

**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**ANNUAL CURRICULUM PLAN SESSION 2023-24**

**TERMI**

**CLASS:VIII**

**SUBJECT:ENGLISH**

Month&Working Days	Theme/ Sub-theme	Learning Objectives		Activities&Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
<b>APRIL</b>	<b>LITERATURE</b>  Unit 1 Travel The Discover Daily Hunt Poem : Travel	<ul style="list-style-type: none"> <li>-To enable the students to appreciate/comprehend the text.</li> <li>-To enable them to express themselves in grammatically correct language</li> <li>- To enable them to comprehend the text locally and globally.</li> <li>- To learn/enrich vocabulary and its usage within appropriate context</li> <li>- To develop confidence in speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>- To learn about the meaning of friendship</li> <li>- Treasuring relationships</li> <li>- To know that friendship is not age barred /social status confined.</li> <li>- Friendship is about selection rather than imposition</li> <li>- To help them understand that friendship gives a motive to live and transform one's life.</li> </ul>	<p><b>Process/Activities:Activity (To introduce the lesson):</b> Video will be shown based on friendship (Nobita and Doron, Monks and tigers, friendship between a cat and a dog)</p> <p>- Posters based on dos and don'ts in a relationship.</p> <p><b>Activity (To Support learning):</b> <b>Speaking Skills:</b></p> <ul style="list-style-type: none"> <li>- Based on the idea that 'Friendship has no boundaries', share your ideas related to Lucy and Chester's relationship and compare your</li> </ul>	<ul style="list-style-type: none"> <li>- To enable the student to use appropriate vocabulary and grammar in oral and written forms, appreciate/comprehend the text, express themselves in grammatically correct language</li> <li>- develop confidence in speaking skills</li> <li>- learn about the meaning of friendship, treasure in relationships.</li> <li>- know that friendship is not age barred /social status confined and its selection rather than imposition</li> <li>- understand that friendship gives a motive to live and transform one's life.</li> </ul>	<ul style="list-style-type: none"> <li>- On the basis of the oral description about the qualities of their favourite persons/friends.</li> </ul>

				<p>relationship with your grandpa or grandpa (any elderly person)</p> <p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Loud reading of the lesson</li> </ul> <p><b>Activity (To assess learning)</b></p> <p>Use different adjectives describing personalities (whom they like the most/ of your friend (Minimum 10 adjectives), give your views, compare the qualities with incidences</p> <p><b>Visual Art</b></p> <p><b>of Integration:</b></p> <ul style="list-style-type: none"> <li>- The students will draw a picture related to the chapter, using their imagination.</li> </ul>		
<b>May</b>	Unit 2 Planning a Surprise	<ul style="list-style-type: none"> <li>- To enable the students to help them to appreciate poetry as a genre</li> <li>- make them understand about the free verse.</li> <li>- enrich vocabulary and its usages</li> <li>- to learn recitation</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- To enable the students to develop sensitivity towards understanding the difference between animals and humans and draw their attention to the folly of mankind.</li> <li>- draw their attention towards the values that</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Process/Activities Activity (To introduce the lesson):</b></li> <li>Video will be shown on the life of animals and how they protect themselves. <a href="https://www.youtube.com/watch?v=65K7l2jzMjc">https://www.youtube.com/watch?v=65K7l2jzMjc</a></li> <li><b>Reading Skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to understand and express the theme of the poem.</li> <li>- organize their thoughts in a coherent manner.</li> <li>- narrate the specific information about the animals.</li> <li>- understand the language and the thematic content of the poem.</li> <li>- appreciate the stylistic devices</li> </ul>	The students will be assessed on the basis of the Value Based Question

