Duration	P.K Testing	Lea	arning Objectives	<b>Group Activities &amp;</b>	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
/No. of Days		Subject Specific	Behavioral (Application based)	Hand on Learning	Integrat ion	plinary Linkage & Infusion of life skills	Strategies		& Remedial Teaching	practices
	UNCLE KEN ON THE JOB  Q1-How did you celebrate your birthday?  Q2 Why do we celebrate birthday?	- To enable the students to read and appreciate prose - To enable them to read the chapter with proper pronunciation and learn new vocabulary	- They will learn about importance of family.  Understand importance of hardwork and aim in the life	Students will be speak about the person who inspires them the most.	Students will be asked to paste pictures of indoor and Outdoor games.	-They will understand importance of celebrations - SGD's will be integrate with the topic in the form of dramatics, social behaviour and moral values.	and modulation.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	levels of achiever s will be selected Extra class and	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

CLASS: VI

**SUBJECT:** 

**ENGLISH** 

Duration/N P.K o. of Days Testing	Subje	Learning Objectives Behavior	Group Activitie	Art Integratio	Interdisciplina ry Linkage &	Pedagogic al	Assessment	Feedback &	<b>Inclusive</b> practices
o. of Days Testing	ct Specif ic	al (Applicatio n based)	s & Hand on Learnin	n	Infusion of life skills	Strategies		Remedial Teaching	_
Just Imagine  Q. What is the significance of imagination?  Q What is freedom for you?	2. They will be able to identify rhyme scheme and literary devices.	1.recognize negative effect of emotion of hatred and spite.  2.understand that one should be careful about his actions 3.Loving words are timeless and stay complete within the hearts	do you want in your life?.Ho w it will effect your life?	Draw an abstract image to showcase your imagination .	- They will be able to understand importance of creativity and imagination.	- Students will be able to comprehend the poem.  - Paraphrasing will be done and vocabulary words will be discussed.  - They will be able to identify rhyme scheme and literary devices.	assessed through multiple choice questions,	levels of achiever s will be selected.  Extra class and extra question s will be	Quiz ,MCQ ,Fill Ups etc wil be taker up for differently y abled students

TERM - I

CLASS: VI. SUBJECT: ENGLISH TERM - I

Dura	P.K Testing	Learn	ing Objectives	Group Activities &	Art	Interdiscip	Pedagogical	Assessment	Feedback	Inclusive
Dura tion/ No. of Days		Subject Specific  - To enable the students to read, understand	Behavioral (Application based)  - To enable the students to understand the	Hand on Learning  Students will be asked to write a Short	Art Integration  Students will write s	linary Linkage & Infusion of life skills -Students will learn the art of	- Students will learn the art of	-Students will be	& Remedial Teaching -different levels of	practices  Quiz ,MCQ ,Fill Ups etc
		and appreciate literary compositions.  - To enable them to read with proper pronounciation and modulation.	significance of virtues like honesty and truth.  -To enable the students to understand the moral of the story and relate it to human behaviour.	Paragraph on significance of morals in leadership.	story in the form of a comic strip highlightin g the importanc e of virtues in life.	social living and the concept of interdependen ce and tolerance in a social set up. Students will learn about the honesty about their inability to answer questions.	able to identify	through multiple choice questions, reference to	will be selected.Ex tra class and extra questions will be taken up for slow learners.	will be taken up for differently abled students

CLASS: VI. SUBJECT: ENGLISH TERM - I

Duration/No. of Days	P.K Testing	Subject Specific	Behavioral (Application based)	Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
	Look to this day Q1-What is your daily routine? Q2- do you enjoy your day?	- To enable the students to read and appreciate poetry - To enable them to recite poem with proper rhyme and rhythm.	<ul> <li>To enable the students to understand the significance of utilizing the present day as if it were the life</li> <li>To enable the students to understand the moral of the story and relate it to human behaviour.</li> </ul>	asked to write a Short Paragraph on significance living and appreciating	Students will make a Collage of their daily activities and schedule.	-Students will learn the art of social living and the concept of interdependence and tolerance in a social set up. Students will learn about the honesty about their inability to answer questions.	- Students will learn the art of reading with proper pronunciation and modulationParaphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	achievers will be selected.Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

