




ENGAGE PLANNER
DECEMBER 24-25



NOTE: Cold Calling will be done in all the Regular Period


Subject: English

Class- VII



| Date and Day | Topics | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G (Gauge the Learning) | E (Extend) |
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| 2 nd December 2024 (Monday) - 6 th December 2024 (Friday) Value of the week: Compassion and Kindness | Literature: Prose - A Day in the Country  | Introduction Teacher will introduce and discuss the theme of the Chapter 'A Day in the Country' by engaging students with questions Discussion questions: <ul style="list-style-type: none"> If you could spend a day in the countryside, what would you want to see or do? What sounds, sights or smells do you associate with nature? Do you think spending time in nature affects our mood or thoughts? Why or why not? Learning outcomes- Students will be able to: <ul style="list-style-type: none"> express his/her ideas and feelings showing mastery over language. analyse and evaluate the dialogues in the play. write a blog with perfection. use clauses correctly. showcase knowledge gained by the means of comprehension and writing tasks | Teaching Methodology The teacher will teach how nature shapes the characters' experiences and emotions, focusing on its beauty and power. Communication method of teaching will be used in class, via classroom reading and discussions. Discussion Based Learning Teacher will show the video to explain the chapter. Video: https://youtu.be/qTt4b4gEYO M?si=Eo5PHc_IIPiB3DzN | Reflection <ul style="list-style-type: none"> Back exercise Short Q/A Long Q/A | Demonstration of the Acquired Skills Journal writing: Write a journal entry describing what you saw, heard, felt, and thought during your time in nature including small details, like the colors of leaves, the sounds of birds, the texture of tree bark, or the feeling of the wind. | Application of the learning by students Life Skills Why is it important to respect nature?" or "What did Fyokla and Danilka learn from Terenty?". Write a paragraph on a lesson you learned from the chapter. | Homework Write a short poem about a natural scene, weather phenomenon, or animal, using descriptive language similar to the imagery in the chapter. |

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| <p>9th December 2024 (Monday)</p> <p>-</p> <p>13th December 2024 (Friday)</p> <p>Value of the week: Communication skills, clarity and precision, confidence</p> | <p>Grammar : Active and Passive voice</p>  | <p>Introduction</p> <p>Teacher will introduce the topic with an engaging activity.</p> <p>"Voice Charades"</p> <p>Teacher will explain the concepts of active and passive voice and will divide the class into small teams. Each team receives a set of action sentences written in either active or passive voice. One member from each team picks a sentence and acts it out without speaking while their teammates guess whether the sentence is in active or passive voice. Once guessed correctly, the team must convert the sentence to the opposite voice.</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> will demonstrate a clear understanding of the differences between active and passive voice, including their structures and functions. able to accurately identify sentences in both active and passive voice and convert them from one form to the other. will enhance their writing by using active voice for clarity and directness, while also understanding when passive voice may be appropriate. | <p>Teaching Methodology</p> <p>Learning with real life reasoning and understanding. Teacher will explain the basic concepts of active and passive voice, highlighting how the focus shifts between the subject and the action.</p> <p>Discussion Based Learning</p> <p>Teacher will show the video and introduce tenses through an interactive session.</p> <p>Videos :</p> <p>https://youtu.be/W1_IRU6zx9g?si=cYgXcOoWKuEMQZK-</p> | <p>Reflection</p> <p>Discussion of the exercises A, B, C and D will be done by the students.</p> | <p>Demonstration of the Acquired Skills</p> <p>Do 'workout' on page 114 and 115 on your own.</p> | <p>Application of the learning by students</p> <p>Activity</p> <p>"Voice Detective"</p> <p>Teacher will provide students with a list of sentences written in both voices, mixing correct and incorrect examples. In pairs, students will act as detectives and will identify whether each sentence is in active or passive voice. Once they've completed their investigation, each pair will create their own original sentences—one in active voice and one in passive voice—to share with the class.</p> | <p>Homework</p> <p>Do 'Talking point' on page 120 from Grammar Connect.</p> <p>..</p> |
| <p>16th December 2024 (Monday)</p> <p>-</p> <p>20th December 2024 (Friday)</p> | <p>Literature: Prose – The Water Woes of the Capital</p>  | <p>Introduction</p> <p>The teacher will begin with discussion about the theme of the chapter 'The Water Woes of the Capital'</p> <p>Discussion Questions:</p> | <p>Teaching Methodology</p> <p>Communication method of teaching will be used in class, via classroom reading and discussions to make them aware on the importance of water with the help of the video.</p> | <p>Reflection</p> <ul style="list-style-type: none"> Back exercise Very short Q/A Short Q/A Long Q/A | <p>Demonstration of the Acquired Skills</p> <p>Students will write a short story or perform a skit about the challenges of water scarcity and the importance of conservation. The story could focus on a fictional city facing</p> | <p>Application of the learning by students</p> <p>Life skill</p> <p>Students will be asked to divide into roles (government officials, environmentalists, industry representatives,</p> | <p>Homework</p> <p>Create an infographic on topics "Where Our Water Comes From". Student s can research statistics, facts, and figures related to</p> |

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| <p>Value of the week: Sustainability and Conservation</p> | | <p>•If you were in charge of solving a water shortage problem in a city, what would you do?</p> <p>•Can you think of ways in which we might waste water in our daily lives? How can we reduce this waste?</p> <p>•Why do you think water shortages are a major concern in big cities like Delhi?</p> <p>Learning outcomes- Students will be able to:</p> <ul style="list-style-type: none"> express his/her views on various environmental issues and suggest ways to solve them. use his/her analytical skills to deal with difficult real-life situations. familiarise with some foreign words and enrich his/ her vocabulary spread awareness regarding the issues affecting our planet | <p>Videos : https://youtu.be/LDLjKIBroUA?si=dr9eFNKHK9NVNsxK</p> | | <p>water issues and how the characters work to solve it.</p> | <p>and citizens) and present them with a water crisis scenario. They must negotiate and propose solutions to manage the crisis while balancing everyone's needs.</p> | <p>water resources and design an infographic to present their findings.</p> |
| <p>23rd December 2024 (Monday) - 27th December 2024 (Friday) Holiday 25th December 2024 (Wednesday) - Christmas</p> <p>Value of the week: Clarity in communication</p> | <p>Grammar: Direct and Indirect Speech</p>  | <p>Introduction Teacher will introduce the topic with an engaging activity.</p> <p>Brainstorming Session Teacher will begin by asking students to share what they already know about direct and indirect speech, will give them 5-10 minutes to brainstorm. One student says something in direct speech, and the other converts it to indirect speech. As students respond, teacher will conclude the activity by highlighting keywords like quotes, pronouns, tense change, and time expressions.</p> <p>Learning outcomes- Students will be able to:</p> | <p>Teaching Methodology</p> <p>The teacher will use comprehensive and engaging approach for teaching direct and indirect speech, ensuring that students understand the concepts and can apply them effectively in both written and spoken language concepts through discussion method.</p> <p>Discussion Based Learning</p> <p>Teacher will show the video through an interactive session.</p> <p>Videos : https://youtu.be/yML5gg26MUA?si=ZLzzv0E5BHg7tabp</p> | <p>Reflection</p> <p>Discussion of the exercises A, B, C and D will be done by the students.</p> | <p>Demonstration of the Acquired Skills</p> <p>Do "Workout" on page no. 155 on your own.</p>  | <p>Application of the learning by students</p> <p>Activity Effective Communication Role-Play Pair up students and have one student act as a reporter and the other as a famous personality or historical figure. The reporter asks questions in direct speech, and the student playing the famous figure answers. Afterward, the reporter shares what was said</p> | <p>Homework</p> <p>Complete "Talking Point" on page 162 from Grammar Connect.</p> |


