing		Different	-Quiz,MCQ
peri	understand by an	to do comparative	usage of writing skills.	students with the format	- SDG's will	-Students will	will be	-Students	levels of	Fill Ups,
ods	article?	analysis of any given	usage of writing skins.	of this writing skill.	be integrated	learn to	explained.	will be	achievers	solved
ods	Why	data.	-Apply it in practical life	-Model samples will be	with the	express	-Correct format	assessed	will be	samples of
	do we write an	-To meticulously	l.	shared.	article	themselves	will be	through	selected.	paragraphs
	article?	analyze the variations in	- comprehend and process	-Samples for practice	writing	freely by	discussed.	multiple	Extra	will be taken
	Have you studied	any given data.	the provided information	will be shared.	.students	adopting the	-Students will	choice	classes	up for r
	any statistical	-To develop appropriate	given in a chart/map etc	-Students will be asked	Will be able	correct	learn self-	questions,	and extra	differently
	chart? .What did	style of writing.	ina desired manner.	to collect samples of	to express	terminology.	expression	unsolved	questions	abled students
	you refer from	-To know the purpose of		different types of	freely and	-know the	through a formal	article,	will be	
	that?	writing short and long	-Develop knowledge	articles	correctly.	relevance of	means of	competency	taken up	
		compositions.	,logical and sequential		-Students	article	communication	Based	for slow	
		-To know the usage	pattern while writing the		will acquire	writing.		questions	learners	
		of functional	content in articles		the correct	-Acquire		will also be		
		language			formatStudents	appropriate language		taken up.		
		expressions, Vocabulary and			will learn to	e xpression				
		sentence structure.			express	an d sentence				
		sentence structure.			themselves	structure.				
					freely by					
					adopting the					
					correct					
					terminology.					
					-Know the					
					relevance of					
					paragraph					
			-		writing.					

Dui	P.K Testing	Lear	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
2	Editorial Letter	The students will be able	Guide students to write	Revision of the format	Students will	Guide the	Students will be	Students will	Students	Students will
	Name different	to	and	of editorial letters.	be	students to	made aware of	be assessed	will be	be asked to
	types of letters	-Focus on the form,	express on their own	-Purpose and	encouraged	Write	Need of writing	on the basis	given	discuss and
	you've written till	content and process of	The students will be able	significance of writing	to express on	effectively.	editorial letters.	of	special	pen their
	now?	Writing.	to-	letters.	the given		Structure of	Participation	workshee	opinions on
	What are formal		i) inculcate values like	-Discussion on using	topic as they	-Develop and	editorial letter	in class	ts.	a given topic
	letters?	i) Guide and motivate	share	the electronic	put forward	Strengthen	will be	activity.		which is
	To whom do you	students to express and	ideas, freedom to express	media rather than	their views	public	explained.	Practice	They will	thought
	write to get your	Write effectively.	and	writing letters.	on the given	awareness and	An example will	exercises	be given	provoking
	articles published in	ii) Develop knowledge	Acceptance of ideas.	- Old and new methods	subject.	understand	be discussed to	based on the	some	and of
	magazines and	and purpose of writing a	ii) make use of appropriate	of	They will	social	bring more	long	extra	common
	newspapers?	Letter.	formats, expressions and	communication	also be able	responsibilitie	clarity on finesse	writing skill	guideline	interest to
		iii) Awareness of the	Vocabulary.		to act as	s as able	of writing an		s to	each of
		form, content and	iii) write editorial letters	To support learning	active	citizens of the	editorial letter.		enable	them as an
		Process of writing.	iv) appreciate the skill of	i) Sample editorial	members of	country,	They will be		them to	integral
		iv) Able to retain a data	expressing and writing	letters will be read	the society	sending replie	asked share their		comprehe	part of the
		And information.	Effectively.	out in the class and	who take	s and voicing	ideas on the		nd the	social setup.
		v) Organize ideas on a	v) relate with business,	shown using smart	part in the	their opinions	given topic thus		topic.	
		Particular subject.	issues	class. –	upliftmentt	on various	using the			
		vi) Practice to enhance	relating to the			publications	technique of			
		The skill.	environment and			of public	brainstorming.			
			The society.		various	interest.				
			vi) writing, reading skill		issues of					
			and		public					
			Thinking skill.		concern.					
			Skills: reading skill,							
			thinking							
	Factual description	To enable the students to	Identify the appropriate years	L	~~ ~.					G 1 111
2		do comparative analysis of	Identify the appropriate usage of writing skillsApply it in	T CHILDREN CONTROL	- SDG's	Students will	Factual	AssignmentSt		Students will
	to describe • Market	any given dataTo	practical life comprehend	with the format of this	willbe	^	_		classes	be asked to
	place • How did you	meticulously analyze the	and process the provided	writing skillModel	•	themselves	place, event will		will be	discuss and
	spend your weekend?	variations in any given	information given in a	samples will be shared	h the Factual	freelyby	be explained	through		pen their
	A burger,etc	dataTo develop	chart/map etc. in a desired	Samples for practice will	_	adopting the	Correct format	multiple choice questions,		opinions on
		appropriate style of	mannerDevelop knowledge	be sharedStudents will	writing.	correct	will be discussed	unsolved	students.	a given topic
		writingTo know the	logical and sequential pattern	be asked to collect		terminology	Students will learn	paragraph,	Different	which is
		purpose of writing short	while writing the content in	samples of different types	be able to	know the	selfexpression	competency		thought
		and long compositions	paragraphs	of factual description	express freely	relevance of	through a formal	Based	achievers	provoking