CLASS: VI SUBJECT: ENGLISH TERM - I

Subject Specific Spec	k Inclusive
The March to Dandi Students to comprehend the chapter Abhatma a Gandhi a Gandhi 2. How did we get freedom fighters on the contextual, inferentia and extrapolate the questions.  To enable the students to to understand British rule. Students will be asked to collect pictures asked to do role play on Dandi (Important people in redom to context, competency and literary devices.	practices
The March to Dandi  1. What do you know about Mahatm a Gandhi 2. How did we get freedom fighters  To enable the students to comprehend the chapter  To enable the students to understand British rule.  Role of Mahatma Gandhi in freedom.  Various Freedom moments  - To enable the students to understand British rule.  Role of Mahatma Gandhi in freedom.  Various Freedom moments  - To enable the students to understand British rule.  Role of Mahatma Gandhi in freedom.  Various Freedom moments  - To enable the students will be asked collect pictures on various play on Dandi moments and integrity, nationality and modulation.  - Paraphrasing will be done and vocabulary words will be discussed  - They will be asked to do role play on Dandi moments and integrity, nationality and modulation.  - Paraphrasing will be done and vocabulary words will be discussed  - They will be asked to collect pictures on various proper pronunciation and modulation.  - Paraphrasing will be done and vocabulary words will be discussed  - They will be asked to do role play on proper pronunciation integrity, nationality and modulation.  - Paraphrasing will be done and vocabulary words will be discussed  - They will be asked to do role play on proper in the proper questions, will also be taken up.  - They will be asked to do role play on proper in the proper involved in it integrity, nationality and modulation.  - Paraphrasing will be done and vocabulary words will be asked to do role play on moments and integrity nationality and modulation.  - Paraphrasing will be done and vocabulary words will be asked to do role play on integrity nationality and modulation.  - Paraphrasing will be done and vocabulary words will be asked to do role play on integrity nationality and modulation.  - Paraphrasing will be done and vocabulary words will be asked to do role play on the proper integrity nationality and modulation.  - Paraphrasing will be done and vocabulary words will be asked to do role play on the proper integrity nationality and modulation.  - Paraphra	
The March to Dandi  To enable the students to comprehend the students to comprehend the chapter  1. What do you know about Mahatm a Gandhi 2. How did we get freedom?  3. Name some freedom fighters  To enable the students to comprehend the students to understand British rule.  Role of Mahatma Gandhi in freedom.  Various Freedom moments  - Students will be asked to do role play on Dandi March  Warious Freedom moments  - To enable the students to understand British rule.  Role of Mahatma Gandhi in freedom.  Various Freedom moments  - Students will be asked to do role play on Dandi March  March  Warious Freedom moments  - Students will be asked to do role play on Dandi moments and integrity, nationality and independence hostory of our country  To enable the students to answer contextual, inferentia and extrapolate the questions.	
Dandi  Students to comprehend the chapter  1. What do you know about Mahatm a Gandhi 2. How did we get freedom fighters  1. What do you about And a Gandhi 2. Name freedom fighters  Students to comprehend the chapter  To enable the freedom fighters  Students to comprehend the chapter  To enable the freedom fighters  Students to comprehend the chapter  Students to comprehend the chapter  Role of Mahatma Gandhi in freedom.  Role of Mahatma Gandhi in freedom.  Name contextual, inferentia and extrapolate the questions.  Students will be asked to collect pictures on various play on Dandi moments and integrity, nationality and independence hostory of our country  Students will understand integrity, nationality and independence hostory of our country  Students will be done and vocabulary words will be discussed  To enable the students to answer some freedom fighters  To enable the students and integrated.  Students will understand integrity, nationality and independence hostory of our country  Students will be done and vocabulary words will be discussed  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the students to answer some freedom fighters  To enable the saked to do role play on Dandi moments and integrity, nationality and independence hostory of our country  Students will be done and vocabulary words will be discussed  To enable the saked to do role in through multiple some freedom freedom integrity nationality and modulation.  Paraphrasing will be done and vocabulary words will be discussed  The enable to identify the freedom free	
comprehend the chapter   Tule .   Role of Mahatma Gandhi in freedom.   Paraphrasing will be done and vocabulary words will be discussed   To enable the freedom?   To enable the freedom fighters   To	Quiz
1. What do you know about Mahatm a Gandhi a Gandhi a Gandhi 2. How did we get freedom?  3. Name some freedom fighters    And and modulation and modulation and modulation and modulation integrity, nationality and independence hostory of our context, competency devices.   And and modulation and modulation and modulation and modulation.	of ,MCQ
thapter chapter chapte	ill ,Fill Ups etc will be
know about Mahatm a Gandhi 2. How did we get freedom?  3. Name some freedom fighters    To enable the freedom fighters   To enable the freedom fighters   To enable the description of the freedom fighters   To enable the description of the freedom integrity, nationality and modulation. Dandi moments and integrity, nationality and independence hostory of our country   Initially and modulation. Paraphrasing will be done and vocabulary words will be discussed   To enable the students to answer contextual, inferentia   To enable the questions.   They will be able to identify rhyme scheme and literary devices.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify the questions will also be taken up.   They will be able to identify they are the questions will also be taken up.   They will be able to identify they are they	
know about Mahatm a Gandhi 2. How did we get freedom? 3. Name some freedom fighters  Name about Mahatm a Gardhi a Gandhi the questions.  Name freedom fighters  Name about Mahatm a Gandhi a Gan	-
Mahatm a Gandhi 2. How did we get freedom? Students to answer contextual,inferentia some freedom fighters  Students	differentl
a Gandhi 2. How did we get freedom some freedom fighters  To enable the get freedom fighters  To enable the some freedom for some for some for some taken up.  To enable the some discussed  To enable the some and literary devices.	
a Gandhi 2. How did we get freedom? Some freedom fighters  To enable the students to answer contextual,inferentia the questions.  Involved in it  country  words will be discussed  For some discussed  To enable the students to answer contextual,inferentia the questions.  Involved in it  country  words will be discussed  - They will be able to identify rhyme scheme and literary devices.	
we get freedom?  3. Name some freedom fighters  To enable the students to answer  and extrapolate the questions.  To enable the students to answer  and extrapolate the questions.  Based questions will also be taken up.	w
freedom?  3. Name some freedom fighters  To enable the students to answer  and literary devices.  To enable the students to answer  - They will be able to identify rhyme scheme and literary devices.	
3. Name some freedom fighters students to answer able to identify rhyme scheme and literary devices.  Students to answer will also be taken up.	
some freedom fighters contextual,inferentia taken up.	
freedom fighters   and extrapolate the questions.   fighters   fig	
freedom fighters the questions. devices.	
Students will learn	
the importance of	
classroom learning .	