			<p>humans are getting devoid of and the animals still persist.</p>	<ul style="list-style-type: none"> <li>- Recitation followed by explanation and discussion on the theme of the poem.</li> <li>-- If animals could talk, what would they have to say about human behavior nowadays? Construct and write an imaginary dialogue between you and any animal.</li> <li><b>Writing Skill:</b></li> <li><b>Visual Art of Integration:</b></li> <li>- The students will draw a picture related to the chapter, using their imagination.</li> <li>- Students will be making 'Posters' based on fusion of any two animals and specify their qualities.</li> <li><b>Speaking Skills</b></li> <li>- The students will be asked to choose an animal, play the role of that animal and describe its good qualities.</li> <li><b>Activity (to assess learning):</b></li> <li>- The students will be assessed</li> </ul>	<p>used in the poem.</p> <ul style="list-style-type: none"> <li>- share their views about the good qualities of animals.</li> <li>- learn dialogue writing and will express their viewpoint.</li> </ul>	
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	July			Question		
	<b>Literature</b> Unit2 <del>The</del> <del>Class</del> hr	-Toenable the studentto- appreciate/comprehendthetext - expressthemselvesingrammati- callycorrectlanguage. - navigatedictionary - learn/enrich vocabulary and itsusagewithinappropriatecontex- t - Todevelopconfidenceinspeakingski- lls	-Studentsableto -sensitise towardsenvironment alissues -inculcate sympathy,honesty,c ourage -realize the importance ofanimals and differentwaystosavethem - beawarethatnurturingnat- ure is the need of thehour. - understandandmaketheirv- iewsaboutpoaching(illega- lhunting)	- <b>Process/ActivitiesActivi- ty (to introducethe lesson) -Hpc Activity(tosupportlearn- ing) ReadingSkill:Readingoft- hechapterbythestudents. WritingSkill(intheNotes copy) -Book Exercises in Notescopy. Visual Art ofIntegrati- on: - Thestudentswilldrawapic- ture related to thechapter,usingtheirima- gination.  <b>Activity(to assess learning):</b> -Students will be asked tomake poster educating</b>	-Studentswillbe able to: -appreciate/comprehendthetext - expressthemselvesingrammatic- allycorrectlanguage. - developconfidenceinspeakingsk- ills -be sensitive towardsenvironment alissues - inculcatesympathy,honesty,c ourage -realize the importance ofanimalsanddifferent waystosavethem -beawarethatnurturingnatureisthe needofthehour. -understand and make theirviewsaboutpoaching(illeg- al hunting)	- Studentswillbeask- ed to makeposte- r educating people againstpoa- ching. Theycanu- sepicturesandwrit- esloganwhile making aposter.(I- ndividual)

				people against poaching. They can use pictures and write a slogan while making a poster. (Individual)		
	<p><b>Grammar:</b></p> <p>1. Revision Parts of Speech</p> <p>2. Subject Verb Agreement</p>	<p>-The students will be able to</p> <p>- apply the grammatical concept that requires thinking rather than mechanical application.</p> <p>- understand about different parts of speech and their application.</p> <p>- arrange different parts of speech in a sentence form.</p>	<p>The students will be able to</p> <p>- enjoy learning of grammar rather than finding it daunting.</p> <p>- express themselves grammatically correct language.</p> <p>- be confident in using the language.</p>	<p><b>-Process/Activities</b></p> <p>- The topic will be introduced as per the class requirement (Class discussion, storytelling, powerpoint presentations and activities)</p> <p>- Rules will be explained along with its application.</p> <p>- Model exercises followed by practice exercises in Practicesheets</p>	<p>- Students will be able to</p> <p>- apply the grammatical concept that requires thinking rather than mechanical application.</p> <p>- understand about different parts of speech and their application.</p> <p>- arrange different parts of speech in a sentence form.</p> <p>- find out errors or omissions in the given sentences/paragraphs and rectify it.</p> <p>- enjoy learning of grammar rather than finding it daunting.</p> <p>- express themselves in grammatically correct language.</p> <p>- be confident in using the language</p>	<p>- On the basis of their performance in the practice sheet exercises.</p>

	<p><b>Writingskills-</b></p> <p>1. E mail writing 2. Informal Letter</p>	<p>-Toenablethestudentsto writeincorrectformat.</p> <p>-uselanguageclearly,precisely,convincinglyand creatively.</p> <p>- developtheirviewpointsandid easeffectively.</p> <p>- demonstrateasenseofstyleandawareness ofpurpose.</p>	<p>To enablethe studentsto developwriting,imagination, planning,creative and criticalthinking skills.</p> <p>-think and collect ideasand organize them withfocus on appropriatebeginning, middle andending.</p> <p>- usepolitewordsfor communication withothers.</p> <p>- read,compare,contrast,think critically and relateideastolife.</p>	<p><b>-Process/Activities</b></p> <p><b>-Warmupactivity</b></p> <p>-Class discussion aboutthe topic to be taught tochecktheirpreviousknowledge.</p> <p><b>-Activities</b></p> <p>-ModelExercise intheGrammarmodel.</p> <p>-Practiceexercise intheworksheet</p> <p>-Use of Black board towrite the details, formatsand otherimportantinformation.</p> <p><b>- InteractiveSession</b></p> <p>- Questionswillbeaskedwhile teaching.</p> <p>-Discussion– oldandnew form ofcommunication.</p> <p>- Significanceofwritingmessage and</p> <p>- e-mailwriting.</p> <p>-Content, format, modelandpracticeexercises</p>	<p>Thestudentswill beableto writeincorrectformat.</p> <p>-uselanguageclearly,precisely,convincinglyand creatively.</p> <p>- developtheirviewpointsandid easeffectively.</p> <p>- describeexperiences,events,objects,peopleandplaces.</p> <p>- developwriting,imaginative, planning, creative and criticalthinkingskills.</p>	<p>- Basedontheirwriting in thepracticeworksheets.</p>
<p><b>AUGUST</b></p>	<p><b>Literature</b>Unit 3: When The Mop Count Didn't Tally</p>	<p>-Studentswillbeableto appreciate/comprehendthepoem</p> <p>- expressthemselvesingrammaticallycorrectlanguage.</p> <p>-learnaboutpoetic devicesunderstandtherhymingschemeusedinthepoem.</p>	<p>-Studentswillbeableto understandtheagonyofa captive.</p> <p>- understand andappreciate the efforts bythe captive to regain itsfreedom</p> <p>- understandthatliving</p>	<p><b>- Process/ActivitiesActivity (To introduce the lesson):</b></p> <p>- A video of animals in cages will be shown.</p>	<p>Studentswill beableto appreciate/comprehendthepoetryas aliterarygenre</p> <p>-learn/enrich vocabulary and itsusage within appropriate context</p> <p>-reflectandanalyseonbroader</p>	<p>- BasedontheValue Basedanswer written innotebook</p>