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To know the usage of		•	factual	means of	questions	will be	and of
functional language,	-	-Students will	description	communication		selected.	common
expressions, Vocabulary	į	acquirethe	writing		taken up.	Extra	interest to
and sentence structure	,	correct	Acquire			classes and	each of
	þ	format	appropriate			extra	them as an
			language,			questions	integral
	ļ	learn to	expression and			will be	part of the
	6	express	sentence			taken up	social setup.
		themselves	structure			for slow	
	þ	freely by				learners	
	i	adopting the					
	· ·	correct					
	1	terminology					
	ļ	Know the					
	þ	relevance of					
	þ	factual					
	· ·	description.					

Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of	•	Subject Specific	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
		-	· • • • • • • • • • • • • • • • • • • •	-Familiarize the students with the	- SDG's will be integrated with	
					the Factual description writing.	
				samples will be sharedSamples for	students Will be able to express	
				practice will be sharedStudents will	freely and correctlyStudents	
				be asked to collect samples of different		
					Students will learn to express	
					themselves freely by adopting	
					the correct terminologyKnow the relevance of factual	
					description.	
					acsemption.	
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Duration/	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days	•	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
Days		(Content Based)	(Application baseu)			
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Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

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Duration/	Theme/ Topic Lea	rning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days	_	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			

Duration /	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of		Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of		Subject Specific	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
					area of interest.	

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

Duration /	on/ Theme/ Topic Learning Objectives		Activities & Resources	Expected Learning	Assessment		
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes		
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Duration/	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment
No. of Days	-	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment		
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes			
Days		(Content Based)	(Application based)					
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Duration /	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment		
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes			
Days		(Content Based)	(Application based)					
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Duration/	Theme/ Topic Learning		g Objectives	Activities & Resources	Expected Learning	Assessment	
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes		
Days		(Content Based)	(Application based)				
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Duration /	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment	
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes		
Days		(Content Based)	(Application based)				
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Duration /	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment		
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes			
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Duration/	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment		
No. of Days	•	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes			
Days		(Content Dascu)	(Application baseu)					
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Duration /	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment		
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes			
Days		(Content Based)	(Application based)					
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Dur	P.K Testing		ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	
atio n/N o. of Day		Subject Specific	Behavioral (Application based)	Hand on Learning	Integrat ion	plinary Linkage & Infusion of life	Strategies		& Remedial Teaching	practices
	Editorial Letter Name different types of letters you've written till now? What are formal letters? To whom do you write to get your articles published in magazines and newspapers?	The students will be able to -Focus on the form, content and process of Writing. i) Guide and motivate students to express and Write effectively. ii) Develop knowledge and purpose of writing a Letter. iii) Awareness of the form, content and Process of writing. iv) Able to retain a data And information. v) Organize ideas on a Particular subject. vi) Practice to enhance The skill.	Guide students to write and express on their own The students will be able to- i) inculcate values like share ideas, freedom to express and Acceptance of ideas. ii) make use of appropriate formats, expressions and Vocabulary. iii) write editorial letters iv) appreciate the skill of expressing and writing Effectively. v) relate with business, issues relating to the environment and The society. vi) writing, reading skill and Thinking skill. Skills: reading skill, thinking Skill and writing skill.	Revision of the format of editorial lettersPurpose and significance of writing lettersDiscussion on using the electronic media rather than writing letters Old and new methods of communication To support learning i) Sample editorial letters will be read out in the class and shown using smart class.	Students will be encouraged to express on the given topic as they put forward their views on the given subject. They will also be able to act as active members of the society who take part in the upliftmentt of society by highlighting various issues of public concern.	skills Guide the students to Write effectively. -Develop and Strengthen public awareness and understand social responsibilities as able citizens of the country, sending replies and voicing their opinions on various publications of public interest.	Students will be made aware of Need of writing editorial letters. Structure of editorial letter will be explained. An example will be discussed to bring more clarity on finesse of writing an editorial letter. They will be asked share their ideas on the given topic thus using the technique of brainstorming.	Students will be assessed on the basis of Participation in class activity. Practice exercises based on the long writing skill Assignment.	will be given special worksheet s. They will be given some extra guidelines to enable them to comprehe nd the	Students we be asked to discuss and pen their opinions of a given top which is thought provoking and of common interest to each of them as an integral part of the social setup