CLASS: VI. SUBJECT: ENGLISH

TERM 1	[

Q1-Why is the poem titled Sour students to read and appreciate sour grapes as a swed to write a Short students to read and appreciate sour grapes as a swed to write a Short students to read asked to write a Short students asked to write a Short of social source and appreciate sour grapes as a swed to write a Short of social reading with assessed achievers will be taken to some achievers and appreciate source and ap	Dur	P.K Testing	Learn	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
Ask the porty grapes mean?   Sour Grapes Q2-According to the poem, what does the plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with plarse sour grapes mean?   To enable them to recite poem with proper rhyme and rhythm.   To enable the students to understand the moral of the story and relate it to human behaviour.   Students will be assessed to write a Short Paragraph on significance of keep trying again and again instead cursing the fate.   Students will earn the art of sooical set up. Students will be discussed will be discussed will be discussed will be discussed students or write a short story that shows the character of the sour grapes behaviour in the different will be discussed will be discus	atio		Subject	Behavioral	Hand on Learning		-	Strategies		&	practices
Sour Grapes   Q1-Wp is the poem titled Sour Grapes   Q2 - According to the poem, what does the phrase sour grapes mean?   Page mean?   Ask the phrase sour grapes mean?   Ask the phrase sour	n/No		Specific	(Application		ion	0			Remedial	
Sour Grapes Q1-Why is the poemt titled Sour Grapes Q2-According to the polarise sour grapes ane?  To enable the students to moderated phrase sour grapes mean?  To enable the students to the poem, what does the phrase sour grapes anean?  To enable the students to understand the concept of sour grapes as a psychological defence mechanism.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the fox wa significance of keep trying again and again instead cursing the fate.  To enable the art of cordinate of the proper of social set up. Students will learn the art of oscial in the art of social set up. To draw a significance of keep trying again and again instead cursing the fate.  To enable the students to understand the moral of the fox wa significance of keep trying again and again instead cursing the fate.  To enable the students to understand the moral of the fox wa significance of keep trying again and again instead cursing the fate.  The phrase sour grapes sour statements to write a short story that shows the character of the sour grapes sour grapes sour story that shows the character of the sour grapes sour story that shows the character of the sour grapes sour social set up. The phrase sour story that shows the character of the sour grapes sour social set up. The p	. of			based)						Teaching	
Sour Grapes Q1-Why is the poem titled Sour Grapes Q2-According to the poem, what does the phrase sour grapes mean?  - To enable them to recite poem with proper rhyme and rhythm.  - To enable the students to the sour grapes as a psychological defence mechanism.  - To enable the students to the sour grapes as a psychological defence mechanism.  - To enable the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the concept of social set up. To draw a social set up. Students will be discussed through proper reference in a social set up. Students will be discussed to write a Short to death of the fox behaviour and his students to will be discussed.  - To enable the students to understand the concept of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to understand the moral of the story and relate it to human behaviour.  - To enable the students to will be asked to write a Short to office and the art of social learn the art of social set up.  - To enable the art of social set up.  - To enable the students will be asked to write a	Day										
4 Sour Grapes Q1-Why is the poem titled Sour Grapes Q2-According to the poem, what does the phrase sour grapes a man?  To enable the students to understand the concept of sour grapes as a poetry To enable them to recite poem with proper rhyme and rhythm.  To enable the students to understand the concept of sour grapes as a psychological defence mechanism.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  Ask the students will be asked to write a Short Paragraph on significance of keep trying again and again instead cursing the fax.  To draw a comic strip illustrating again and again instead cursing the fax.  To enable the students to understand the moral of the story and relate it to human behaviour.  Ask the students will be asked to write a Short Paragraph on interdependence in a statements sour grapes.  Ask the students will bearn the art of reading with liburating again instead cursing the fox behaviour and his statements sour grapes.  Ask the students will bearn the art of reading with liburating the fox behaviour and his statements sour grapes.  Ask the students will bearn the art of reading with liburating the fox behaviour and his statements sour grapes.  Ask the students will bearn the art of reading with learn the a	s										
poem titled Sour Grapes Q2- According to the poem, what does the phrase sour grapes mean?  To enable the students to understand the moral of the story and relate it to human behaviour.  Paragraph on significance of keep trying again and again instead cursing the fate.  Paragraph on significance of keep trying again and again instead cursing the fate.  Paragraph on significance of keep trying again and again instead cursing the fate.  Paragraph on significance of keep trying again and again instead cursing the fate.  Paragraph on significance of keep trying again and again instead cursing the fate.  To draw a comic strip illustrating the fox behaviour and his statements sour grapes in a psychological defence mechanism.  To reading with proper reading with proper interdependence and modulation. Paraphrasing will be done and vocabulary words will be done and vocabulary words will be done and will be discussed.  Students will be done and vocabulary words will be done and social set up.  Students will be done and social set up.  Students will be done and will be done and social set up.  Students will be done and social set up.  To draw a comic strip illustrating the fox statements sour grapes an psychological defence mechanism.  To enable the students to understand the moral of the story and relate it to human behaviour.  Ask the students will be done and believes the honesty about their inability to and the concept of interdependence and his statements sour grapes are proper intereduced to the form the fox behaviour in the fox behaviour in the different sour grapes are proper intereduced to the form to done and will be done and wil	4	•					-Students will				
Grapes Q2-According to the poem, what does the phrase sour grapes mean?  To enable them to recite poem with phrase sour grapes mean?  To enable the students to the story and relate it to human behaviour.  To enable the students to the story and relate it to human behaviour.  To enable the students to the story and relate it to human behaviour.  To enable the students to will be statements sour grapes the fate.  To enable the students to will be salected again instead cursing the fate.  To enable the students to will be dascussed the students to write a short story that shows the character of the sour grapes behaviour in the different story and relate it to human behaviour.  To enable the students to will be salected. Extra questions, will be done and vocabulary words will be done and vocabulary words will be discussed.  They will be salected. Extra questions, will be done and vocabulary words will be discussed.  They will be salected. Extra questions.  They will be salected. Extra questions will be done and vocabulary words will be discussed.  They will be salected. Extra questions will be done and vocabulary words will be done and vocabulary words will be discussed.  They will be able to identify hyme scheme and literary devices.		=	students to read	-	asked to write a Short						