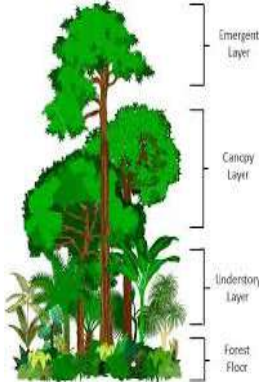
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| | | <ul style="list-style-type: none"> distinguish between direct and indirect speech, recognizing that direct speech quotes exact words, while indirect speech paraphrases or reports what was said. understand the necessary changes when converting from direct to indirect speech. correctly apply the rules for converting sentences from direct to indirect speech. | | | | using indirect speech. | |
| <p>30th November 2024 (Monday)</p> <p>-</p> <p>31st November 2024 (Tuesday)</p> <p>Value of the week: Critical Thinking</p> | <p>Grammar: Idiomatic Expressions</p>  | <p>Introduction</p> <p>The teacher will begin with a simple definition of idioms, explaining that idiomatic expressions are phrases whose meanings are not literal but figurative, meaning they convey something different from the individual words.</p> <p>Examples: Share some common idioms students may have heard:</p> <p>“It’s raining cats and dogs” (meaning it’s raining heavily).</p> <p>“Break the ice (meaning to make people feel comfortable in a new situation).</p> <p>Learning Outcomes</p> <p>Student will be able to-</p> <ul style="list-style-type: none"> understand the meaning of common idiomatic expressions in various contexts. demonstrate the ability to use idiomatic expressions appropriately in spoken and written communication. | <p>Teaching Methodology</p> <p>The teacher will involve contextual and interactive approach to ensure students understand both the meaning and usage of these phrases. The teacher will begin by introducing idiomatic expressions in real-life contexts, such as through conversations, storytelling, or authentic materials like news articles or videos.</p> <p>Video: https://youtu.be/a7hqQHOr9M?si=c2FXbrkzk_Hf_dAy </p> | <p>Reflection</p> <p>Students will write reflect on how idioms make language more interesting and will discuss why idioms are challenging for language learners and how understanding idioms can improve their fluency.</p> | <p>Demonstration of the Acquired Skills</p> <p>Assign each group a scenario (e.g., a job interview, a friend’s gathering) and give them a few idioms to incorporate into their dialogue. They can act out these conversations for the class.</p> | <p>Application of the learning by students</p> <p>Students will be provided with a list of idioms to create sentences that demonstrate each idiom’s meaning.</p> | <p>Homework</p> <p>Do Critical Thinking on page 214 from “The Grammar Connect.</p> |

Subject- Hindi




| दिनांक तथा दिवस | विषय/ उपविषय | शिक्षार्थी को ऊर्जावान बनाना/ सशक्तिकरण | पाठ्यसामग्री का संचालन | दीर्घकालीन स्मृति | वास्तविक जीवन अनुप्रयोग | आकलन युक्ति योजना | गतिविधियों का विस्तारीकरण |
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| 2 दिसंबर 2024 (सोमवार) 6 दिसंबर 2024 (शुक्रवार) | पाठ - 15 रहीम के दोहे  | परिचय/प्रस्तावना सीखने की संप्राप्ति 1. रहीम के दोहे आंतरिक विचारों और व्यवहारों पर विचार करने के लिए छात्रों को प्रेरित करेंगे। 2. छात्रों में परोपकार की भावना जागृत होगी। 3. छात्र मानवतावादी दृष्टिकोण त्यागमय, प्रेम जैसे जीवन मूल्यों को अपने जीवन में आत्मसात करने के लिए प्रेरित होंगे। पूर्वज्ञान पर आधारित प्रश्न 1. रहीमदास की विचारधारा कैसी थी? 2. सच्चा मित्र किसे कहा जा सकता है? 3. विपदा आने पर लोग उसके निवारण के लिए कहाँ जाते हैं ? प्रस्तावना छात्रों आज हम रहीमदास के महत्वपूर्ण दोहों का अध्ययन करेंगे जिनमें जीवन के लिए एक महत्वपूर्ण संदेश लिखा गया है। | शिक्षण पद्धतियाँ पठन-पाठन, व्याख्या व्याख्यान विधि के द्वारा दोहों के मूलभाव का स्पष्टीकरण कठिन शब्दों का अर्थ- निरूपण पाठ प्रवेश कबीर का जीवन परिचय | परावर्तन दृश्य-श्रव्य सामग्री वीडियो प्रस्तुतीकरण के लिए क्लिक करें https://youtu.be/y82dvUpXzQc विषय वस्तु पर गहन चर्चा आनंदपूर्ण अधिगम: कक्षा में कबीर के दोहों का गायन | अर्जित कौशल का प्रदर्शन 1. छात्र नए शब्दों का वाक्य प्रयोग लिखित तथा मौखिक रूप से करने में समर्थ होंगे। 2. कठिन शब्दों के अर्थों को समझते हुए आम-बोलचाल में उनका प्रयोग कर पाएँगे। मानवीय संबंधों के प्रति सम्मान तथा संघर्ष के महत्व की विवेचना कर सकेंगे। दोहों का मूल्यांकन करने में सक्षम हो जाएँगे। | छात्रों द्वारा अर्जित ज्ञान का प्रयोग पाठ के अंत में पाठ्यवस्तु से संबंधित मूल्यांकन हेतु मूल्यांकन प्रश्न | गृहकार्य सोन चिरैया लघु तथा दीर्घ प्रश्नों की दोहराई। शब्दार्थ लिखकर याद करेंगे। रहीम के दोहों का गायन अभ्यास |
| 9 दिसंबर 2024 (सोमवार) - 13 दिसंबर 2024 (शुक्रवार) | पाठ - 16 बूढ़ी काकी  | परिचय/ प्रस्तावना सीखने की संप्राप्ति 1. छात्र रचनाकार के उद्देश्य को समझ सकेंगे। 2. छात्रों में परोपकार की भावना जागृत होगी। 3. वृद्ध जनों के प्रति आदर की भावना का विकास होगा। 4. दूसरों के प्रति सच्ची सहानुभूति और दया पूर्ण व्यवहार व्यक्तित्व की पहचान है। छात्र इस बात से परिचित होंगे। पूर्वज्ञान पर आधारित प्रश्न 1. बुजुर्गों के प्रति हमें कैसा आचरण रखना चाहिए। 2. मानवता से आप क्या समझते हैं? 3. हमें कैसे लोगों के प्रति सच्ची सहानुभूति रखनी चाहिए? प्रस्तावना अध्यापिका के द्वारा यह उद्घोषणा की जाएगी कि छात्रों! आज हम लेखक 'प्रेमचंद' के द्वारा रचित कहानी 'बूढ़ी काकी' का अध्ययन करेंगे। | शिक्षण पद्धतियाँ पठन-पाठन, व्याख्या पाठ के सार/ मूलभाव का स्पष्टीकरण -संश्लेषणात्मक, विश्लेषणात्मक, अर्थ-कथन, समीक्षा और व्याख्यान विधियों के द्वारा विषय वस्तु पर गहन चर्चा | परावर्तन दृश्य-श्रव्य सामग्री https://youtu.be/u1o2NUYPVEM?si=6rBaPL3MMa1c45M विषय वस्तु पर गहन चर्चा हॉट्स / विशेष संवाद आनंदपूर्ण अधिगम: 1. प्रेमचंद के अन्य कहानी ईदगाह पर रोचक बातचीत। (छात्र बाल मनोविज्ञान के भावों पर आधारित) 2. वृद्धों के साथ सहानुभूतिपूर्ण व्यवहार करना चाहिए विषय पर कक्षा में सामूहिक चर्चा। | अर्जित कौशल का प्रदर्शन 1. छात्र नए शब्दों का वाक्य प्रयोग लिखित तथा मौखिक रूप से करने में समर्थ होंगे। 2. कठिन शब्दों के अर्थों को समझते हुए आम-बोलचाल में उनका प्रयोग कर पाएँगे। | छात्रों द्वारा अर्जित ज्ञान का प्रयोग पाठ के अंत में पाठ्यवस्तु से संबंधित मूल्यांकन हेतु मूल्यांकन प्रश्न | गृहकार्य सोन चिरैया लघु तथा दीर्घ प्रश्न याद कीजिए। 'हरिहर काका' कहानी का अध्ययन कीजिए। |


