

CLASS: VIII SUBJECT: ENGLISH

TERM

- I

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)							
4	Nurse's Song	<p>- To enable the students to read and comprehend the poem .</p> <p>- To enable them to comprehend the theme and various poetic devices.</p> <p>Identify and organize critical concepts and objectives.</p>	<p>- To enable the students to imbibe – positivity, hopefulness and kindness..</p> <p>To motivate them to appreciate the virtues of kindness sympathy and empathy.</p> <p>To teach them to come out from the shakles of materialistic things and focus on real and diverse life.</p>	<p>class will be divided in 2 groups -1 group will speak for and one will speak against understanding the pain and suffering of others and empathizing with them.</p>	<p>SDG's will be integrated with the pictorial representation.Students will learn to emote and express. the concept of sympathy and empathy.</p>	<p>-Students will learn the art of social living and the concept of interdependence and tolerance in a social set up.</p> <p>- They will be able to understand importance of human relations.</p> <p>- It will also enable them to comprehend various human emotions.</p>	<p>- Students will learn the art of reading with proper pronunciation and modulation.</p> <p>-Paraphrasing will be done and vocabulary words will be discussed</p> <p>- They will be able to identify rhyme scheme and literary devices.</p>	<p>-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>-different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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4	<p>HOPE IS THE THING WITH FEATHERS</p> <p>Q1.What is the importance of hope ? Q2. Can one remain hopeful all the time? Q3.Explain “Hope Sustains life”</p>	<ul style="list-style-type: none"> - To enable the students to read and comprehend the poem . - To enable them to comprehend the theme and various poetic devices. - Identify and organize critical concepts and objectives. 	<ul style="list-style-type: none"> - To enable the students to imbibe – positivity, hopefulness and kindness.. 	<p>-class will be divided in 2 groups -1 group will speak for and one will speak against remaining hopeful in tough times.</p>	<p>- SDG’s will be integrated with the pictorial representation.Students will learn to emote and express. the concept of hopefulness and positivity..</p>	<p>-Students will learn to express themselves freely through class discussion Science ,Psychology and food sciencess will be integrated.</p>	<ul style="list-style-type: none"> - Students will be able to comprehend the poem. - Identify poetic devices. -Paraphrasing will be done and vocabulary words will be discussed.. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	<ul style="list-style-type: none"> -different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</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
5	<p><i>BACKSTAGE AT BKING BIG</i></p> <p>1. What do you mean by backstage?</p> <p>2. Are reality shows real or fake or all scripted?</p> <p>3. What do people do to take part in reality shows?</p>	<p>Students will be able to understand and appreciate the effect put in film makers to create the documentaries and the movies.</p> <p>Students will be able to learn about experience of filming nature programs from a film maker</p>	<p>Students will learn vocabulary words use objectives prefixes and different forms of tenses. They will understand the importance of media and how it has helped in educating people around the world.</p> <p>Students will be encouraged to describe why the reality shows are their favorite yeah</p>	<p>Students will be able to justify the title backstage they will be able to write all the new words and phrases they learned in the column what did I learn they will be able to describe the role of each member of the production team.</p>	<p>Art in the form of history, psychology, drawing, and language will be integrated. SDG's will be integrated too.</p>	<p>Students will be able to move away from strategy strategies and appreciate the technical aspects involved in producing a reality show students will be able to learn about the experience of filming in nature programs from a filmmaker</p>	<p>The chapter will be read aloud in the class the word meanings will be explained the class and students will be asked to underline nouns pronouns and adjectives later they will be asked to describe parts of speech.</p>

