

## Class 10<sup>th</sup> Lesson Plan Session 2024-25      Subject: - English

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
4	<p><b>THE TWO GENTLEMEN OF VERONA</b></p> <p><b>Following questions will be asked from the students-</b></p> <p>Q1 What are the qualities of a gentleman ?</p> <p>Q2 Does a gentleman think about society ?</p>	<p><b>SUBJECT SPECIFIC</b> To enable the students to-</p> <ol style="list-style-type: none"> <li>The qualities of a gentleman</li> <li>Learn the value of family life .</li> <li>Learn to face difficulties without losing hope.</li> <li>Analyse that appearances are deceptive .</li> </ol>	<p><b>BEHAVIORAL (APPLICATION BASED)</b></p> <p>The students will be able to- Imbibe – courage , determination ,hardwork , kindness and love for country .</p>	<p>Story prediction based on their reading of the story ,make predictions of an appropriate conclusion . Difficult words and terms would be discussed</p>	<p>Art in the form of History, psychology ,drawing and languages will be integrated.</p>	<p>Value of consistency and hardwork how it helps to achieve our goal in life .SDG's will be included to imbibe courage and hardwork .</p>	<p>Students will be able to Draft a poster on "Peace – Need of the hour ".</p>	<p>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 ."</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>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Classroom discussions based on textual questions and M.C.Qs for the slow learners will be taken .</li> </ul>

DUR ATIO N/ NO. OF DAYS	P.K. TESTING	LEARNING OBJECTIVES	BEHAVIO RAL APPLICAT ION	GROUP ACTIVITIE S & HAND ON LEARNIN G	ART INTEGRATI ON	INTERDISCIPLI NARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGI CAL STRATEGIE S	EXPECTED LEARNING OUTCOMES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	INCLUSIVE PRACTICES
4	<p><u>Mrs. Packletids Tiger</u> P.K Testing</p> <p>1. What do people do to outshine others?</p> <p>2. What do you mean by list?</p> <p>3. Why this 'J' factor is seen in women only?</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>The students will be able to learn that contentment is the real source of happiness . Don't have the spirit of Jealousy and competition.</p>	<p>Different words and terms would be discussed .</p> <p>Satirical advertisement will be made.</p>	<p>Art in the form of history, psychology, drawing, and language will be integrated. SDG's will be integrated too.</p>	<p>Value of contentment and happiness will be imbibed. We should always remain away from jealousy and ego. Remember ego fall before prides.</p> <p>"False, pride of and Vanity always land one in displeased situations."</p> <p>Students with share their own experience or someone's else who is having the same Jealousy factor.</p>	<p>Students will be asked to draft a poster on " Save tiger."</p>	<p>Students will learn that 'Honesty' is the best policy.' Criticism of false pride, vanity, money-minded attitude and crafty nature always hats a false.</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	BEHAVIORAL APPLICATION	GROUP ACTIVITIES & HAND ON LEARNING	ART INTEGRATION	INTERDISCIPLINARY LINKAGE & INFUSION OF LIFE SKILLS	PEDAGOGICAL STRATEGIES	EXPECTED LEARNING OUTCOMES	ASSIGNMENTS AND ASSESSMENTS	FEEDBACK / REMEDIAL MEASURES	INCLUSIVE PRACTICES
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>

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6	<b>DEAR DEPARTED (DRAMA)</b>  <b>Students will be involved in the discussion on the reasons for the old people being abused,haras sed and abandoned in India and what are the problems faced by the old people?</b>	<b>SUBJECT SPECIFIC</b> 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 .	<b>BEHAVIORAL (APPLICATION BASED)</b>  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 .SDG’s will be included to imbibe , love and respect for eldeers	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 .



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03	<p><b>Poem- Ozymandias</b></p> <p><b>Following questions will be asked from the students-</b> Name few poetic devices. What is sonnet? Do you know who is P.B. Shelley</p>	<p><b>SUBJECT SPECIFIC</b></p> <p>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 in the text. identify and describe the major theme in the poem.</p>	<p><b>BEHAVIORAL (APPLICATION BASED)</b></p> <p>The students will be able to-</p> <ul style="list-style-type: none"> <li>recite, understand and appreciate poetry as a literary form and identify the rhyming scheme and poetic devices</li> <li>Identify language and structural choices made by the poet.</li> </ul>	<p>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</p>	<p>Art in the form of History, drawing languages will be integrated. Mind Map - Character sketches, Role play will be performed in the class.</p>	<p>With Social Science – people and monuments</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>Critique and justify pride and power and its temporary nature</li> </ul>	<p>Students will be assessed through MCQ and Quiz.</p> <ul style="list-style-type: none"> <li>Notebook evaluation of practice questions.</li> <li>Practice of MCQ based questions.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Classroom discussions based on textual questions</li> </ul>



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 periods	<p>What do you understand by an article? Why do we write an article? Have you studied any statistical chart? 4. What did you refer from that?</p>	<p>-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.</p>	<p>-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 articles</p>	<p>-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</p>	<p>- 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.</p>	<p>-Students will learn to express themselves freely by adopting the correct terminology. -know the relevance of article writing. -Acquire appropriate language ,expression and sentence structure.</p>	<p>Article writing will be explained. -Correct format will be discussed. -Students will learn self-expression through a formal means of communication</p>	<p>-Students will be assessed through multiple choice questions, unsolved article, competency Based questions will also be taken up.</p>	<p>Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners</p>	<p>-Quiz, MCQ, Fill Ups, solved samples of paragraphs will be taken up for differently abled students</p>