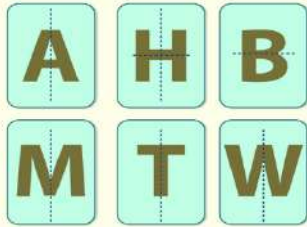

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| <p>16 दिसंबर 2024 (सोमवार) - 20 दिसंबर 2024 (शुक्रवार)</p> <p>शिक्षा : विराम चिह्नों की पहचान व भाषा में प्रयोग</p> | <p>पाठ - 16 विराम चिह्न</p>  | <p>परिचय/ प्रस्तावना सीखने की संप्राप्ति</p> <ol style="list-style-type: none"> छात्रों के व्याकरण संबंधी ज्ञान में वृद्धि होगी। छात्र वाक्य की परिभाषा व भेदों के आधार बता सकेंगे। छात्र वाक्य के उदाहरण पदकर शुद्ध व स्पष्ट अर्थ ग्रहण कर पाएँगे। छात्र स्वयं शुद्ध वाक्य की रचना कर सकेंगे। <p>पूर्वज्ञान पर आधारित प्रश्न</p> <ol style="list-style-type: none"> शब्दों के सार्थक समूह को क्या कहते हैं? वाक्य के कितने अंग हैं? वाक्य के भेदों के आधार क्या हैं? <p>प्रस्तावना</p> <p>भाषा में विराम चिह्नों का अत्यंत महत्त्व है आज हम विराम चिह्नों का अध्ययन करेंगे।</p> | <p>शिक्षण पद्धतियाँ</p> <p>व्याख्यान विधियों द्वारा विराम चिह्न की परिभाषा व भेदों पर चर्चा</p> <p>विभिन्न उदाहरणों द्वारा चर्चा</p> <p>आनंदपूर्ण अधिगम : कक्षा में कहानी लेखन</p> | <p>परावर्तन</p> <p>दृश्य-श्रव्य सामाग्री वीडियो प्रस्तुतीकरण के लिए क्लिक करें-</p> <p>https://youtu.be/9rlqgmzGjwU?si=TT80i9A6ML4Z8aRR</p> <p>कला एकीकरण :</p> <p>विराम चिह्नों का प्रयोग करते हुए एक चार्ट प्रस्तुति</p> | <p>अर्जित कौशल का प्रदर्शन</p> <p>छात्र लिखित रूप में विराम चिह्नों का प्रयोग कर पाएँगे।</p> <p>विराम चिह्नों के भेदों की परिभाषाएँ और उसके नियमों को समझाने में समर्थ होंगे।</p> | <p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>व्यावहारिक जीवन में प्रभावशाली बातचीत</p> <p>मूल्यांकन हेतु लिखित परीक्षा</p> | <p>गृहकार्य</p> <p>व्याकरण</p> <p>विराम चिह्न की परिभाषा व भेदों के आधार का गहन अध्ययन अभ्यास कार्य पृष्ठ संख्या</p> |
| <p>23 दिसंबर 2024 (सोमवार) 31 दिसंबर 2024 (मंगलवार)</p> <p>अवकाश 25 दिसंबर 2024 (बुधवार) क्रिसमस डे</p> <p>मूल्य शिक्षा: रचनात्मक कौशल का विकास।</p> | <p>पाठ - 24 कहानी लेखन</p>  | <p>परिचय/ प्रस्तावना सीखने की संप्राप्ति</p> <ol style="list-style-type: none"> कहानी लेखन से बच्चों को अपनी कल्पना और रचनात्मक सोच का प्रयोग करने का अवसर प्राप्त होगा। सही शब्दों का चयन, सही ढंग से वाक्य रचना और सही विराम चिह्नों का उपयोग सीखेंगे। अपनी पसंदीदा घटनाओं, स्थानों, और पात्रों के बारे में अपनी सोच और दृष्टिकोण साझा कर सकते हैं। स्मृति और ध्यान की क्षमता में वृद्धि होगी। <p>पूर्वज्ञान पर आधारित प्रश्न</p> <ol style="list-style-type: none"> कहानी क्या होती है? कहानी के प्रमुख तत्व कौन से हैं? कहानी का प्रारंभ, मध्य और अंत कैसे होना चाहिए? क्या तुम्हें कभी कोई दिलचस्प कहानी सुनने का या पढ़ने का अनुभव हुआ है? वह कहानी कैसी थी? <p>प्रस्तावना</p> <p>बच्चों आज हम कहानी के पात्रों, संघर्षों और घटनाओं का अध्ययन करेंगे</p> | <p>शिक्षण पद्धतियाँ</p> <p>उदाहरण विधि का प्रयोग करते हुए अध्यापिका द्वारा छात्रों को यह समझाया जाएगा कि कहानी लेखन किसे कहते हैं?</p>  <p>आनंदपूर्ण अधिगम : कक्षा में प्रेम में परमेश्वर का अभिनय।</p> | <p>परावर्तन</p> <p>दृश्य-श्रव्य सामाग्री https://youtu.be/RyUh1n2_Rs?si=Bgcq_z22ulES6TUD</p> <p>कहानी के प्रमुख तत्वों का परिचय देते हुए कहानी लिखने की कला का प्रदर्शन।</p> <p>कला एकीकरण: कक्षा में स्वरचित कहानी लेखन प्रतियोगिता।</p> | <p>अर्जित कौशल का प्रदर्शन</p> <ol style="list-style-type: none"> विद्यार्थी मौखिक तथा लिखित रूप में प्रभावशाली कहानी का प्रयोग करने में सक्षम होंगे। विद्यार्थी अपने विचारों को प्रभावशाली व स्पष्ट रूप से प्रस्तुत करने में संवादों का प्रयोग कर सकेंगे। | <p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>छात्र अपनी बात को प्रभावशाली रूप से प्रस्तुत करने में सक्षम होंगे।</p> | <p>गृहकार्य</p> <p>व्याकरण</p> <p>'जादुई कागज़' विषय पर कहानी लेखन लिखिए।</p> |

