

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

DURATION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES	BEHAVIORAL (APPLICATION BASED	GROUP ACTIVITIES & HAND ON LEARNING	ART INTEGRATION	INTERDISCIPLINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGICAL 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. Analyse that 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 .

DURATION/NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES	BEHAVIORAL APPLICATION	GROUP ACTIVITIES & HAND ON LEARNING	ART INTEGRATION	INTERDISCIPLINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGICAL STRATEGIES to	EXPECTED LEARNING OUTCOMES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	• INCLUSIVE PRACTICE
7	THE RIME OF THE ANCIENT MARINER PK TESTING What is an Albatross?	Students will be able to: Explain the basic plot of the poem. Identify several of the major themes of the poem. Describe one way the poem differs from most Romantic poetry. Identify and describe examples of imagery in the text. analyze and explain how imagery, figurative language, and sound devices create the poem's mysterious, fantastic, dreamlike atmosphere	Students will be able to read the poem with proper voice modulation. They will be assigned roles so as to understand how the poem has been written in first person and third person.	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	The students will realise the dangers of acting without regard for the consequences	acknowledge when they have erred and try to make amends.	that some peace can be found by taking responsibility for our mistakes that the consequences 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	By using assessment- based criteria different levels of achievers can be selected for slow learners extra classes and questions can be taken.	Quiz Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken

4	<p>“The Frog and The Nightingale.” P. K. Testing</p> <p>1. Do you know about the bird Nightingale?</p> <p>2. Have you read any stories related to Nightingale?</p> <p>3. what is the specialty of this bird?</p>	<p>To read and understand the poem.</p> <p>Understand the theme of the poem.</p> <p>Learn new vocabulary and poetic devices.</p> <p>Comprehend the structure of the poem.</p>	<p>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.</p>	<p>The students will learn that the poem highlights commercialism and consumerism is prevalent in our society where everything is weighted against monetary benefits.</p>	<p>Art in the form of history, psychology, drawing, and language will be integrated. SDG's will be integrated too.</p>	<p>To enable the students to comprehend the poem and to improve their listening, speaking, reading, and writing skills.</p> <p>Values of care and concern are integral parts of one's life.</p> <p>Through the poem the students will be shorted Encourage to have confidence and be original.</p>	<p>The poem will be read in the class proper vocab modulation and intonation. The poem will be explained and students will be lard on the vocabulary usage.</p>	<p>Before the explanation of the poem students will be asked to name some melodious. Distinguished between Frog and nightingale .</p>	<p>Students will be assessed through MCQ'S, RTC, short and long questions competency-based questions and BBC exercises will be done. Value-based questions will be done too.</p>	<p>By using assessment-based criteria different levels of achievers can be selected. For slow learners extra classes and questions can be taken.</p>	<p>Quiz MCQ's For the slow learners extra classes will be taken. Class discussion on textual questions Flow chart will be done for the quick revision of the chapter.</p>

DURATION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES		GROUP ACTIVITIES & HAND ON LEARNING	ART INTEGRATION	INTERDISCIPLINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGICAL 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, harassed 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	A SHADY PLOT Q1. How many of you enjoy reading ghost	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	- The poem will be read aloud in the class with proper voice modulation and	-Students will be assessed through multiple choice questions. Competency	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

<p>stories ?</p> <p>Q2. Students will be asked to create a horror story on their own and document it as a short story</p> <p>NOT MARBLE NOR THE GILDED MONUMENTS</p> <p>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?</p>	<ul style="list-style-type: none"> - learn words related to ghosts and ghost stories - to enjoy and appreciate the storytheir basic skills of language — listening ,speaking, - comprehend the meaning of the poem - learn about Shakespearean language and figures of speech to identify a sonnet-its structure and pattern. 	<p>realize that one should face life boldly and overcome the difficulties using wit and intelligence</p> <p>Students will understand the power of time.</p> <ul style="list-style-type: none"> - 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. 	<p>will be integrated</p> <p>collect and paste 5 pictures of Indian monuments which are in dilapidated condition</p>	<p>virtues like courage, endurance , strong determination ,wit and will power.</p> <p>Art in the form of history, psychology, sociology, will be integrated</p>	<p>used in the chapter.</p> <p>Through the poem the students will be able to understand that time destroys even the most powerful. They will realize how poetry provides a more lasting memorial than physical monuments like marbles and statues.</p>	<p>intonation. The poem wi.SDG's will be included to imbibe , love and respect for elders- - The chapter will be read aloud in the class with proper voice modulation and intonation. It will be explained, and stress will be laid on the Shakespearean vocabulary used in the poem.</p>	<p>based questions will also be taken for assessment - Students will be assessed through multiple choice questions. Competency based questions will also be taken for assessment.</p>	<p>For slow learners, extra classes and extra questions can be taken up in the class.</p> <p>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.</p>	<p>be taken</p> <ul style="list-style-type: none"> • Quiz Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken
---	---	--	--	---	--	---	---	---	--

[illegible]

DURATION/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES		GROUP ACTIVITIES & HAND ON LEARNING	ART INTEGRATION	INTERDISCIPLINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGICAL 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- <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Critique and justify pride and power and its temporary nature 	Students will be assessed through MCQ and Quiz. <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Quiz Classroom discussions based on textual questions
5	A SHADY PLOT Q1. How many of you enjoy reading ghost stories ?	To enable the students to <ul style="list-style-type: none"> Develop their basic skills of language – listening ,speaking , 	Students will imagine and analyze the situation the protagonist was in . students will realize that one should face life boldly and	-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 psychology, sociology, and public speaking will be integrated	- Through the chapter the students will be imparted virtues like courage, endurance, strong determination	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	<ul style="list-style-type: none"> Quiz Classroom discussions based on textual questions