		-learn/enrich vocabulary and its		- The students will be asked to share their	perspectives in terms of freedom.	
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		<p>usage within appropriate context.</p>	<p>freely in their natural surroundings as any living being's birthright.          -develop sympathy towards caged bird/any captive being.          -to know about the dark side of human history related to racial discrimination</p>	<p>experience of lockdown due to Covid-19. This would make them understand agony that he faced being a prisoner and students will learn more about conflict and hope.  <b>Activity (To Support learning):</b>          -After the explanation of the poem, another video of a poem having the same theme ('I know how the caged bird feels' by Maya Angelou) will be shown to students and asked to interpret the message.  <b>Reading Skills:</b>          -Recitation of the poem, followed by explanation  <b>Writing Skills</b>          Book exercises in Notescopy  <b>Visual Art of Integration:</b>          - The students will draw a picture related to the poem, using their imagination.</p>	<p>- respond to the text from multiple viewpoints related to sympathy.</p>	
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				<b>Activity (to assess</b>		

				<p><b>learning)</b></p> <p>Based on the Value Based answer written in notebook</p>		
Unit 4 Let's Walk Together	Poem : Wishing	<p>To enable the students</p> <ul style="list-style-type: none"> <li>- to appreciate/comprehend the poem</li> <li>- to express themselves in grammatically correct language.</li> <li>- to learn poetic devices</li> <li>- to understand the rhyming schemes.</li> <li>- to learn/enrich vocabulary and its usage within appropriate context</li> <li>- to develop confidence in recitation</li> </ul>	<p>- To enable the students</p> <ul style="list-style-type: none"> <li>- to develop a sense of motivation in every day work.</li> <li>- to be positive about one's job.</li> <li>- to understand that all works are important, none of them can be put on high or low profile.</li> <li>- to be aware and empathetic.</li> <li>- to inculcate positive attitude towards life and work.</li> <li>- to be enthusiastic towards their duties.</li> </ul>	<p>- <b>Process/Activities Activity (to introduce the lesson)</b></p> <p><b>Warm-up Activity:</b></p> <ul style="list-style-type: none"> <li>- Discussion based on the difficulties faced by you and your mother when your maid was absent for a week. What did you learn from that?</li> </ul> <p><b>Activity (to support learning)</b>-</p> <p>Animated video of the poem will be shown in the class.</p> <p><b>Reading Skills:</b> Loud reading of the poem with explanation and discussion.</p> <ul style="list-style-type: none"> <li>- The poem with the best rhyme scheme will be used to teach the concept of rhyming scheme.</li> </ul> <p>(The poem, 'The Old Wife and The Ghost' would be taken up for the same)</p> <p><b>Writing Skill (in the Notes copy)</b>-</p> <p>The students will write the answers of the questions</p>	<p>The students will be able</p> <ul style="list-style-type: none"> <li>- to appreciate/comprehend the poem</li> <li>- to express themselves in grammatically correct language.</li> <li>- to learn poetic devices and rhyming schemes</li> <li>- to develop confidence in recitation</li> <li>- to develop a sense of motivation in every day work.</li> <li>- to be positive about one's job.</li> <li>- to understand that every work is important.</li> </ul>	<p>- Students will be asked to write inspiration poem on the same theme.</p>