Subject- Science


| Date and Day | Topics | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G (Gauge the Learning) | E (Extend) |
|--|---|---|---|---|--|--|--|
| <p>2nd December 2024 (Monday)</p> <p>-</p> <p>31st December 2024 (Tuesday)</p> <p>Holidays:</p> <p>25th December 2024 (Wednesday)- Christmas</p> <p>Value of the week: Save forests, they will save you.</p>  | <p>Chapter 12-</p> <p>Forests: Our Lifeline</p> | <p>Introduction</p> <p>Teacher will introduce and discuss the chapter by showing the video: https://youtu.be/GLvFLtPfbZE?si=5VJQku3jqYFiKPAH</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> understand the terms like canopy, biodiversity, recharging the groundwater etc. learn about the distinct horizontal layers of a forest. understand the importance of forests. understand the different functions of forests. have an insight on a case study in Orissa. <p>Discussion question:</p> <p>What are the various ways in which you can save the forests?</p> | <p>Teaching Methodology</p> <p>Audio visual method</p> <p>Students will learn about the food chain by watching the following video. https://youtu.be/YuQ4WB4SwCg?si=4oejHNc-wu1nlk1B</p> <p>Food chain:</p> <p>A food chain is a linear sequence of organisms through which nutrients and energy pass as one organism eats another. In a food chain, each organism occupies a different trophic level, defined by how many energy transfers separate it from the basic input of the chain.</p> <p>Audio visual method</p> <p>Students will learn about the types of forests in India by watching the following video: https://youtu.be/AHSVT6vQ3pM</p> <p>Indian forests types include tropical evergreens, tropical deciduous, swamps, mangroves, sub-tropical, montane, scrub, sub-alpine and alpine forests. These forests support a variety of ecosystems with diverse flora and fauna.</p> | <p>Reflection</p> <ul style="list-style-type: none"> Back exercise Very short Q/A Short Q/A Long Q/A | <p>Demonstration of the Acquired Skills</p> <p>Students will understand the different layers of a forest.</p>  | <p>Application of the learning by students</p> <p>Students will plant a tree around their house and present some facts about the tree in class.</p> | <p>Homework Activity:</p> <p>Students will find out the number and names of endangered and vulnerable species in India and prepare a pie chart of it.</p> <p>Materials Required:</p> <p>Compass, pencil, scale, sharpener etc.</p> <p>Framework 2</p> |

Subject- Mathematics

| Date and Day | Subject | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G (Gauge the Learning) | E (Extend) |
|--|---------------------------------|---|--|--|---|---|--|
| <p>2nd December 2024 (Monday) to 20th December 2024 (Friday)</p> <p>Value of the week</p>  | Ch – 13 Exponents and Powers | <p>INTRODUCTION</p> <ul style="list-style-type: none"> Exponents and powers are a way to express repeated multiplication of a number by itself. They are a fundamental concept in mathematics, particularly in algebra. <p>"6 raised to the power of 4"</p>  <ul style="list-style-type: none"> Laws of Exponent <ol style="list-style-type: none"> Product Rule $a^m \times a^n = a^{m+n}$ Quotient Rule $\frac{a^m}{a^n} = a^{m-n}$ Zero Exponent Rule $a^0 = 1, a \neq 0$ Power of power Rule $(a^m)^n = a^{mn}$ Negative Exponent Rule $a^{-m} = \frac{1}{a^m}$ <p>Learning Outcomes: By the end of the chapter, the learners will be able to:</p> <ul style="list-style-type: none"> use exponential form of numbers to simplify problems involving basic operations of large numbers. express large numbers in scientific notations. | <p>Teaching Methodology</p> <p>Lecture Method Teacher will discuss real-world scenarios like bacteria doubling every hour, or chessboard squares doubling with each row or the distance f moon from Earth and converting the same in the scientific notation.</p> <p>Research and Interactive Learning Students will be asked to research and find the distance of all the planets of solar system from the moon and try to express it in the exponential scientific notations.</p> | <p>REFLECTION</p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> Exercise – 13A Exercise – 13B Exercise – 13c Let's Practice <p>WORKBOOK Framework 1 and 2 (Page No. 39 to 42)</p> | <p>Demonstration of Acquired Skills</p> <p>Art Integration Activity Students will be asked to prepare a FORMULA sheet of all the exponents and powers formula and paste it in the notebooks.</p> <p>Research and Subject Integration (Mathematics and Science) Students will represent the distance of all the planets from the sun and represent the data in scientific notation and find the least and longest distance.</p> | <p>Application of the learning by Students</p> <p>Watch the video through the QR Code given below to understand the basic formula to solve the exponential equations</p>  | <p>HOMEWORK</p> <p>NEP Aligned Activities</p> <ul style="list-style-type: none"> Integrated Approach Activity 1 and 3 (Page No. – 253) Case Study (Page No. – 254) |

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| | | <ul style="list-style-type: none"> express numbers in the power notations. | | | | | |
| <p>23rd December 2024 (Monday) - 31st December 2024 (Tuesday)</p> <p>HOLIDAYS 25th December 2024 (Wednesday) - CHRISTMAS</p> <p>Value of the week</p>  | <p>Ch – 14 Symmetry</p> | <p>INTRODUCTION</p> <ul style="list-style-type: none"> Symmetry is an important geometrical concept, commonly exhibited in nature like flowers, animals, etc. Example – pine tree, arrangement of flower petals, leaves, butterflies, etc. Line of Symmetry: A line of symmetry is a line that divides a shape or object into two equal and symmetrical parts. It is also known as the axis of symmetry or mirror line because it divides the figure symmetrically, and the divided parts look like mirror reflections of each other. <p>Symmetry Lines in Alphabets</p>  <p>Learning Outcomes: By the end of the chapter, the learners will be able to:</p> <ul style="list-style-type: none"> identify symmetry in nature. understand reflectional and rotational symmetry. Find the order and angle of rotational figures. Draw symmetrical figures. <p>Discussion Question: What is the difference between reflection and rotational symmetry?</p> | <p>Teaching Methodology</p> <p>Intellectual Thinking Students will be asked to find the difference between Mirror Image and Line of Symmetry. They will be given mathematical shapes and Alphabetical letters and will be asked to draw the line of symmetry and mirror image.</p> <p>Important Observations from the Activity: Is there any difference between line of symmetry and mirror image?</p> | <p>REFLECTION</p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> Exercise – 14A Exercise – 14B Let's Practice <p>WORKBOOK Framework 1 and 2 (Page No. 83 to 86)</p> | <p>Demonstration of Acquired Skills</p> <p>Art Integration Activity Students will make Capital Alphabetical from A to Z and draw line of symmetry for each letter.</p> | <p>Application of the learning by Students</p> <p>Introduction Video Watch the video through the link given below to understand the order of rotational symmetry</p> <p>https://youtu.be/nt43FJQppCQ</p> | <p>Art Integration Activity Students will take mathematical shapes like square, rectangle, rhombus, equilateral triangle, hexagon and circle and find its angle of rotation and order of rotation.</p>  |