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4	<p><u>MY ELDER BROTHER:</u></p> <p>Q1. Do you have an elder brother?</p> <p>Q2. Do you respect him?</p> <p>Q3. What is the importance of education in our life?</p>	<p>After completing the reading, students will be able to:</p> <p>-The students will be able to explain the motives and behaviors of the two main characters.</p> <p>-They will be able to recognize the importance of forgiveness in relationships and inculcate it in daily behaviour.</p> <p>-To enhance their power of imagination.</p>	<p>- To enable the students to imbibe –</p> <p>- Social co-existence, kindness and gratitude.</p> <p>- To enable the students to know about our duties towards our family.</p> <p>Students will learn to adapt in family, developing cooperation, care and concern , respect , tolerance , acceptance and responsibility.</p>	<p>-The students will be asked to summarize the story.</p> <p>Students will be asked to write a diary entry as home assignment.</p>	<p>SDG's will be integrated with the chapter as they will share their views on gratitude reward and punishment.</p>	<p>-The capability to imagine will be enhanced</p> <p>-Speaking, listening and vocabulary development will be encouraged.</p> <p>-Drama integration will help the students to get ready to collaborate and use creativity to show their thinking.</p> <p>-</p>	<p>- The Chapter will be read by the students with modulation .-Important words will be explained along with their meanings.</p> <p>-Students will be able to comprehend the story to answer factual, inferential and evaluative questions.</p> <p>-Vocabulary will be enhanced with synonyms.</p>	<p>-The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter.</p>	<p>Different levels of achievers will be selected</p> <p>-Extra class and extra questions will be taken up for slow learners</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for slow learners.</p>

TERM-I

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4	<p>ADJECTIVES</p> <p>Q1 Define nouns.</p> <p>Q2 How to enhance the meaning of a noun?</p> <p>Q3.How would you describe your class teacher?</p>	<ul style="list-style-type: none"> - To give students knowledge of adjectives and its kinds. - The students will be able to identify adjectives in a sentence and mention its kinds. 	<ul style="list-style-type: none"> - To enable the students to correctly use the order of adjectives in sentences. - To enable them to frame sentences with various examples using different kinds of adjectives. 	Students will be encouraged to make a flow chart of different kinds of Adjectives. .	<p>SDG's will be integrated with the topic. Students will be able to adjectives themselves. They will be able to do various exercises of the same topic.</p>	<p>-while learning the order of adjectives students will be able to draw parallel with the Periodic table in Chemistry.</p>	<ul style="list-style-type: none"> - Students will learn about adjectives. -All kinds of adjectives will be explained with examples. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, gap filling etc . 	<ul style="list-style-type: none"> -different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners. 	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

TERM - 1

CLASS: X

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6	TENSES	<p>To enable the students to develop basic skills of grammar.</p> <ul style="list-style-type: none"> -will be able to apply rules of grammar. -write appropriately <p>Knowledge of purpose and importance of grammar topics.</p>	<p>To enable the students to imbibe –</p> <ul style="list-style-type: none"> -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics 	<ul style="list-style-type: none"> - Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers. -Model exercise of each topic will be given. - Class quiz will be conducted. 	<p>. SDG ‘S will be included to imbibe curiosity, confidence ,rules ,etc</p>	<p>. Students will be able to use important rules.</p> <ul style="list-style-type: none"> -application of knowledge, -knowledge of purpose and importance of grammar topics 	<ul style="list-style-type: none"> - Students will be able to share their personal experiences. - Students will be able to understand the plot and character of the story. 	<p>. Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

TERM - 1

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5	<p>ACTIVE AND PASSIVE VOICE</p> <p>Q1 How many types of voice are there?</p> <p>Q2 What is active voice?</p> <p>Q3 What is passive voice?</p>	<p>To enable the students to develop basic skills of grammar.</p> <p>-will be able to apply rules of grammar.</p> <p>-write appropriately</p> <p>-Knowledge of purpose and importance of grammar topics.</p>	<p>To enable the students to imbibe –</p> <p>-correct rules of grammar</p> <p>-application of style.</p> <p>-knowledge of the purpose and importance of grammar topics.</p>	<p>-Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers.</p> <p>-Model exercise of each topic will be given.</p> <p>- Class quiz will be conducted.</p>	<p>SDG ‘S will be included to imbibe curiosity, confidence ,rules ,etc.</p>	<p>Students will be able to use important rules.</p> <p>-application of knowledge,</p> <p>-knowledge of purpose and importance of grammar topics.</p>	<p>-Students will be able to share their personal experiences.</p> <p>- Students will be able to understand the plot and character of the story.</p>	<p>Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>different levels of achievers will be selected.Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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4	<p>Pronouns</p> <p>Q1 Define nouns .</p> <p>Q2 Identify various objects such as door floor etc .</p> <p>Q3.What can be used instead of nouns ?</p>	<ul style="list-style-type: none"> - To enable the students to read and comprehend poem correctly. - To enable the students to appreciate the beauty,rhyme and style of the poem - Identify various poetic devices. - To enable them to move from factual understanding to critical thinking. - To enable them to comprehend various human emotions. 	<ul style="list-style-type: none"> - To enable the students to - Differentiate between nouns and pronouns and its various types. - To enable them to frame sentences with various examples using different pronouns. 	Students will be encouraged to make a flow chart of different kinds of pronouns .	SDG's will be integrated with the topic. Students will be able to identify nouns and pronouns themselves. They will be able to do various exercises of the same topic.	-Students will learn to express themselves freely by creating their own music Music,Psychology and Sociology will be integrated	- Students will learn about nouns and pronouns . -All kinds of pronouns will be explained with examples .	-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