Q2- According to the poem, what does the phrase sour grapes mean?  To enable them to recite poem with proper rhyme and rhythm.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  Ask the students to write a short story that shows the character of the sour grapes behaviour in the different source production and modulation.  Paraphrasing will be done and vocabulary words will be discussed up. Students will learn about the honesty about their inability to answer questions.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  To enable the students to understand the moral of the story and relate it to human behaviour.  Students will be discussed via behaviour and his statements social set up. Students will learn about the honesty about their inability to answer questions.  They will be discussed via betwieted again instead cursing will be discussed via behaviour and his statements social set up. Students will learn about the honesty about their inability to answer questions.  They will be discussed via betwieting illustrating the fox behaviour and his statements social set up. Students will learn about the honesty about their inability to answer questions.  They will be discussed via betwieting the fox behaviour in the different will be discussed via betwieting illustrating the fox behaviour in the form and modulation.  Paraphrasing will be done and vocabulary words will be discussed via betwieting the fox behaviour in the honesty and modulation.  Paraphrasing will be done and vocabulary words will be discussed will be discussed will be discussed will be discussed will be discussed.  They will be discussed via betwieting the fox behaviour and his statements to write a short will be done and vocabulary words will be discussed.  They will be dis		poem titled Sour	and appreciate		Paragraph on						
to the poem, what does the phrase sour grapes mean?  To enable the students to understand the moral of the story and relate it to human behaviour.  International fractions again and again instead cursing the fate.  To enable the students to understand the moral of the story and relate it to human behaviour.  International fractions again instead cursing the fate.  To enable the students to understand the moral of the story and relate it to human behaviour.  International fractions again instead cursing the fate.  To enable the students to understand the moral of the story and relate it to human behaviour.  International fractions again instead cursing the fate.  International fractions into the fox behaviour in the sour grapes social set up.  Students will be done and vocabulary words will be discussed vocabulary words will be done and vocabulary words will be discussed and equestions will be done and vocabulary words will be discussed and equestions will be done and vocabulary words will be done and vocabula		Grapes	-	1 .	•						1
to the poem, what does the phrase sour grapes mean?  The recite poem with proper rhyme and rhythm.  The relate the students to understand the moral of the story and relate it to human behaviour.  The recite poem with proper rhyme and rhythm.  The relate the students to understand the moral of the story and relate it to human behaviour.  The recite poem with proper rhyme and rhythm.  The relate the students to understand the moral of the story and relate it to human behaviour.  The recite poem with proper rhyme and rhythm.  The relate the students to understand the moral of the story and relate it to human behaviour.  The recite poem with proper rhyme and rhythm.  The relate the fox behaviour and his statements sour grapes.  Students will be done and vocabulary words will be discussed.  They will be able to identify rhyme scheme and literary devices.  The recite poem with proper rhyme and rhythm.  The fate.  The fox behaviour and his statements sour grapes have up.  The fox behaviour in the form or and tolerance in a social set up.  The will be done and vocabulary words will be		· ·					_	<del>*</del>	_		•
what does the phrase sour grapes mean?  the story and relate it to human behaviour.  Students will be done and vocabulary words will be discussed.  They will be discussed.  They will be able to identify rhyme scheme and literary devices.  They will be discussed.  They will be able to identify rhyme scheme and literary devices.  They will be done and vocabulary words will be done and vocabulary words will be discussed.  They will be discussed.  They will be discussed.  They will be done and vocabulary words will be discussed.  They will be discussed.		- '	•				_				students
phrase sour grapes mean?  Thythm.  The solution of the sour grapes mean?  The sour grapes and human behaviour.  The sour grapes sour grapes and human behaviour.  The sour grapes sour grapes and human behaviour.  Students will be discussed will be discussed.  The sour grapes about their inability to answer questions.  The sour grapes and literary devices.  The sour grapes and literary and literary devices.  The sour grapes and literary and literary devices.  The sour grapes and literary devices.			1 1		the fate.			1 0	_		
statements sour grapes  Ask the students to write a short story that shows the character of the sour grapes behaviour in the different solutars to will be discussed.  Students will learn about their able to identify rhyme scheme and literary devices.  Will be discussed competency Based questions will also be taken up for slow learners.  They will be discussed of the honesty about their inability to answer questions.		_	rhythm.	1						-	
Ask the students to write a short story that shows the character of the sour grapes behaviour in the different		grapes mean?		numan benaviour.			_		Content,		
Ask the students to write a short story that shows the character of the sour grapes behaviour in the different story that shows the character of the sour grapes shows the character of the different story that shows the character of the sour grapes shows the character of the different story that shows the character of the sour grapes shows the character of the s						sour grapes					
students to write a short story that shows the character of the sour grapes behaviour in the different								•			
write a short story that shows the character of the sour grapes behaviour in the different to write a short inability to answer questions.  In the different to write a short inability to and literary devices.  In the different to map the finability to and literary devices.  In the different to map the finability to and literary devices.							•	•	-		
story that shows the character of the sour grapes behaviour in the different								_			
shows the character of the sour grapes behaviour in the different							•	•			
character of the sour grapes behaviour in the different						1		devices.			
the sour grapes behaviour in the different							questions.				
grapes behaviour in the different											
behaviour in the different											
the different											
- Context.											
						Context.					
				-							