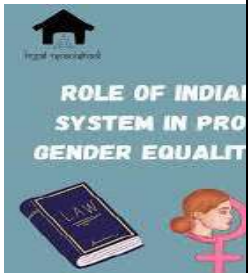

Subject - Social Science




| Date and Day | Topics | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G (Gauge the Learning) | E (Extend) |
|---|--------------------------------|--|--|---|--|---|---|
| 2nd December 2024 (Monday) – 10th December 2024 (Tuesday) | Chapter-8 Markets Around Us | Introduction Teacher will discuss the market. She will ask students where they go to buy groceries or any other item. Then she will introduce by defining the term- A market refers to an area or category of trade or business. Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> • understand the meaning and importance of markets. • identify different types of markets. • understand the factors affecting people's access to markets. • understand the concept of markets and equality. Discussion Question: How is market and economy related? | Teaching Methodology Hands-on Experience Teacher will organize a mock market in the class showing a scene from a wholesale or retail market. Students will bring props and equipment that we usually see in the market and enact like shopkeepers and customers. It will depict the importance and promotion of sustained, inclusive and sustainable economic growth. Explanation and Discussion Teacher will explain and discuss types of markets and students will give their examples of daily life. | Reflection <ul style="list-style-type: none"> • Back Exercise • Very short Q/A • Short Q/A • Long Q/A • Workbook- Framework-1 & 2 | Demonstration of the Acquired Skills Analytical Skills Teacher will ask students to visit a nearby weekly market and supermarket. Compare the bill and analyze the difference and similarity between both. | Application of the learning by students Picture Study  a) What type of market is shown in the picture? b) What goods are sold in this type of market? c) How are they different from the malls? | Homework Art Integration Make a product from the best out of waste and sell it in the market. share your experience in the class. |

Value of the Week-




"Know what you own, and know why you own it"


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| <p>11 December 2024 (Wednesday) - 20 December 2024 (Friday)</p> <p>HOLIDAYS 25th December 2024 (Wednesday) - Christmas</p> <p>Value of the week</p>  <p>Understanding how others feel is key to treating them with kindness and respect.</p> | <p>Civics Ch-7</p> <p>Gender Discrimination</p> | <p>Introduction</p> <p>The teacher will start the lesson with providing the basic understanding of gender discrimination in the context of Indian society.</p> <p>Learning outcomes- The students will be able to:</p> <ul style="list-style-type: none"> →be familiar with gender and gender discrimination. →strive for unpacking gender in social aspects. →gain knowledge about women movements and their outcomes. <p>Discussion question-</p> <p>The following questions would be taken up for discussion:</p> <ul style="list-style-type: none"> →What is meant by glass ceiling and its types? →What are different constitutional provisions for gender equality?  | <p>Teaching Methodology</p> <p>Critical Thinking and Reflection</p> <p>The teacher will use guided questions and activities that promote critical thinking about gender roles, stereotypes, and discrimination. Critical thinking encourages children to analyse situations from multiple perspectives, fostering an understanding of the larger societal forces behind gender discrimination.</p> <p>Art Integration</p> <p>Students will prepare a collage of famous historic and contemporary personalities who have contributed to the upliftment of women.</p> | <p>Reflection</p> <ul style="list-style-type: none"> → MCQ's →Short Q/Ans →Long Q/Ans →Case study based Questions →Picture based questions | <p>Demonstration of the Acquired Skills</p> <p>Digital Integration</p> <p>The students will collect information on any two famous women personalities of India who have achieved success despite facing great odds in life and make a PowerPoint presentation.</p>  | <p>Application of the learning by students</p> <p>Research and analysis</p> <p>The students will make a list of the Women Empowerment Schemes launched by the government in order to uplift the social and economic status of women in India. They will find out about the implementation of these schemes.</p> | <p>Homework</p> <p>The students will present examples from media, history, or their personal lives where gender roles are either reinforced or challenged, and ask children to reflect on how these examples make them feel.</p> |
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| <p>23rd December 2024 (Monday)</p> <p>31st December (Tuesday)</p> <p>HOLIDAYS</p> <p>25th December 2024 (Wednesday) - Christmas</p> <p>Value of the week</p>  <p>Our heritage needs conservation so that the future generation can carry it forward.</p> | <p>History</p> <p>Ch-7</p> <p>Tribal Society in Medieval Period</p> | <p>Introduction</p> <p>The teacher will introduce the lesson with a short film based on tribal societies of India.</p> <p>Learning Outcomes</p> <p>The students will be able to —>explain how varna system transformed into rigid caste system.</p> <p>—>name the different tribal groups prevalent during the medieval period.</p> <p>—>understand the rise and fall of the tribal groups in Indian society.</p> <p>Discussion question-</p> <p>The following questions would be taken up for discussion:</p> <p>—>What was the nature of interaction between tribal groups and Indian society.</p> <p>—>What are prominent features of various tribal societies of India?</p> | <p>Teaching Methodology</p> <p>Visual</p> <p>The teacher will use images from the textbook along with physical map of India to provide a mind map for understanding tribal communities of India in Medieval period.</p>  <p>Art Integration</p> <p>The students will collect photographs of different tribes of India and paste them on a chart.</p> | <p>Reflection</p> <p>→ MCQ's</p> <p>→Short Q/Ans</p> <p>→Long Q/Ans</p> <p>→Case study based Questions</p> <p>→Picture based questions</p> | <p>Demonstration of the acquired skills</p> <p>Role play</p> <p>The students will take up roles of different tribal community leaders and will elaborate about their issues, beliefs and available resources.</p>  | <p>Application of learning by the students</p> <p>TIMELINE</p> <p>The students will trace different tribal groups, their location and compare that with their locations and geographical extent in contemporary framework of time.</p> | <p>Homework</p> <p>The students will write a brief essay about the measures taken by the Government of India to improve the status of tribal communities in our country.</p> |
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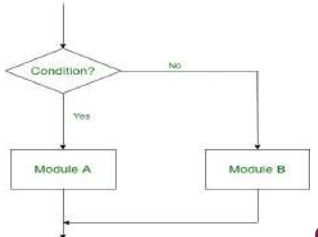
Subject- Sanskrit

| दिनांक: दिवस: च | विषय उपविषय च | सशक्तिकरणम् | पाठ्यसामग्र्या संचालनम् | दीर्घकालिक स्मृति: | अर्जित ज्ञान कौशलम् | आकलनम् युक्ति योजना | गतिविधिनाम विस्तारीकरणम् |
|--------------------------------|---------------|---|------------------------------------|--|--|---------------------|---|
| दिवस: दिवस: च | प्रकरणम् | प्रस्तावना | शिक्षण पद्धति: | परावर्तनम् | प्रदर्शनम् | मूल्यांकनम् | गृहकार्यम् |
| 2मार्गशीर्ष मासेन (इन्द्रवारः) | त्रयोदशः पाठः | https://youtu.be/RbelAIhU7ag?si=Wb57_tX4o_tWoWd2 | दृश्य- श्रव्य सामग्री सहायतया पाठः | छात्राःसंस्कृतभाषेसु वार्तालापं कर्तुं समर्थाः | छात्राः स्वजीवने परिश्रमं महता ज्ञातुं प्रयत्नेन | | 'उद्यमेन हि सिध्यन्ति कार्याणि' कथा आधारे |