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				<p>chapter.</p> <p><b>Visual Art of Integration:</b></p> <ul style="list-style-type: none"> <li>- The students will draw a picture related to the chapter, using their imagination.</li> </ul> <p><b>Activity (to assess learning)</b></p> <ul style="list-style-type: none"> <li>- Students will be asked to write an inspirational poem on the same theme. (After the poem is over)</li> </ul>		
	<p><b>Grammar-</b></p> <p>1. Tenses</p> <p>2. Determiners</p> <p><b>Writing Skill-</b></p> <p>1. Diary Entry</p>	<ul style="list-style-type: none"> <li>- The students enable to apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>- understand the time frame and apply them in correct forms of tenses.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- enjoy learning of grammar rather than finding it daunting.</li> <li>- express themselves in grammatically correct language.</li> <li>- be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>- The topic will be introduced as per the class requirement (Class discussion, storytelling, powerpoint presentations and activities)</li> <li>- Rules will be explained along with its application.</li> <li>- Model exercises followed by practice exercises in Practice sheets</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>- find out errors or omissions in the given sentences/paragraphs and rectify it.</li> <li>- understand the time frame and apply them in correct forms of tenses.</li> <li>- distinguish determiners and apply them in their day to day usage.</li> <li>- enjoy learning of grammar rather than finding it daunting.</li> <li>- express themselves in grammatically correct language.</li> </ul>	<ul style="list-style-type: none"> <li>- On the basis of their performance in the practice sheet exercises.</li> </ul>

					- beconfidentinusingthela nguage	
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	<p><b>Grammar</b> Active and Passive Voice</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>- understand the application of different forms of speech. (active/passive voice) and learn their rules of interconversions.</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- enjoy learning of grammar rather than finding it daunting.</li> <li>- express themselves in grammatically correct language.</li> <li>- be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>- The topic will be introduced as per the class requirement (Class discussion, storytelling, powerpoint presentations and activities)</li> <li>- Rules will be explained along with its application.</li> <li>- Model exercises followed by practice exercises in Practice sheets</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be able to apply the grammatical concept that requires thinking rather than mechanical application.</li> <li>- understand the application of different forms of speech. (active/passive voice) and learn their rules of interconversions.</li> <li>- enjoy learning of grammar rather than finding it daunting.</li> <li>- express themselves in grammatically correct language.</li> <li>- be confident in using the language</li> </ul>	<ul style="list-style-type: none"> <li>- On the basis of their performance in the practice sheet exercises.</li> </ul>
	<p><b>Writing Skill-</b> Data interpretation</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>- write in correct format.</li> <li>- use language clearly, precisely, convincingly and creatively.</li> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences and events.</li> <li>- demonstrate a sense of style and</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>- to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>- to develop writing, imagination, planning, creative and critical</li> </ul>	<p><b>-Process/Activities</b> <b>-Warmup activity</b> -Class discussion about the topic to be taught to check their previous knowledge. <b>-Activities</b> -Model Exercise in the</p>	<ul style="list-style-type: none"> <li>- The students will be able to write in correct format.</li> <li>- use language clearly, precisely, convincingly and creatively.</li> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences, events, objects, people and places.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on their writing in the practice worksheet</li> </ul>

		<p>awareness of purpose.          -draft,revise and          writeshortparagraphbasedonvis          ualclues.</p>	<p>thinkingskills.          - to thinkand collectideas          and organize          themwithfocusonappropri          atebeginning,middle          andending.          - to use polite words          forcommunication          withothers.          -to read,          compare,contrast,think          criticallyandrelateideast          olife.</p>	<p>Grammarcopy.          -          Practiceexerciseinthewo          rksheet          -Use of Black board          towrite the details,          formatsand          otherimportantinformati          on.  <b>-InteractiveSession</b>          -          Questionswillbeaskedw          hile teaching.          -Discussion–          oldandnew form          ofcommunication.          -          Significanceofdiaryw          riting,datainterpretati          on.          -Content,format,model          andpracticeexercises</p>	<p>- demonstrate a sense of          styleandawarenessofpurposea          ndaudience.          - imbibevaluesofmotivation,s          ensitivity,awareness,responsibilit          y,careandconcern.          -          developwriting,imaginative,pl          anning, creative and          criticalthinkingskills.</p>	
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<p><b>SEPTEMBER</b></p>	<p><b>Revision for First Term End Examination</b></p> <p><b>Literature</b> Unit 7 Citizens of the world Sec. 3 Two Scavengers in a Truck, Two Beautiful People in a Mercedes.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- to enable the students to recite with intonation.</li> <li>- to enrich the vocabulary of the students to use the same correctly.</li> <li>- to understand the difficult words and phrases in the poem.</li> <li>- to introduce various poetic devices (simile/metaphor/personification/alliteration/repetition) in the poem</li> </ul>	<ul style="list-style-type: none"> <li>- The students will be able to observe the inequalities in the society</li> <li>- think about how to reduce them.</li> <li>- understand that all humans have a dream to live a respectable life.</li> </ul>	<p><b>Process/Activities Activity (To introduce the lesson):</b></p> <p><b>Speaking Skills:</b></p> <ul style="list-style-type: none"> <li>- Discussion about social class differences in their surroundings and why there is a gap.</li> </ul> <p><b>Visual Art of Integration:</b></p> <ul style="list-style-type: none"> <li>- The students will draw a picture related to the poem, using their imagination.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- identify the figures of speech and understand their relevance.</li> <li>- understand the central idea of the poem and appreciate the humour associated.</li> <li>- speak confidently</li> <li>- realize that all ghosts are not scary</li> <li>- treasure their time spent with their grandparents</li> <li>- develop sympathy and concern for the elderly</li> <li>- develop a tendency to help out</li> </ul>	<p>After the completion of the poem, write your own idea as to what you are implementing to bridge the gap of social inequality, share it with your elders in the family and get their feedback. (short composition, 80-</p>
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		-elderly people should be respected		<p><b>Activity (To Support Learning):</b> Recitation of the poem with intonation. <b>Listening Skills:</b> Listen to another poem 'The World is a Beautiful Place' by the same poet and try to correlate the themes of the two poems. <b>Activity (to assess Learning)</b></p> <p>-After the completion of the poem, write your own idea that you are implementing to bridge the gap of social inequality, share it with your elders in the family and get their feedback.</p>	<p>the elderly</p> <p>- understand what do aged people go through.</p> <p>- able to express their emotions in a better way</p>	100 words)
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**TERM II**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
<b>OCTOBER</b>	<b>Literature</b> Unit 5 Battling Climate Change <b>Poem:</b>	To enable the students -to appreciate/comprehend the text -to express themselves in	To enable the students to -imbibe the values of – empathy, tolerance,	- <b>Process/Activities Activity (to introduce the lesson)</b>	-Students will be able to: -appreciate/comprehend the text.-to express themselves in	<b>DISCUSSION:</b> Have you heard