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

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		Subject Specific (Content Based)	Behavioural (Application based)			
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<b>Duration/</b>	<b>Theme/ Topic</b>	<b>Learning Objectives</b>		<b>Activities &amp;Resources</b>	<b>Expected Learning</b>	<b>Assessment</b>

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<b>Duration/</b>	<b>Theme/ Topic</b>	<b>Learning Objectives</b>		<b>Activities &amp; Resources</b>	<b>Expected Learning</b>	<b>Assessment</b>
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<b>Duration/</b>	<b>Theme/ Topic</b>	<b>Learning Objectives</b>		<b>Activities &amp;Resources</b>	<b>Expected Learning</b>	<b>Assessment</b>
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Duration/	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning	Assessment
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Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
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					area of interest.	



**TERM- II**

<b>Month &amp; Working Days</b>	<b>Theme/ Sub-theme</b>	<b>Learning Objectives</b>		<b>Activities &amp; Resources</b>	<b>Expected Learning Outcomes</b>	<b>Assessment</b>
		<b>Subject Specific (Content Based)</b>	<b>Behavioural (Application based)</b>			
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Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
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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	<p>Editorial Letter</p> <p>Name different types of letters you've written till now?</p> <p>What are formal letters?</p> <p>To whom do you write to get your articles published in magazines and newspapers?</p>	<p>The students will be able to</p> <p>-Focus on the form, content and process of Writing.</p> <p>i) Guide and motivate students to express and Write effectively.</p> <p>ii) Develop knowledge and purpose of writing a Letter.</p> <p>iii) Awareness of the form, content and Process of writing.</p> <p>iv) Able to retain a data And information.</p> <p>v) Organize ideas on a Particular subject.</p> <p>vi) Practice to enhance The skill.</p>	<p>Guide students to write and express on their own</p> <p>The students will be able to-</p> <p>i) inculcate values like share ideas, freedom to express and Acceptance of ideas.</p> <p>ii) make use of appropriate formats, expressions and Vocabulary.</p> <p>iii) write editorial letters</p> <p>iv) appreciate the skill of expressing and writing Effectively.</p> <p>v) relate with business, issues relating to the environment and The society.</p> <p>vi) writing, reading skill and Thinking skill.</p> <p>Skills: reading skill, thinking Skill and writing skill.</p>	<p>Revision of the format of editorial letters.</p> <p>-Purpose and significance of writing letters.</p> <p>-Discussion on using the electronic media rather than writing letters.</p> <p>- Old and new methods of communication</p> <p>To support learning</p> <p>i) Sample editorial letters will be read out in the class and shown using smart class.</p>	<p>Students will be encouraged to express on the given topic as they put forward their views on the given subject.</p> <p>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.</p>	<p>Guide the students to Write effectively.</p> <p>-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.</p>	<p>Students will be made aware of Need of writing editorial letters. Structure of editorial letter will be explained.</p> <p>An example will be discussed to bring more clarity on finesse of writing an editorial letter.</p> <p>They will be asked share their ideas on the given topic thus using the technique of brainstorming.</p>	<p>Students will be assessed on the basis of Participation in class activity.</p> <p>Practice exercises based on the long writing skill Assignment.</p> <p>Extra classes will be arranged for these students.</p>	<p>Students will be given special worksheets.</p> <p>They will be given some extra guidelines to enable them to comprehend the topic.</p> <p>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.</p>	

<b>Dur</b>	<b>P.K Testing</b>	<b>Learning Objectives</b>		<b>Group Activities &amp;</b>	<b>Art</b>	<b>Interdisci</b>	<b>Pedagogical</b>	<b>Assessment</b>	<b>Feedback</b>	<b>Inclusive</b>
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Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
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**TERM- II**

<b>Month &amp; Working Days</b>	<b>Theme/ Sub-theme</b>	<b>Learning Objectives</b>		<b>Activities &amp; Resources</b>	<b>Expected Learning Outcomes</b>	<b>Assessment</b>
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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)			
			•			

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

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
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Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
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			•			

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	<p>-Students will be asked to describe</p> <ul style="list-style-type: none"> <li>• Market place</li> <li>• How did you spend your weekend ?</li> </ul> <p>A burger,etc.</p>	<p>-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.</p>	<p>-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</p>	<p>-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.</p>	<p>- 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.</p>	<p>-Students will learn to express themselves freelyby adopting the correct terminology.                      -know the relevance of factual description writing.                      -Acquire appropriate language, expression andsentence structure.</p>	<p>Factual description- Object, place , event will be explained.                      -Correct format will be discussed.                      - Students will learn self-expression through a formal means of communication</p>	<p>-Students willbe assessed through multiple choice questions, unsolved paragraph, competency Based questions willalso be taken up.</p>	<p>Different levels of achievers will be selected. Extra classes and extra questions will be taken up for slow learners</p>	<p>- Quiz ,MCQ ,Fill Ups, solved samples of paragraphs will be takenup for differently abled students</p>