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| 6 मार्गशीर्ष मास (शुक्रवासर) मूल्य शिक्षा: छात्रेषु परिश्रमं भावनां विकासः प्रयत्नं कुर्वन् | उद्यमेन हि सिध्यन्ति कार्याणि  | अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री सहायतया पाठं विस्तारपूर्वकं कारयिष्यति। ततः मौखिक प्रश्नाः पृच्छस्यति। चर्चात्मकं तथ्यः जीवने किम् आवश्यकम् अस्ति ? विना परिश्रमं जीवनं कथम् भवति? अस्माकं जीवने किम् उद्देशः भवतु? | विस्तारपूर्वकं कारयिष्यति। मौखिकभाषे प्रश्नाः पृच्छस्यति। पाठ्यपुस्तक अभ्यासेन छात्रान् संस्कृतभाषेसु अधिकं जानकारी उपलब्धाः भविष्यन्ति। | भविष्यन्ति। ते नवीन शब्दानाम् ज्ञातुं शक्नुवन्ति। ते नवीन धातु, सन्धि, प्रत्यय ज्ञातुं शक्नुवन्ति। | करिष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। | निम्नलिखित प्रश्नानाम् उत्तराणि संस्कृतेन लिखत- अस्माकं जीवने परिश्रमं किम् महता अस्ति? उद्यमेन किम् भवति? यूयम् कानि कार्यं कर्तुं उद्यमाः कुर्वन्ति? | एकः अन्य कथाः लिखत। |
| दिनांकः दिवसः च 9 मार्गशीर्ष मासेन (इन्द्रवासरः) 13 मार्गशीर्ष मास (शुक्रवासरः) मूल्य शिक्षा: छात्रेषु नैतिक मूल्यानाम् विकासः कुर्वन् | प्रकरणम् चतुर्दशः पाठः लक्ष्य निर्धारणस्य महत्त्वम् परिशिष्टः शब्दरूप मातृ, साधु  | प्रस्तावना https://youtu.be/N0kpDZKzO6g?si=H8NKr5RCW8xgrvFG अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री दृष्ट्वा शिक्षिका छात्रान् पाठम् विस्तारपूर्वकं कारयिष्यति। ततः सा छात्रान् पाठं आधारितः प्रश्नाः पृच्छस्यति। चर्चात्मकं तथ्यः विना लक्ष्य निर्धारणस्य जीवनः कथम् भवति? वयम् जीवने किम् निर्धारितः कुर्याम? वयम् स्वलक्ष्यं प्राप्तुं किम् कुर्याम ? | शिक्षण पद्धतिः दृश्य सामग्री सहायतया पाठं विस्तारपूर्वकं कारयिष्यति। पाठं ओर अधिकः विस्तारपूर्वकं कर्तुं पाठं अभ्यासः कारयिष्यति। | परावर्तनम् छात्रेषु संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। तस्मिन् शब्दकोशेषु वृद्धिः भविष्यन्ति। ते सन्धिः, प्रत्यय ज्ञातुं शक्नुवन्ति। | प्रदर्शनम् अस्मिन् पाठे सहायतयाते जीवने लक्ष्यं निर्धारितम् समर्थाः भविष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। | मूल्यांकनम् निम्नलिखित प्रश्नानाम् उत्तराणि लिखत। इदं पाठेन वयम् किम् शिक्षाः प्राप्तः भवति? वयम् निज जीवने किम् न कुर्याम ? | गृहकार्यम् 'गुरुभक्तः एकलव्यः' इदं विषये संस्कृते पञ्चः वाक्यं लिखत । |
| दिनांकः दिवसः च 16 मार्गशीर्ष मासेन (इन्द्रवासरः) 20 मार्गशीर्ष मास (शुक्रवासरः) मूल्य शिक्षा: छात्रेषु संस्कृतभाषेसु रुचिः उत्पन्नम् कुर्वन् | प्रकरणम् व्याकरण भाग द्वितीयः पाठः सन्धिः परिशिष्टः सूक्तयः (9-16)  | प्रस्तावना https://youtu.be/JWwuX4v6lMQ?feature=shared अस्मिन् पाठे शिक्षिका छात्रान् संस्कृतभाषेसु सन्धिः, सूक्तयः च कारयिष्यति। सा प्राक् छात्रान् पूर्व ज्ञानं आधारितः प्रश्नाः पृच्छस्यति। ततः सा इदं पाठं विस्तारपूर्वकं कारयिष्यति। चर्चात्मकं तथ्यः यूयम् सन्धिः किम् जानन्ति? सन्धिः कति भेदाः भवन्ति? सूक्तयः किम् भवन्ति? | शिक्षण पद्धतिः श्यामपट्टे सहायतया सन्धिः विषयं कारयिष्यति। सन्धिं परिभाषा, भेदाः, उपयोगाः कारयिष्यति। | परावर्तनम् छात्राः प्राक् एव सन्धिं विषये जानन्ति। शिक्षिका इदं पाठं विस्तारपूर्वकं कारयिष्यति। सूक्तयः माध्यमेन वाक्यानि प्रयोगाः कर्तुं समर्थाः भविष्यन्ति। | प्रदर्शनम् छात्राः संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। ते वाक्यानि निर्मितः समर्थाः भविष्यन्ति। तस्मिन् शब्दकोशेषु वृद्धिः भविष्यन्ति। | मूल्यांकनम् सन्धि- विच्छेदं कुरुत- रमेशः = महर्षिः = हिमालयः=..... मनोहरः =..... परोपकारः =..... सज्जनः =..... | गृहकार्यम् सन्धिम् भेदाः कथयतु उदाहरण सहितम् चार्ट निर्मितं कुरुत। |
| दिनांकः दिवसः च 23 मार्गशीर्ष मासेन (इन्द्रवासरः) 31 मार्गशीर्ष मास (शुक्रवासरः) अवकाशः 25 मार्गशीर्ष मास | प्रकरणम् व्याकरण भाग – त्रयोदशः पाठः पत्र लेखनम् परिशिष्टः धातुरूप हस, कृ, भू | प्रस्तावना अस्मिन् पाठे शिक्षिका छात्रान् निज विचाराः प्रकटितवान् पत्रलेखनम् विषये पाठिष्यति। छात्राः पत्रलेखनम् विषये प्राक् एव जानन्ति। शिक्षिका छात्रान् पाठे आधारितः प्रश्नाः पृच्छस्यति। चर्चात्मकं तथ्यः | शिक्षण पद्धतिः छात्राः संस्कृतभाषेसु पत्रलेखनम् विषये जानन्ति। शिक्षिका छात्रान् अनेके अवसरे स्वजनं पत्रलेखनम् विषये पाठिष्यति। | परावर्तनम् छात्राः पत्रलेखनम् विषये पाठिष्यति। ते निज विचाराः प्रकटितवान् पत्रलेखने समर्थाः भविष्यन्ति। तस्मिन् शब्दकोशेषु वृद्धिः भविष्यन्ति। | प्रदर्शनम् छात्राः संस्कृतभाषेसु पत्रलेखने समर्थाः भविष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। ते स्वविचारान् लिखित्वा प्रस्तुतः कर्तुं समर्थाः भविष्यन्ति। | मूल्यांकनम् निम्नलिखित शब्दरूप पूरयत- फल द्वितीया पुस्तक चतुर्थी छात्र पञ्चमी रामः प्रथमा कवि तृतीया | गृहकार्यम् निज भ्रातां विवाहसमारोह अवसरे स्वमित्राणि आमन्त्रित कर्तुं पत्र लिखत। |