Dur	P.K Testing Lea	rning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
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Duration /	Theme/ Topic		Learning O	bjectives	Activities & Resources	Expected Learning	Assessment
No. of	-	Subject Sp	ecific	Behavioural		Outcomes	
Days		(Content B	Based)	(Application based)			
		everyday experi	ence.				
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Duration/	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days	•	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
Days		(Content Based)	(Application baseu)			
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

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Duration /	Theme/ Topic	Learning Objectives	S	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic Lea	rning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment

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Duration/	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning Objectives	Activities & Resources	Expected Learning	Assessment
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment	
No. of Days	_	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes		
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			

Duration /	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
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Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of		Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
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Duration /	Theme/ Topic	Learning	g Objectives	Activities &Resources	Expected Learning	Assessment
No. of		Subject Specific	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
					area of interest.	

TERM- II

Month & Working	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	uration/ Theme/ Topic Learning Objectives		g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days	-	Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
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Duration/	uration/ Theme/ Topic		g Objectives	Activities & Resources	Expected Learning	Assessment
No. of	-	Subject Specific (Content Based)	Behavioural		Outcomes	
Days		(Content Based)	(Application based)			
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Duration /	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment	
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes		
Days		(Content Based)	(Application based)				
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Duration /	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment
No. of Days		Subject Specific (Content Based)	Behavioural (Application based)		Outcomes	
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Duration/	Theme/ Topic	Learning	g Objectives	Activities & Resources	Expected Learning	Assessment	
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes		
Days		(Content Based)	(Application based)				
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Duration /	Theme/ Topic	Learning	Objectives	Activities & Resources	Expected Learning	Assessment	
No. of	•	Subject Specific (Content Based)	Behavioural		Outcomes		
Days		(Content Based)	(Application based)				
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CLASS:IX

SUBJECT: ENGLISH Factual description

Duration	P.K Testing	Learn	ing Objectives	Group Activities&	Art	Interdiscip	Pedagogical	Assessment	Feedback	
/No.of Days		Subject Specific	Behavioral (Application based)	Hand on Learning	Integra tion	linary Linkage & Infusion of life skills	Strategies		& Remedi a Teachin g	practices
3 periods	asked to describe Market place How did you spend your	-To enable the students todo comparative analysis of any given data. -To meticulously analyzethe variations in any given data. -To develop appropriatestyle of writing. -To know the purpose of writing short and long compositions. -To know the usage of functional language, expressions, Vocabula ry and sentence structure.	-Identify the appropriate usage of writing skills. -Apply it in practical life comprehend and process the provided information given in a chart/map etc. ina desired manner. -Develop knowledge, logical and sequential pattern while writing the content in paragraphs	-Familiarize the students with the format of this writing skillModel samples will be sharedSamples for practice willbe sharedStudents will be asked to collect samples of different types of factual description.	- SDG's willbe integrated with the Factual description writing. students Will be able to express freely and correctlyStudents will acquire the correct formatStudents will learn to express themselves freely by adopting the correct terminologyKnow the relevance of factual description.	-Students will learn to express themselves freelyby adopting the correct terminologyknow the relevance of factual description writingAcquire appropriate language, expression and sentence structure.	Object, place, event will be explainedCorrect format will be discussed Students will learn self-expression through a formal means of ecommunication		achievers will be selected. Extra classes and extra questions	