	<p>Q2. Students will be asked to create a horror story on their own and document it as a short story.</p>	<ul style="list-style-type: none"> - reading writing - to understand the plot of the story - learn words related to ghosts and ghost stories to enjoy and appreciate the story 	<p>overcome the difficulties using wit and intelligence</p>			<p>on ,wit and will power. The students will learn one should focus on the solutions rather than the problems and never to invoke supernatural powers</p>	<p>explained, and stress will be laid on the vocabulary used in the chapter</p>		<p>classes and extra questions can be taken up in the class</p>	
--	--	---	---	--	--	---	---	--	---	--

Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integrat ion	Interdisci plinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
2 peri ods	What do you understand by an article? Why do we write an article? Have you studied any statistical chart? .What did you refer from that?	-To enable the students to do comparative analysis of any given data. -To meticulously analyze the variations in any given data. -To develop appropriate style of writing. -To know the purpose of writing short and long compositions. -To know the usage of functional language ,expressions, Vocabulary 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 articles -	-Familiarize the students with the format of this writing skill. -Model samples will be shared. -Samples for practice will be shared. -Students will be asked to collect samples of different types of articles	- SDG’s will be integrated with the article writing .students Will be able to express freely and correctly. -Students will acquire the correct format. -Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of paragraph writing.	-Students will learn to express themselves freely by adopting the correct terminology. -know the relevance of article writing. -Acquire appropriate language ,e xpression an d sentence structure.	Article writing will be explained. -Correct format will be discussed. -Students will learn self-expression through a formal means of communication	-Students will be assessed through multiple choice questions, unsolved article, competency Based questions will also be taken up.	Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners	-Quiz,MCQ ,Fill Ups, solved samples of paragraphs will be taken up for r differently abled students

Dur	P.K Testing	Learning Objectives		Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
2	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	Revision of the format of editorial letters. -Purpose and significance of writing letters. -Discussion 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 upliftment of society by highlighting various issues of public concern.	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	Students will be given special worksheets. They will be given some extra guidelines to enable them to comprehend the topic.	Students will be asked to discuss and pen their opinions on a given topic which is thought provoking and of common interest to each of them as an integral part of the social setup.
2	Factual description -Students will be asked to describe • Market place • How did you spend your weekend ? A burger,etc	To enable the students to do comparative analysis of any given data. -To meticulously analyze the variations in any given data. -To develop appropriate style of writing. -To know the purpose of writing short and long compositions. -	Identify the appropriate usage of writing skills. -Apply it in practical life . - comprehend and process the provided information given in a chart/map etc. in a desired manner. -Develop knowledge, logical and sequential pattern while writing the content in paragraphs	Familiarize the students with the format of this writing skill. -Model samples will be shared. - Samples for practice will be shared. -Students will be asked to collect samples of different types of factual description	- SDG's will be integrated with the Factual description writing. students Will be able to express freely	Students will learn to express themselves freely by adopting the correct terminology. - know the relevance of	Factual description, Object, place , event will be explained. - Correct format will be discussed. - Students will learn self-expression through a formal	AssignmentStudents will be assessed through multiple choice questions, unsolved paragraph, competency Based	Extra classes will be arranged for these students. Different levels of achievers	Students will be asked to discuss and pen their opinions on a given topic which is thought provoking

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
2		-		-Familiarize the students with the format of this writing skill. -Model samples will be shared. -Samples for practice will be shared. -Students will be asked to collect samples of different types of factual description.	- SDG’s will be integrated with the Factual description writing. students Will be able to express freely and correctly. -Students will acquirethe correct format. - Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of factual description.	
					-	

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

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

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

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

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

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

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

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">	1.	❖	

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	<ul style="list-style-type: none">		

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

TERM- II

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	(i)		

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

Duration/No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
2	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 letters. -Purpose and significance of writing letters. -Discussion 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 upliftment of society by highlighting various issues of public concern.	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.	Students will be given special worksheets. They will be given some extra guidelines to enable them to comprehend the topic. Extra classes will be arranged for these students.	Students will be asked to discuss and pen their opinions on a given topic which is thought provoking and of common interest to each of them as an integral part of the social setup.

Dur	P.K Testing	Learning Objectives		Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
			-							

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

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

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

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

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

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">	<ul style="list-style-type: none">		

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">	1.	❖	

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	<ul style="list-style-type: none">		

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

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

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

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

TERM- II

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	(i)		

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

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

CLASS:IX

SUBJECT: ENGLISH Factual description

Duration /No.of Days	P.K Testing	Learning Objectives		Group Activities& Hand on Learning	Art Integra tion	Interdiscip linary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedi al Teachin g	Inclusive practices
		Subject Specific	Behavioral (Application based)							
3 periods	-Students will be asked to describe <ul style="list-style-type: none">• Market place• How did you spend your weekend ? A burger,etc.	-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, Vocabulary 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 studentswith the format of this writing skill. -Model samples will be shared. -Samples for practice willbe shared. -Students will be asked to collect samples of different types of factual description.	-SDG’s willbe integratedwith the Factual description writing. students Will be able to express freely and correctly. -Students will acquirethe correct format. -Students will learn to express themselves freely by adopting the correct terminology. -Know the relevance of factual description.	-Students will learn to express themselves freelyby adopting the correct terminology. -know the relevance of factual description writing. -Acquire appropriate language, expression andsentence structure.	Factual description- Object, place , event will be explained. -Correct format will be discussed. - Students will learn self-expression through a formal means of communication	-Students willbe assessed through multiple choice questions, unsolved paragraph, competency Based questions willalso be taken up.	Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners	- Quiz ,MCQ ,Fill Ups, solved samples of paragraphs will be takenup for differently abled students