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| क्रिस्तजयन्ती मूल्य शिक्षा: छात्रेषु संस्कृतभाषेसु रुचिः उत्पन्नम् कुर्वन् |  | पत्रलेखनम् विषये यूयम् किम् जानन्ति? वर्यं पत्रलेखनम् कदा लेखाम्। | | | | | |
|---|---|---|--|--|--|--|--|

Subject Computer






| Date and Day | Topics | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G (Gauge the Learning) | E (Extend) |
|---|--|--|--|--|--|---|--|
| 16th December (Monday) – 31th December (Tuesday) Holidays: 25th December (Wednesday) - Christmas Value of the month Student will learn about conditional statements in detail. | Chapter 8: Conditional Statements in Python <ul style="list-style-type: none"> ➤ Introduction ➤ Control Structures ➤ Indentation in Python ➤ Conditional Statements | <p><u>Introduction:</u></p>  <p>Control structures are constructs that control the flow of execution of a program. These are used to make decisions, perform repetitive tasks, and branch logic based on conditions. Three basic Control Structures are:</p> <ol style="list-style-type: none"> 1. Sequential 2. Control 3. Conditional <p>In this chapter we are going to learn about Conditional in detail.</p> <p>Concept of decision making or selection in programming is implemented with the help of Conditional statements.</p> <p><u>Learning Outcomes:</u> Students will be able to:</p> <ul style="list-style-type: none"> • how to use conditional statements like if, else, and elif to make decisions based on conditions, allowing them to control the flow of a program.. • improve their problem-solving skills by learning to think logically and break down real-world problems into conditions that the program can evaluate. <p><u>DISCUSSION QUESTION:</u> <u>What is the importance of Conditional Statements ?</u></p> | <p><u>Teaching Methodology</u></p> <p>Cold Calling</p> <p>Will ask questions based on the topic given in the schedule.</p> <p><u>Explanation & Discussion</u></p> <p>Discussion of conditional statements in python i.e(if,if-else,if-elif-else) in detail that will help student to build their logical understanding.</p> <p><u>Practical Demonstration</u></p> <p>Explanation of all conditional statements in python using python IDLE.</p> | <p><u>Reflection</u></p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> • MCQs • Short question Answer • Long Question Answer • Output based • Correcting the code • Lab time • Application based <p><u>Practical Learning:</u> Write a python program that takes the name and age of the user as input and displays a message whether the user is eligible to apply for a driving license or not.(the eligible age is 18 years).</p> | <p><u>Demonstration of the Acquired Skills:</u></p> <ul style="list-style-type: none"> • Students can apply this learning in many logical problems to get there solutions.. • Students will create their own calculator using using python conditional statement. • They can also create grading pattern based on student's percentage. | <p>Application of the learning by students</p> <p>https://www.youtube.com/watch?v=8cAEH1i_5s0&t=177s</p> <p>Link is related to the installation process of python</p> <p>https://www.youtube.com/watch?v=ByjgVU59p44</p> <p>Link is related to the detailed explanation of python conditional statements.</p> | <p>Homework</p> <ul style="list-style-type: none"> • Write the code for calculator using conditional statements & paste the output & code in notebook. |

Subject AI



| Date and Day | Topics | E (Energize Learners) | N (Navigate Content) | G (Generate Meaning) | A (Apply to Real Life) | G(Gauge the Learning) | E (Extend) |
|--|---|---|--|---|--|--|--|
| <p>2nd December 2024 (Monday) –13th December 2024 (Friday)</p> <p>Value of the month</p> <p>Student will learn about future of AI in detail & how AI is creating job opportunities.</p> | <p>Unit 4: Possibilities Chapter 5: Future of Artificial Intelligence</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Future Directions of AI ➤ Career opportunities in AI | <p>Introduction:</p>  <p>Artificial Intelligence, is quickly changing the world around us. In the future, AI could help us make better decisions by analyzing huge amounts of data, create robots that assist us in tasks, and even personalize our learning experiences. New developments in AI might lead to smart cars that drive themselves, or virtual assistants that are even more helpful than today's versions. Some experts are also exploring ways for AI to help in areas like climate change, healthcare, and exploring space. The future of AI is exciting and filled with possibilities, but it's important that we use it responsibly.</p> <p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • learn about how AI can solve real-world problems, helping them see its impact on fields like healthcare, transportation, and the environment. • Understand how AI can spark interest of technology and encourage them to explore careers in STEM fields in the future. <p>DISCUSSION QUESTION:</p> <p><u>What is the importance of AI in Future ?</u></p> | <p>Teaching Methodology</p> <p>Cold Calling</p> <p>Will ask questions based on the topic given in the schedule.</p> <p>Explanation & Discussion</p> <p>Will explain how AI set to transform many industries, making it an exciting field with diverse career opportunities. Careers in AI range from data scientists and machine learning engineers, who create intelligent models, to robotics and NLP (natural language processing) engineers, who build smart machines and virtual assistants.</p> <p>AI advances, demand for professionals skilled in programming, problem-solving, and data analysis will grow, opening doors to impactful and well-paying careers in this field.</p> <p>The future of AI is filled with possibilities, especially for those ready to combine technology with creativity and ethical thinking.</p> | <p>Reflection</p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> • MCQs • Fill in the blanks • Short question Answer • Long Question Answer • Application based <p>ACTIVITY BASED LEARNING:</p> <p>Jumbled words rearranging activity Based on future development of AI.</p> | <p>Demonstration of the Acquired Skills:</p> <ul style="list-style-type: none"> • Students will be able to think of any career opportunity based on AI  <ul style="list-style-type: none"> • They can also able to understand how AI is impacting our future by learning the effect of AI on future. | <p>Application of the learning by students</p> <p>https://www.youtube.com/watch?v=dv9q7Ema40k&t=187s</p> <p>Link is related to the explanation of future of AI.</p> <p>https://www.youtube.cohttps://www.youtube.com/watch?v=g2IWpgQK_NA</p> <p>Link is related to the careers in AI..</p> | <p>Homework</p> <ul style="list-style-type: none"> • Write about any two career opportunities of AI in detail. |