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4	<p>The Sentence</p> <p>A few statements will be written on the board. Students will be told to write yes or no in front of the sentence which form or do not form any sense.</p> <p>1. A pleasant day 2. What a pleasant day! 3. Dangerous tides. 4. Do you come here for a walk?</p>	<ul style="list-style-type: none"> - To enable the students to understand the usage of different types of sentences. - To make the students identify subject and predicate. - To enable them to understand different types and parts of sentences. - They should be able to write meaningful sentences using basic sentence patterns. 	<ul style="list-style-type: none"> - To enable the students to enhance their vocabulary. - To enable the students to make a paragraph with correct sentence formation. - To enable the students to think logically while making a sentence. 	<p>FUN TIME</p> <p>Students will be asked to play a game in pairs. They will give letters to each other and will frame sentences with those letters. The sentence could be interrogative, exclamatory, declarative.</p>	<p>SDG's will be integrated with the poem. Students will be able to make sentences on their own with different words and different kinds of sentences too.</p>	<p>-Students will learn to express themselves freely by creating conversation and will help the students in improving their spoken. Thinking skills will also be developed.</p>	<p>- Students will understand the definition of the sentence. Different types of sentences will be written on the board to check their understanding.</p>	<p>-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>-different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>

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4	Determiners Q1 Name the parts of speech. Q2 What is a noun clause? Q3.Which part shows up first in a noun clause?	<ul style="list-style-type: none"> - To give students knowledge of determiners and its kinds. - The students will be able to identify determiners in a sentence and mention its kinds. 	<ul style="list-style-type: none"> - To enable the students to correctly use Determiners in a sentences. - To enable them to frame sentences with various examples using different kinds of Determiners. 	Students will be encouraged to make a flow chart of different kinds of Determiners .	SDG's will be integrated with the topic. Students will be able to identify and use Determiners . They will be able to do various exercises of the same topic.	-while learning the order of determiners students will be able to know understanda and appreciate finer details of the languagr.	<ul style="list-style-type: none"> - Students will learn about Determiners. -All kinds of Determiners will be explained with examples. 	<ul style="list-style-type: none"> -Students will be assessed through multiple choice questions, gap filling etc . 	<ul style="list-style-type: none"> -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

Duration/ No. of days	P.K Testing	Subject Specific Outcomes	Behavioural Outcomes	Group Activities And Hands on Learning	Art Integration	Interdisciplinary Linkage	Pedagogical Strategies	Assessment	Feedback and remedial teaching	Inclusive Practices	
Article writing 3 periods	Asking the students if they have read article in the newspaper Putting up questions regarding the articles they have read and asking them to correlate it with what is to be done in the class that day.	1. To enable the students to write good English. 2. To enhance student knowledge to comprehend the topic 3. To enrich their vocabulary. 4. To create interest of students in writing	To enable the Students to Imbibe- Correct rules of grammar Application of writing Knowledge of the purpose Importance of grammar topics.	The students will be divided into two groups and same topic will be given to write on. The group leader will be asked to sum up the point and read aloud in the class. Thereafter, COHESION will be taught. This will learn to make connection between the ideas within the text.	The students will be given a picture and will be asked to write a few lines on it, then choose a topic of an article to be written from it.	Resources <i>including</i> ICT:- Diksha portal link, NCERT textbook, YouTube link.	Explanation of the parts of writing an article. Making the students well equipped with writing styles and techniques.	Giving an article to write.	An extra class with extra questions can be taken up for slow learners. Simple questions can be asked to motivate them.	These activities will focus on differently abled students, if any in class.	