	<b>Warned</b>					
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		<p>grammatically correct language.</p> <ul style="list-style-type: none"> <li>- to verbally communicate an imagined situation</li> <li>- to learn/enrich vocabulary and its usage within appropriate context</li> <li>- to understand first person narrative style.</li> </ul>	<p>determination, positivity and acceptance.</p> <ul style="list-style-type: none"> <li>- understand that racism, prejudice and discrimination are embedded in the fabric of society.</li> <li>- spread awareness of the caste system which is still prevalent.</li> <li>- realize that love and compassion are necessities, without them humanity cannot survive.</li> <li>- overcome caste boundaries and live in harmony.</li> <li>- develop writing, speaking, thinking and analytical skills.</li> <li>- develop confidence in speaking skills.</li> </ul>	<p><b>Warm-up Activity:</b></p> <ul style="list-style-type: none"> <li>- The words related to untouchability will be shared with the students and students will be asked to share their perspectives before beginning of the lesson.</li> </ul> <p><b>Activity (to support learning)</b></p> <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>- Find the article from the Indian Constitution which gives the citizens right against untouchability. Find out about Right to Equality.</li> </ul> <p><b>Activity (Integrated Visual Art)</b></p> <p><b>Visual Art of Integration:</b></p> <ul style="list-style-type: none"> <li>- The students will draw a picture related to the chapter, using their imagination.</li> <li>- The students will make / draw a poster on abolition of caste system and display on the class soft board.</li> </ul> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>- Loud reading followed by explanation and</li> </ul>	<p>grammatically correct language.</p> <ul style="list-style-type: none"> <li>- verbally communicate an imagined situation.</li> <li>- learn/enrich vocabulary and its usage within appropriate context</li> <li>- understand first person narrative style.</li> <li>- imbibe the values of – empathy, tolerance, determination, positivity and acceptance.</li> <li>- understand that racism, prejudice and discrimination are embedded in the fabric of society.</li> <li>- spread awareness of the caste system still prevalent.</li> <li>- realize that love and compassion are necessities, without them humanity cannot survive.</li> <li>- overcome caste boundaries and live in harmony.</li> <li>- develop writing, speaking, thinking and analytical skills.</li> <li>- develop confidence in speaking skills.</li> </ul>	<p>about untouchability in any form? What will be your role to prevent the same?</p>
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				discussion.		
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				<p><b>Writing Skill (in the Notes copy)</b></p> <ul style="list-style-type: none"> <li>- The students will write the answers of the questions asked at the end of the chapter</li> </ul>		
	<p><b>Writing Skill- Formal letter</b></p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>- write in correct format.</li> <li>- use language clearly, precisely, convincingly and creatively.</li> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences and events.</li> <li>- demonstrate a sense of style and awareness of purpose.</li> <li>- draft, revise and write short paragraph based on visual clues.</li> </ul>	<p>To enable the students</p> <ul style="list-style-type: none"> <li>- to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>- to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>- to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>- to use polite words for communication with others.</li> <li>- to read, compare, contrast, think critically and relate it to life.</li> </ul>	<p><b>- Process/Activities</b></p> <ul style="list-style-type: none"> <li>- <b>Warmup activity</b></li> <li>- Class discussion about the topic to be taught to check their previous knowledge.</li> <li>- <b>Activities</b></li> <li>- Model Exercise in the Grammar copy.</li> <li>- Practice exercise in the worksheet</li> <li>- Use of Black board to write the details, formats and other important information.</li> <li>- <b>Interactive Session</b></li> <li>- Questions will be asked while teaching.</li> <li>- Discussion – old and new form of communication.</li> <li>- Significance of writing letters (formal and informal)</li> <li>- Content, format, model and practice exercise</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>- write in correct format.</li> <li>- use language clearly, precisely, convincingly and creatively.</li> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences, events, objects, people and places.</li> <li>- demonstrate a sense of style and awareness of purpose and audience.</li> <li>- imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.</li> <li>- develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on their writing in the practice worksheet</li> </ul>