CLASS: VIII SUBJECT: ENGLISH TERM - I

	Q	Learning Objectives	Group Activities &	Art	Interdisciplinar	Pedagogica	Assessment	Feedback &	Inclusive
S	Subject		Hand on Learning	Integration	y Linkage &	l Strategies		Remedial	practices
	Specific	(Applicatio			Infusion of life			Teaching	_
		n based)			skills				
8 The second - voyage of		Γο familiarize the students with classics	- Students will be asked to imagine and write a	Students will be asked to narrate	-Students will learn the art of managing	- Students will learn the	-Students will be		Quiz ,MCQ
sindabad	the o	of English literature.	brief account of a	the experience of	a crisis situation.	art of	assessed	achievers	Fill Ups,
Q1-Do you	students - T	Γo enable the	sudden	a	- They will	reading with	through	will be	etc will
like to	to read Si	students to	unexpectedsituationthe	memorableijoume	understand the	proper	multiple	selected.Extr a class and	be taken up for
travel?	and	understand	y might have faced	у.	significance of alert	pronunciatio	choice	extra	differentl
trip? the Q3- Do you wi find it profascinating and	e writing style  To enable nem to read with proper ronunciation	mportance the ability to keep calm during crisis?	and also how they managed it		and creative mind.	n and modulation.  Paraphrasing will be done and vocabulary words will be discussed  They will be able to identify rhyme scheme and literary	questions, reference to context, competenc y Based questions will also be taken up.	questions will be taken up for slow learners.	y abled students