Notice Writing

Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplin- ary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
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Notice writing	<p>Q1:-What do you mean by Notice?</p> <p>Q2:-Have you ever seen a notice in your surroundings?</p> <p>Q1:-What is the format of Notice?</p>	<ul style="list-style-type: none"> To enable the students to express effectively. To share ideas To develop appropriate. Style of writing. Know the purpose and importance of writing short and long compositions. Use of appropriate language, vocabulary, expressions and sentence structure. 	<ul style="list-style-type: none"> Identify the appropriate usage of writing skills. Apply it in practical life. Express their views in deired manner. Develop knowledge and purpose of writing a notice 	<ul style="list-style-type: none"> Familiarize the students with the format of this writing skill. Model samples will be shared. Sample for practice will be shared. 	<p>SDG's will be integrated with the Notice. Students will be able to express freely and correctly. - Students will acquire the correct format.</p>	<p>-Students will learn to express themselves freely by adopting the correct terminology. - know the relevance of Notice writing. --acquire appropriate language, expression and sentence structure.</p>	<ul style="list-style-type: none"> Notice will be explained. Correct format will be discussed. Students will learn self-expression through a formal means of communication. 	<ul style="list-style-type: none"> Students will be assessed through multiple choice questions, reference to context, competency questions will also be taken up. 	<p>Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz, MCQ Fill Ups etc. will be taken up for differently abled students</p>

Paragraph Writing

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Paragrap h Writing	<p>Q1:- What do you mean by a "Paragraph"?</p>	<ul style="list-style-type: none"> To teach the students concept of paragraph writing. To give them knowledge how to write accurately. To inculcate the spirit of one's writing. 	<ul style="list-style-type: none"> Students will organize their collective thoughts or ideas into a well written paragraph They will appreciate the lesson by discovering their hidden skills and talents in writing. 	<ul style="list-style-type: none"> Value-points will be given to the students. They will frame a paragraph about the school-campus 	<p>SDG'S will be integrated with the chapter. Students should learn to analyze and explain a text or data and then describe it in simple and clear language.</p>	<ul style="list-style-type: none"> To make students understand that paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order Using a clear structure for paragraphs helps guide the reader through the written work. 	<ul style="list-style-type: none"> Paragraph will be explained. - Correct format will be discussed. Students will learn the importance of paragraph writing in daily life. 	<ul style="list-style-type: none"> Students will be assessed through multiple choice questions, reference to context, competency questions will also be taken up. 	<p>Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>	<p>Quiz, MCQ Fill Ups etc. will be taken up for differently abled students</p>

4	MESSAGE WRITING Q1- How were messages conveyed in earlier times? -Name any two	-To enhance the writing skill of the students. -To encourage students to integrate grammar with writing tasks. -To express themselves properly.	-Students will be able to learn and apply the concept of message writing in their daily life. -They will be able to write the message accurately. -They will be inculcated with a spirit of one's writing.	-Students will paste pictures on traditional method of delivery of a message. -Students will write a paragraph on 'Advancement of	-SDG'S will be integrated with the topic in the form of encouraging students to write a message and	-Students will be able to write a message as their intellectual	Students will be asked a)Do you text message? b)What do you like about it? c)What is tricky about writing a	-The students will be asked to solve worksheets. -They will be judged by conducting a	-Students will be given special worksheet s. -They will be given	Quiz_MCQ Fill Ups etc will be taken up for differently abled students.
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4	Editorial Letter 1.Name different types if letters you have written till now? 2.What are formal letters?	-To be able to take message and convey useful message in the form a message. Focus on the form content and process of writing. -Practice An extra exercise to enhance the skill. i) Guide and motivate students to express and	- Guide students to write and express themselves on their own. The students will be able to inculcate values like share ideas freedom to express and acceptance of ideas. 2.Make use of appropriate	Communication Technology' including points supporting the importance of message writing. - Revision of formal letters. Purpose and significance of writing letters. Discussion on using the	practice at home when their parents go to market, neighbors' and leave the message in their absence for the other family members. Students will be encouraged to debate on the given topics as they put forward their views on the given subject.	skills will be developed. -They will be able to think critically and understand the need of message writing. -They will be able to write messages of various types. Guide the students to write effectively. Develop and	message? d)Have you ever left a message for someone on a piece of paper? -Teacher will make the format of message writing on board and ask the students to note down some points which they should remember while drafting a message. Students will be made aware of - -Need to write editorial letters. Structure of editorial letters will be explained.	quiz based on the chapter. -The students will be asked to solve worksheets. -They will be judged by conducting a	some extra guidelines to enable them to comprehend the topic. -Students will be given special worksheet s. -They will be given	Quiz_MCQ Fill Ups etc will be taken up for differently abled students.