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<p><b>NOVEMBER</b></p>	<p><b>Literature Unit :6</b>  <b>An Entrepreneur with a Heart</b>  <b>Poem :</b>  <b>Invictus</b></p>	<p>To enable the students to</p> <ul style="list-style-type: none"> <li>- understand the poem</li> <li>- learn poetic devices (Simile, Alliteration, Personification)</li> <li>- learn/enrich vocabulary and its usage within appropriate context</li> <li>- develop confidence in speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- To enable the students to</li> <li>- know that every pain subsides if proper precaution and medicine is applied.</li> <li>- develop sensitivity towards sufferings of others.</li> <li>- learn correct ways to face the challenges.</li> <li>- develop kindness and concern for the family members.</li> <li>- be aware towards intuition.</li> <li>- be aware of eccentric relief measures</li> </ul>	<p>- <b>Process/Activities Activity (to introduce the lesson)-</b>  <b>Class Discussion:</b> Recall a ny incident of your life, where your parent did not bother about their problems and tried to find solution for you.</p> <p>- ‘Magical Aroma’: Children would be asked to prepare easy magic tricks and perform in the class.</p> <p><b>Activity (to support learning)</b></p> <ul style="list-style-type: none"> <li>- PPT based on superstition would be shown. (Made by students)</li> <li>- Scientific reasons for following superstitions would be explained by the teacher to the students.</li> <li>Figures of Speech Alliteration- stung by a scorpion, Parting with his poison, diabolic tail in the dark, risked the rain, poison purify, through and through, poured a little paraffin, flame feeding.</li> <li>Metaphor- scorpionis</li> </ul>	<p>- Students will be able to:</p> <ul style="list-style-type: none"> <li>- identify the figures of speech and understand their relevance.</li> <li>- understand that superstitious beliefs are not to imply in daily life.</li> <li>- know that lack of education makes people superstitious.</li> <li>- understand that environment around a person affects one’s life and behaviour.</li> <li>- to develop the ability of the students to express their thoughts in a concise manner.</li> <li>- communicate confidently with grammatically correct language.</li> <li>- verbally communicate a hypothetical situation</li> </ul>	<p>- Students will be made to write the gist of the poem according to their perception.</p>
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				<p>the Evil One.          Simile - like swarms of flies.  <b>Writing Skill (in the Notes copy)</b> Textual Exercise.  <b>Visual Art of Integration:</b>          -          The students will draw a picture related to the chapter, using their imagination.</p>		
	<p><b>Writing Skill- Notice Writing</b></p>	<p>To enable the students to          - write in correct format.          - use language clearly, precisely, convincingly and creatively.          -          develop their viewpoints and ideas effectively.          - describe experiences and events.          - demonstrate a sense of style and awareness of purpose.          - draft, revise and write short paragraph based on visual clues</p>	<p>To enable the students          - to imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.          - to develop writing, imagination, planning, creative and critical thinking skills.          - to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.          - to use polite words for communication with others.          - to read, compare, contrast, think critically and relate it to life.</p>	<p><b>- Process/Activities</b>  <b>- Warm up activity</b>          - Class discussion about the topic to be taught to check their previous knowledge.  <b>- Activities</b>          - Model Exercise in the Grammar copy.          - Practice exercise in the worksheet          - Use of Black board to write the details, formats and other important information.  <b>- Interactive Session</b>          -          Questions will be asked while teaching.          - Discussion – old and new form of communication.</p>	<p>The students will be able to          - write in correct format.          - use language clearly, precisely, convincingly and creatively.          - develop their viewpoints and ideas effectively.          -          describe experiences, events, objects, people and places.          - demonstrate a sense of style and awareness of purpose and audience.          - imbibe the values of motivation, sensitivity, awareness, responsibility, care and concern.          -          develop writing, imaginative, planning, creative and critical thinking skills.</p>	<p>-          Based on their writing in the practice worksheet</p>