Dur	P.K Testing	Lear	ning Objectives	<b>Group Activities &amp;</b>	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
atio		Subject	Behavioral	Hand on Learning	Integrat	plinary	Strategies		&	practices
n/No		Specific	(Application		ion	Linkage			Remedial	
. of		_	based)			&			Teaching	
Day			,			Infusion			8	
s						of life				
		To enable the students	C4 d- u4 II d- u-4 d	C4 14	CODIC WILL	skills	C414	C4	D:cc4	O:- MCO £:11
ŀ	The Laughing		Students will understand	Students will write a	SGD'S Will	Students will		Students will		Quiz, MCQ, fill ups extra will
٤	song	to comprehend the	the theme of the poem.	diary entry to share	be	learn to	able to read the	be assessed through		be taken up for
		poem.		their funny experience.	integrated	express	poem with	multiple		differently able
			celebrate the innocent		with the	themselves	proper	choice		students.
	Q1 Share your	To develop	and pure joy found among nature and children.		topic in the	freely	pronunciation.		Extra class	stadents.
	funny	Understanding of the	nature and children.		form of	through	T' 1 1'	1	and extra	
	experience with	main idea of the poem.			dramatics,	dialogues	Line by line	context	questions	
	your				Social	delivery and	explanation of	competency	will be	
	classmates?				behavior,	confidence.	the point will be	based	taken off	
	Classifiates:	To enhance fluency,			moral		done.	questions will	for slow	
	O2 W/h =4 === l===	intonation, stress and			values and	They will be	D: : C		learners.	
	Q2 What makes	language function			sympathy.	able to	Discussion of	up.		
	you happy?					develop their	reference to			
					Students	writing skills	context and			
					will be	and will	answer the			
					asked to	learn with	questions will be			
					draw	fun by using	done.			
					painting	·				
					about	their	They will be			
						imagination.	explained politic			
					beauty of		devices and			
					nature		rhyme scheme.			
										!

CLASS: VI SUBJECT: ENGLISH TERM - I

Duration/No. of Days	P.K Testing	Lea Subject Specific	rning Objectives Behavioral (Application based)	Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
w ca m de w of	For his Hump  Why did the amel live in the middle of the esert?  What was the use of the hump ccording to the tory?	To enable the students to comprehend the Story.  Students  To enable the students to answer contextual, inferential and extrapolate the questions.  Students will learn the importance of classroom learning.	- To enable the students that laziness can lead to negative consequences To enable the students to understand it is important to contribute to shared responsibilities.	- Students will be asked to write a Short Paragraph on how to contribute for the share responsibilities - Students will be asked to make a collage in which they can show the pictures of helping each other during the given assigmnents.	students will be asked to to write a diary entry from the perspective of the camel.	-Students will learn the art of social living and the concept of interdependence and tolerance in a support to each other They will be understand idleness leads to suffer. students will be able to understand procrastination can lead to future burden.	- Students will learn the art of reading with proper pronunciation and modulationParaphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	-different levels of achievers will be selected.Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

CLASS: VI. SUBJECT: ENGLISH TERM - I

Duration/No.	P.K		<b>Learning Objectives</b>	<b>Group Activities</b>	Art Integration	Interdisciplinary	Pedagogical	Assessment	Feedback &	Inclusive
of Days	Testing	Subject Specific	Behavioral (Application based)	& Hand on Learning		Linkage & Infusion of life skills	Strategies		Remedial Teaching	practices
	Song of dream Q1-Do you see dreams in sleep? Q2- Do you try to decipher those drams??	- To enable the students to read and appreciate poetry - To enable them to recite poem with proper rhyme and rhythm.	- To enable the students to understand the concept of truth, peace and spirituality To enable the students to understand the significance of truth and peace in our life and how they help us connect to our inner self.	- Students will be asked to write a Short Paragraph about dreams and their interpretation.	Ask the students To draw a scenerywhich depicts all the elementsofthepoem as stated by the poet.	-Students will learn the art of spirituality and the concept of peace and truth in a social set up. Students will learn about the honesty about their inability to answer questions.	- Students will learn the art of reading with proper pronunciation and modulationParaphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	achievers will be selected.Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

CLASS: VI SUBJECT: ENGLISH TERM - I

Duration/No.	P.K Testing	Le	earning Objectives	<b>Group Activities &amp;</b>	Art	Interdisciplinary	Pedagogical	Assessment	Feedback &	Inclusive
of Days	O	Subject Specific	Behavioral (Application based)	Hand on Learning	Integration	Linkage & Infusion of life skills	Strategies		Remedial Teaching	practices
2	1. Do you like to buy new dresses? 2. How do you feel when you wear it for the first time?	To enable the students to comprehend the drama.  Students  To enable the students to answer contextual, inferential and extrapolate the questions.  Students will learn the importance of classroom learning.	- To enable the students to be empathetic and generous to others - Enable them to understand emotions hold more significancein our lives than money.	- Students will be asked to write a diary entry about how they felt when they wore their new dress for the first time Students will be asked to make a collage in which they can show the pictures of helping each other.	students will be asked collect pictures of various typesof dresses and paste in a scrap book .	living and the concept of interdependence and	- Students will learn the art of reading with proper pronunciation and modulationParaphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

Duration	P.K Testing	Lear	rning Objectives	Group Activities & Hand on Learning	Art	Interdisci	Pedagogical Strategies	Assessment		
/No. of Days		Subject Specific	Behavioral (Application based)	Hand on Learning	Integrati on	plinary Linkage & Infusion of life skills	Strategies		& Remedial Teaching	practices
	NOTICE WRITING Q1-Have you ever read the school notice boards? Q2-Why is the use of a notice board?	-The students should learn about the importance of notice writingThey should be able to learn the format of notice writingThey should understand that it is widely used by individuals and organizations to announce events and celebrations, births and deaths, occasions like inaugurations and sales, to issue public instructions.	-They should be able to analyze the structure and language needed for notice writing.	making competition will be conducted in the class.	with the chapter.Stude nts should feel that writing an effective notice is a kind of art that can be acquired with practice.	integrate art, language and drawing as they will make a collage with various types of notices and comic.  -They will also improve upon their imagination and skill.  -Creative skills will be enhanced as collage making competition will be conducted in the class.  -Discussion will be done on the rules for writing a notice	-Correct format will be discussed Students will learn self expression through a formal means of communication.		levels of achievers will be selected. Extra class and extra questions will be taken up for slow leaners	- Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled student