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4	Bio sketch 1. what is the difference between biography and autobiography? 2. students will be asked to describe	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 data and information.	formers expressions and vocabulary. 3.Write editorial letters appreciate the skill of expressing and writing effectively. 4.Relate with business issues relating to the environment and society. 5.writing, reading, skill and thinking skill .	electronic media rather than writing letters. Old and new methods of communication. To support learning sample editorial letters will be read out in the class and shown using smart class . -Revision of the biosketch Purpose and significance of writing biosketch. -Discussion on using the electronic media rather than writing bio	They will also be able to act as active members of the society who take part in the upliftment of the society by highlighting various issues of public concerns. -Students will be encouraged to debate on the given topics as they put forward their views on the given subject.	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. -Guide the students to write effectively. -Develop and strengthen	An example will be discussed to bring more clarity on fineness of writing and editor letter. They will be asked to share Dear ideas on the given topic that's using the technique of brain storming. Students will be made aware of - -Need to write bio sketch. The structure of bio sketch will be explained.	quiz based on the chapter. -The students will be asked to solve worksheets. -They will be judged by conducting a	some extra guidelines to enable them to comprehend the topic. -Students will be given special worksheet s. -They will be given	Quiz_MCQ Fill Ups etc will be taken up for differently abled students

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	themselves and their favorite person?	write effectively. ii) Develop knowledge and purpose of writing a bio sketch. iii) Awareness of the form content and process of writing. iv)Able to retain data and information.	2.Make use of appropriate formers expressions and vocabulary. 3.Write biosketch appreciate the skill of expressing and writing effectively. 4.Relate with business issues relating to the environment and society. 5.writing, reading, skill and thinking skill.	sketch -Old and new methods of communication. -To support learning sample biosketch will be read out in the class and shown using smart class	They will also be able to act as active members of the society who take part in the upliftment of the society by highlighting various issues of public concerns.	public awareness and understand social responsibilities as able Citizens of the country, sending replies and voicing their opinions on various publications of public interest.	An example will be discussed to bring more clarity on fineness of writing biosketch. They will be asked to share Dear ideas on the given topic that's using the technique of brain storming.	quiz based on the chapter	some extra guidelines to enable them to comprehend the topic.	

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4	Initial knowledge testing to assess students' prior understanding of Coober Pedy and related concepts.	Understand the geographical and cultural significance of Coober Pedy. Explore the history and development of the town. Discuss the unique lifestyle and living conditions in Coober Pedy.		Group discussions on the historical background of Coober Pedy. Map activities to locate Coober Pedy and understand its geographical features. Exploration of the mining process through interactive models or virtual tours. Collaborative projects on the lifestyle and culture of Coober Pedy's residents.	Create art projects inspired by the landscapes and opal mines of Coober Pedy. Craft models of the underground homes typical in Coober Pedy.	Geography: Study of the Australian outback, climate, and natural resources. History: Timeline of Coober Pedy's development and its mining history. Science: Examination of opal formation and mining techniques. Life Skills: Teamwork, research skills, and creative thinking.	Use of multimedia presentations to introduce Coober Pedy. Guided research sessions with internet and library resources. Interactive storytelling to convey the experiences of Coober Pedy residents.	Quizzes on the geographical and historical facts about Coober Pedy. Group project presentations on various aspects of Coober Pedy. Individual reflections or essays on what students learned and found most interesting.	Regular feedback sessions to address any learning gaps. Remedial sessions for students needing additional support with the material.	Differentiated instruction to cater to diverse learning needs and styles. Use of assistive technology for students with special needs. Ensuring all students can participate in group activities and discussions.