				<ul style="list-style-type: none"> <li>- Significance of writing letters (formal and informal), notice, diary, message, -story , dialogue completion, data interpretation, bio sketch and e-mail writing.</li> <li>-Content, format, model and practice exercises</li> </ul>		
<b>D E C E M B E R</b>	<b>Literature</b> Unit 6: Beyond the Veil Sec. 1 The Red Headed League	This lesson will enable students to: <ul style="list-style-type: none"> <li>- share their views and participate in opinion sharing activities.</li> <li>- develop critical thinking by suggesting a solution to a problem. Promote inferential skills of the students based on the reading of the text.</li> <li>- build their vocabulary by getting familiar with new words and phrases.</li> <li>- appreciate Fiction and suspense as a literary form.</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>- imbibe the values of Bravery, Hard work, Patience, Time Management, Courage and Honesty.</li> <li>- understand that there is no shortcut to become successful in life.</li> <li>- Know that too much greed for money is enough to become a criminal.</li> <li>- be very careful before trusting anyone.</li> <li>- understand that astute observation and deductive reasoning are must to solve any baffling case for a detective</li> <li>- learn not to trust too</li> </ul>	<b>Process</b> / <b>Activities Activity (To introduce the lesson):</b> <b>Speaking skills:</b> Discussion: Share your experience where you felt that something was wrong (suspicious situation) and with your conscious efforts you tried to solve it. <ul style="list-style-type: none"> <li>- Detectives series of Byomkesh Bakshi would be shown to them</li> </ul> <b>Reading Skills:</b> <ul style="list-style-type: none"> <li>- Loud reading followed by lesson explanation and discussion.</li> </ul> <b>Digital Content to be</b>	Students will be able to <ul style="list-style-type: none"> <li>- share their views and participate in opinion sharing activities. EV</li> <li>- develop critical thinking by suggesting a solution to a problem.</li> <li>- promote inferential skills of the students based on the reading of the text. U</li> <li>- build their vocabulary by getting familiar with new words and phrases.</li> <li>- appreciate Fiction and suspense as a literary form.</li> <li>- imbibe the values of Bravery, Hard work, Patience, Time Management, Courage and Honesty.</li> <li>- understand that there is no shortcut to become successful in life.</li> <li>- know that too much greed</li> </ul>	- Enactment: The students will be divided in groups of seven and would enact a skit based on the detective story.

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			early on any individual.	<p><b>used:</b></p> <p><a href="https://www.youtube.com/watch?v=G0eSUuwbZ2c">https://www.youtube.com/watch?v=G0eSUuwbZ2c</a></p> <p>-</p> <p><b>Activity (to assess learning)</b></p> <p><b>Integrated Art.</b> Enactment: The students will be divided into groups of seven and would enact a skit based on a detective story.</p> <p><b>Visual Art of Integration:</b></p> <p>- The students will draw a picture related to the chapter, using their imagination.</p>	<p>criminal.</p> <p>- be very careful before trusting anyone.</p> <p>- understand that a subtle observation and deductive reasoning are must to solve any baffling case for a detective</p> <p>- think twice before trusting anyone</p> <p>- understand that Greed can put you in deep trouble.</p> <p>- understand the importance of timely actions</p> <p>- motivate themselves to work hard with patience to complete the undertaken task</p> <p>- develop courage to undertake new and challenging assignments.</p>	
	<b>Grammar – Reported speech Modals</b>	<p>- To apply the grammatical concept that requires thinking rather than a mechanical application.</p> <p>- To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of interconversions.</p>	<p>The students will be able to</p> <p>- enjoy learning of grammar rather than finding it daunting.</p> <p>- express themselves in grammatically correct language.</p> <p>- be confident in using the language</p>	<p>- The topic will be introduced as per the class requirement (Class discussion, storytelling, powerpoint presentations and activities)</p> <p>- Rules will be explained along with its application.</p>	<p>- To apply the grammatical concept that requires thinking rather than mechanical application.</p> <p>- To understand the application of different forms of speech. (Direct/Indirect) and learn their rules of interconversions.</p> <p>- To enjoy learning of grammar rather than finding it daunting.</p> <p>- To express themselves in</p>	<p>- On the basis of their performance in the practice sheet exercises.</p>