Duration	P.K Testing	Lear	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
	PARAGRAPH WRITING Q1-What do you mean by a ;Paragraph'? Q2-	concept of paragraph writing . -To give them knowledge how to write	lesson by discovering their hidden skills and talents in	given to the students.	with the chapter. Students should learn to analyze and explain a text or data and then describe it in	students understand that paragraphs play an important role in writing because they		be assessed Through multiple choice questions, reference to context, competency Based questions will also be	levels of achievers will be selected.	Quiz ,MCQ ,Fill Ups etc will be take up for differently abled studer
	INFORMAL LETTER  Which is the oldest means of communication ? -Do you like writing letters to your family	-Students will be able to compose a well structured letter, effectively and creativelyStudents will be able to improve social skills-'thank you' and offering help or supportStudents will be able to	articulate their thoughts well.  - To develop their skill of expressing themselves without any inhibition.  - Imbibe the skill of maintaining good relations  - with family and friends.	-One letter will be cut into four pieces; different pieces will be handed to different groups. The class will be divided into two groups and the students will be asked to organize the content in a coherent	which will help the students	be able to write a paragraph as their intellectual skills will be developed.		-Students will be assessed Through multiple choice questions, reference to context, competency Based	levels of achievers will be selected.	Quiz ,MCQ ,Fill Ups et will be take up for differently abled stude

Duration	P.K Testing	Lear	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
	and friends? -Name the different types of letters Name few other means of communication	exchange their ideas and opinions with others.		manner	education will be provided by emphasizing the practical implications of education Students will learn to maintain good social relations.			questions will also be taken up.	taken up for slow leaners	
	NOUNS Q1. What are nouns? Q2 Name the objects that you see around yourself. Q3.How many types of nouns are there	define noun - Identify various objects (door, ceiling etc.)	to solve a worksheet and will be judged by conducting a quiz based on the topic. This will make them familiar with the topic.	circle.A simple song will be sung and they will be	integrated which will help the students to identify nouns themselves -Practice through various exercises in Grammar will be done.	learn to express themselves freely by adopting the correct terminologyknow the types of Nounsacquire appropriate	person, place, thing or any animal. Further they will be explained the topic in detail. In this way they will be able to comprehend the topic easily.	- Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	levels of achievers will be selected.	Quiz ,MCQ ,Fill Ups etc will be take up for differently abled studen

Duration	P.K Testing	Leari	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
	TENSES Q1-Define noun Q2-What is a verb? Q3-What do you mean by the word 'Tense'?	-To teach the concept of tensesTo make them understand the usage of tenses and three formsTo make them able to differentiate between different forms of tensesTo make them enable to give examples of different forms of tenses.	imbibe – -correct rules of grammar -application of styleknowledge of the purpose and importance of grammar			skills be developed -Language function and grammatical skills will be developed.	explained that the word 'tense' is derived from Latin word 'tempus'which means 'Time'.  -A verb indicated the time of an action, event or condition by changing its form	Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up.	- different levels of achievers will be selected. Extra class and extra questions will be taken up for slow leaners.	Quiz ,MCQ ,Fill Ups etc will be taker up for differently abled studer
	Adjectives?	to identify different kinds of adjectives and their	<del>_</del>	-Students will solve the worksheets as a test. They will write a few adjectives for their friends.	with the	be defined and explained with examples. Ex.A cruel master		be assessed Through multiple choice questions, reference to context, competency Based questions will also be	-different levels of achievers will be selected. Extra class and extra questions will be taken up for slow leaners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled studer

Duration	P.K Testing	Lear	ning Objectives	Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
						Number:two mistakes 4.Demonstrati ve Adjectives :these books. 5.Interrogative Adjectives:whi ch,whose shoes 6.Possesive Adjectives:our house				
	ACTIVE AND PASSIVE VOICE  Q1 How many types of voice are there? Q2 What is active voice? Q3 What is passive voice?	to differentiate between active e and passive voiceTo identify the voice of the verb in each	imbibe – -correct rules of grammar -application of styleknowledge of the purpose and importance of grammar topics.	-Students involvement in explanation of the certain concepts by asking them to frame questions and giving answersModel exercise of each topic will be given Class quiz will be conducted.	SDG 'S will be included to imbibe curiosity, confidence ,rules ,etc.	able to use important rulesapplication of knowledge, -knowledge of purpose and importance of	-Students will be able to share their personal experiences Students will be able to understand the plot and character of the story.	Students will be assessed Through multiple choice questions, reference to context, competency Based questions will also be taken up	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow leaners	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled studen

	1		Learning	g Objectives	G	roup Activ	ines &	Art	In	terdisc	1   1	edagogical	Feedback	IIICI
MEDICAL PROPERTY.					Notice '	Writi	na					8 8		
				The second control of the second										
IN.	No. of Days	P.K Testing	Learning Of Subject Specific	Behavioral (Application based)	Group Activities & Hand on Learning	Art Integration	ry Linkage & Infusion of life	Pedagogical Strategies	Assessment	Feedback & Remedial	Inclusive			
		Q1:-What do you	To enable the students	Marketin and Administration of the	Familiarize the		skills -Students will -	Mortice will be a	• Students	Teaching.	Quiz, MCQ			
	20 4 50	mean by Notice? Q2:-Have you ever	to express effectively.  To share ideas  To develop appropriate. Style of writing.  Know the purpose and	appropriate usage of writing skills.  Apply it in practical life.  Express their views in deired manner.	students with the format of this writing skill.  Model samples will be shared.  Sample for practice	integrated with the Notice. Students will be able to express freely and correctly Students will acquire the correct format.	learn to express themselves freely by adopting the correct terminology, - know the	explained. Correct format will be discussed. Students will learn self-expression through a formal means of communication.	will be assessed through multiple choice questions, reference to context, competency • Based questions will also be taken up.	levels of achievers will be selected. Extra class and extra questions	J'ill Ups etc will be taker up for differently abled students			
				Pa	raaran	6 Wr	itina							
				A STATE OF THE STA	ragrap									
N	uration/ No. of Days	P.K Testing	Learning Of Subject Specific	A STATE OF THE STA	ragrap Group Activities & Hand on Learning	Art Integration	Interdisciplina ry Linkage & Infusion of life	Pedagogical Strategies	Assessment	Feedback & Remedial	Inclusive			
Š	No. of Days	2-10-20-00-		hjectives Behavioral	Group Activities &	Art Integration	Interdisciplina ry Linkage & Infusion of life skills To make students understand that paragraphs play an important role in writing	Strategies	• Students will be assessed through multiple choice questions, reference to comext, competency • Based	Remedial Teaching Different levels of achievers will be selected. Extra class and extra questions				

Our	P.K Testing	Learning Object	ctives (	Froup Activit	ies &	Art	t	Inte	rdisci	Pedagogical	Assessment	Feedback	Inclusive
		Q1-How were skill messages -Too sunwyed in series	entiance the writing and apply the concept of of the students.  encourage students to life.  They will be able in wining tasks, cupress thermoelves. They will be incubased to they will be incubased to the properties.	the Stodents will write a paragraph on the Advancement of		Students will se able to crite a nessage as heir	asked a)Do you test message? b)What do you bke about #?	o salves areksheets. They will be	ill be Quiz MC iven Fill Upso- secial will be ta- orkaheet for differe abled sto	on up only			
		Dur P.K Testing atio n/N o. of Day	Learning Objectives  Subject Specific (Application based)	Group Activities & Hand on Learning	Integrat ion	Interdisci plinary Linkage & Infusion of life skills	Pedagogical Strategies		Feedback Inclusive & practice Remedial Teaching				
		methods of anniversity in the same same same same same same same sam	he able to take sage and convey u) message in the t a message.	importance of message writing	heme when their pacents go to market, neighbors, and leave the message in their absence for the other family members.	They will be the to think ritically and understand he need of nessage criting. They will be this to write nessages of arismy types.	message?  differed you ever to differed you ever someone on a stoce of paper?  Tember will make the formet of message writing on board and ask de modern some species which they should semember while doubting a message.		state control of the				
		kypes if letters you have written till the provided to the provided till the provided to the provided till the provided	Guide stailents to write express themselves on the process of writing titler August Tarties to express the shales and monty titler and to express and the control of the co	Purpose and significance of writing letters.  Discussion on using the	Students will be encouraged I. in dehate on a the given tuple in they put he they put he they put yieve on the given earlier. D	iniste the tudents to crite flectively.	made aware of a Need to write adducted letters. Structure of	oil be askedy a sideo arekateets. They will be	orksheet about stu	ne up			
		Dur P.K Testing atio n/N of Duy s	Learning Objectives Subject Blebavioral Specific (Application based)		Integrat ion		Pedagogical Strategies	a de la companion de la compan	Fredback Inclusive A practice Bemedial Teaching	Maria de la companya			
		you write to get your articles and the published in the wspopers?	Assument of the formesprensing and writing out and process of affectively.	Clid and new methods of communication. To support learning sumple editorial letters will be read out in the class and shown using amort class.	They will also per the act as active members of the society she take part related to the society by highlighting th	oblic warvness and inderstand ocial exponsibilities a able litizens of the ountry,	An example will use discussed to be discussed to be being noure claimly on lingues of serving and editor letter. They will be asked to a dare Dear ideas on the given topic that's using the acclaimate of brain storage.	he chapter.	stro sidelines o essible sem to ompothe				

their opinions