				-Model exercises followed by practice exercises in Practicesheets	grammatically correct language. - To be confident in using the language	
<b>JANUARY</b>	<b>Literature Unit 7: Citizens of The World</b>  UNIT : 6 Festival of Eid Poem : What is Peace?	To enable the students - to appreciate/comprehend the text. to express themselves in grammatically correct language. to learn/enrich vocabulary and its usage within appropriate context. U - to develop confidence in speaking skills. - to understand that personal attitude plays a key role in adjusting in an alien environment. - to handle prejudice of the native people. - to understand the effect of peer on an individual	The students will be able - to imbibe the values like - Sensitivity towards family bonding/ values, Empathy, Tolerance, Discipline - to create awareness to avoid bullying colleagues. - to develop Readiness in lending a helping hand. - to encourage peer interaction with politeness. - to cope up with cultural diversity. - to develop adaptation, adjustment, observation, thinking skills.	<b>-Process/Activities</b>  <b>Activity (To introduce the lesson):</b> Video based on cultural difference of South, North, West and East regions of India will be shown. <b>Activity (to support learning)</b> An interactive session with a foreign student/student from some other state will be conducted. The session will bring to light the difficulties faced by an individual to adjust in an alien atmosphere. <b>Speaking Skill</b> - Loud reading followed by discussion and explanation - <b>Visual Art of Integration:</b> - The students will draw a picture related to the	Students will be able to: - appreciate/comprehend the text locally and globally. - express themselves in grammatically correct language. - comprehend the text learn/enrich vocabulary and its usage within appropriate context - develop confidence in speaking skills - understand the effect of peer pressure - cope up with cultural diversity. - understand that personal attitude plays a key role in adjusting in an alien environment. - try to find solution to every problem. - accept cultural differences and to handle prejudice of the native people.	Students will write a paragraph on any experience where they observed cultural differences with regard to food habit, dressing styles, festival etc. and how did they adjust with it?

				chapter, using their imagination.  <b>Writing Skill</b> -Students will write a paragraph on any experience where they observed cultural differences with regard to food habit, dressing styles, festival etc. and how did they adjust with it?		
	<b>Grammar –</b> Finite and non-finite verbs	-To apply the grammatical concept that requires thinking rather than a mechanical application. -To distinguish modals, finite and non-finite verbs and apply them in their day-to-day usage.	The students will be able to -enjoy learning of grammar rather than finding it daunting. - express themselves in grammatically correct language. - be confident in using the language	-The topic will be introduced as per the class requirement (Class discussion, storytelling, powerpoint presentations and activities) - Rules will be explained along with its application. -Model exercises followed by practice exercises in Practice sheets	-To apply the grammatical concept that requires thinking rather than mechanical application. -To distinguish modals, finite and non-finite verbs and apply them in their day-to-day usage. - To enjoy learning of grammar rather than finding it daunting. - To express themselves in grammatically correct language. - To be confident in using the language	-On the basis of their performance in the practice sheet exercises.
<b>FEBRUARY</b>	<b>Writing Skill-</b> -Bio sketch	To enable the students to - write in correct format. - use language clearly, precisely, convincingly and creatively.	To enable the students - to imbibe the values of motivation, sensitivity, awareness, responsibility,	<b>-Process/Activities</b> <b>-Warmup activity</b> -Class discussion about the topic to be taught to	-The students will be able to -write in correct format.	- Based on their writing in the practice

	<p><b>Revision for Second Term Examination</b></p>	<ul style="list-style-type: none"> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences and events.</li> <li>- demonstrate a sense of style and awareness of purpose.</li> <li>- draft, revise and write short paragraph based on visual clues.</li> </ul>	<p>care and concern.</p> <ul style="list-style-type: none"> <li>- to develop writing, imagination, planning, creative and critical thinking skills.</li> <li>- to think and collect ideas and organize them with focus on appropriate beginning, middle and ending.</li> <li>- to use polite words for communication with others.</li> <li>- to read, compare, contrast, think critically and relate it to life.</li> </ul>	<p>check their previous knowledge.</p> <p><b>- Activities</b></p> <ul style="list-style-type: none"> <li>- Model Exercise in the Grammar copy.</li> <li>- Practice exercise in the worksheet</li> <li>- Use of Black board to write the details, formats and other important information</li> <li>- <b>Interactive Session</b></li> <li>- Questions will be asked while teaching.</li> <li>- Discussion – old and new form of communication.</li> <li>- Significance of writing by sketch</li> <li>- content, format, model and practice exercises</li> </ul>	<ul style="list-style-type: none"> <li>- use language clearly, precisely, convincingly and creatively.</li> <li>- develop their viewpoints and ideas effectively.</li> <li>- describe experiences, events, objects, people and places</li> <li>- demonstrate a sense of style and awareness of purpose.</li> <li>- develop writing, imaginative, planning, creative and critical thinking skills.</li> </ul>	<p>worksheet</p>
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