CO-SCHOLASTIC PERIODS


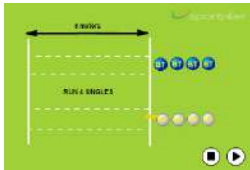

Subject- Yoga

| Date and Day | Topics | Learning Outcomes | Demonstration Method | A (Apply to Real Life) |
|---|--|--|---|--|
| <p>2nd December 2024 (Monday) – 31st December 2024 (Tuesday)</p> <p>Holidays:</p> <p>25th December 2024 (Wednesday) Christmas</p> <p>Value of the week</p>  | <ul style="list-style-type: none"> Mayurasana  <ul style="list-style-type: none"> Utkatasana  <ul style="list-style-type: none"> Makarasana  <ul style="list-style-type: none"> Bhujangasana  | <p>Introduction</p> <ul style="list-style-type: none"> Mayurasana, or the peacock pose, is a yoga pose that involves balancing the body on the hands while extending the legs backward. The name comes from the Sanskrit words Mayur (peacock) and asana (pose). Utkatasana, also known as Chair Pose, is a standing yoga pose that involves bending the knees and holding a partial squat. The Sanskrit name Utkatasana translates to "powerful". Makarasana is derived from two words - 'makar' which means crocodile in Sanskrit and 'asana' (pose). Thus it is a pose that resembles a crocodile. Makarasana is very beneficial for sciatica, slip disk, stress reduction, and problems affecting the waist and knees. Bhujangasana, also known as Cobra Pose, is a yoga pose that involves reclining back-bending to stretch the spine, chest, and abdomen <p>Learning Outcomes Student will be able to:</p> <ul style="list-style-type: none"> improve flexibility and balance. strengthen arms, shoulders, and back muscles. enhanced core stability and posture. increase circulation and oxygenation. reduce stress and anxiety. cultivate awareness and focus. develop body awareness and coordination. balance energy and calms the mind. prepares for more advanced yoga poses. enhance self-discipline and concentration. | <p>Teaching Methodology</p> <p>The teacher will begin with a brief introduction to each pose, highlighting benefits, contraindications, and modifications. He will demonstrate each asana, emphasizing proper alignment, breathing, and engagement. He will also encourage students to listen to their bodies, modify or rest when needed, and explore creative expressions of each pose.</p> <p>Link</p> <ul style="list-style-type: none"> Mayurasana https://youtu.be/ASNK54226ts?si=gOQjN0_laS3Tgclr Utkatasana https://youtu.be/tEZhXr0FuAQ?si=Xl3Y4avqBW7vFIk1 Makarasana https://youtu.be/tFReLsh9Z7Y?si=Ml7J2FCsSg2mlEOT Bhujangasana https://youtu.be/qp1jcVFbXuE?si=mBlc7WYuDIjx-a8P | <p>Demonstration of the Acquired Skill.</p> <p>After learning Mayurasana, Utkatasana, Makarasana, and Bhujangasana, students will be able to demonstrate acquired skills by executing each pose with precision, balance, and control, showcasing improved flexibility, strength, and body awareness. They will confidently modify poses to accommodate individual needs, incorporate effective breathing techniques, and relax into each asana. Students will sequence poses seamlessly, understand benefits, contraindications, and safety precautions. Students' ability to create and lead short yoga sequences, participate in yoga-related projects, and apply yoga principles to daily life further demonstrates their mastery of these foundational poses.</p> |





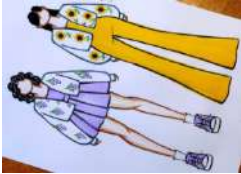
Subject- Basketball

| Date and Day | Topics | Learning Outcomes | Demonstration Method | A (Apply to Real Life) |
|---|---|---|---|---|
| <p>2nd December 2024 (Monday) – 31st December 2024 (Tuesday)</p> <p>Holidays:</p> <p>25th December 2024 (Wednesday) Christmas</p> <p>Value of the week</p> <p>The greatest match a man can win is won within.</p> | <p>Rebound taking in basketball</p>  | <p>Introduction</p> <p>The students will be introduced to rebound taking in basketball and the importance of effective rebound taking in basketball will be emphasized.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> do proper positioning and footwork for rebounding. improve strength, power, and endurance. enhance agility and quickness. understand rebounding fundamentals (stance, positioning, timing). read the ball's trajectory and opponent's movement. develop skills for tipping, tapping, and securing rebounds. | <p>Teaching Methodology</p> <p>The teacher will explain the basketball rebound taking skills by demonstrating himself, emphasizing the correct form which is as follows:</p> <p>Stance and Positioning:</p> <ol style="list-style-type: none"> 1. Feet shoulder-width apart, toes pointed slightly outward. 2. Knees slightly bent, weight evenly distributed. 3. Back straight, core engaged. 4. Position yourself near the basket, between opponent and board. <p>Box-Out Technique:</p> <ol style="list-style-type: none"> 1. Contact the opponent with a forearm or shoulder. 2. Seal opponent with body, keeping them away from board. 3. Keep elbows wide, hands up. <p>Rebounding:</p> <ol style="list-style-type: none"> 1. Jump vertically, exploding upward. 2. Extend arms, hands shoulder-width apart. 3. Catch rebound with fingertips, securing ball. 4. Protect ball with body, elbows in. <p>Rebound taking in basketball</p> <p>https://youtu.be/4_L5s2w-YNo?si=Rv0j9Tfv_lo-tNZd</p> <p>https://youtu.be/i6S0-ajbCF8?si=9W2ybjwlnNyeiCSZ</p> | <p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by consistently executing proper box-out technique, securing rebounds with fingertips, and protecting the ball. They will be able to showcase improved strength, power, and endurance, explosively jumping to grab rebounds in traffic and contested situations. Students will also effectively anticipate opponent movement, adjusted positioning, and communicate with teammates to secure rebounds. Their enhanced spatial awareness, timing, and footwork enabled them to outmaneuver opponents, securing crucial rebounds in pivotal game moments. Overall, students will be able to exhibit confidence, aggressiveness, and mastery of rebounding fundamentals, translating to improved team performance and success on the court.</p>  |

Subject- Cricket

| Date and Day | Topics | Learning Outcomes | Demonstration Method | A (Apply to Real Life) |
|--|---|--|---|--|
| <p>2nd December 2024 (Monday) – 31st December 2024 (Tuesday)</p> <p>Holidays: 25th December (Wednesday) Christmas</p> <p>Value of the week</p>  | <p>Running between the wickets and ball on cone drills</p>  | <p>Introduction</p> <p>The students will be introduced to the Running between the wickets and ball on cone drills in cricket. Running between the wickets and ball on cone drills are two essential training exercises in cricket, focusing on improving a player's speed, agility, and ball-handling skills.</p> <p>Learning Outcomes</p> <p>Student will be able to:</p> <ul style="list-style-type: none"> improve acceleration and deceleration. enhance agility and change-of-direction ability. increase speed and reaction time. develop cricket-specific endurance. do effective turning and changing direction. improve footwork and agility around cones. enhance hand-eye coordination. | <p>Teaching Methodology</p> <p>The teacher will explain the running between the wickets and ball on cone drills by demonstrating the drill himself, emphasizing on proper technique for executing.</p> <p>Start Position:</p> <ol style="list-style-type: none"> Stand behind the popping crease. Feet shoulder-width apart, knees slightly bent. Body weight evenly distributed. <p>Running Technique:</p> <ol style="list-style-type: none"> Explosive acceleration: Push off back foot, drive forward. Quick turnover: Bring front foot forward, land midfoot. Maintain posture: Keep head up, shoulders relaxed. Pump arms: Keep elbows bent, hands relaxed. Change-of-direction: Use the inside foot to pivot. <p>Turning Technique:</p> <ol style="list-style-type: none"> Approach turn: Slow down, prepare to turn. Plant foot: Use the inside foot to pivot. Rotate body: Keep shoulders aligned. Push off: Use your back foot to accelerate. <p>Running between the wickets and ball on cone drills</p> <p>https://youtu.be/o-4Kc-ECEBE?si=jmFo4-I-3lnbVf7V</p> | <p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by exhibiting swift and agile movements between the wickets, showcasing improved acceleration, deceleration, and change-of-direction abilities. They will efficiently navigate turns, maintain balance and control, while keeping their eyes on the ball. Their ability to quickly change direction, speed, and agility enabled them to effectively simulate running between wickets, replicating game-like scenarios. Notably, students' running times between wickets will be decreased, while their accuracy in picking up and placing the ball will be increased. They will also display confidence and fluidity in their movements.</p>  |

Subject- Art and Craft

| Date and Day | Topics | Learning Outcomes | Demonstration Method | A (Apply to Real Life) |
|---|---|---|---|---|
| 2nd December 2024 (Monday) 31st December 2024 (Tuesday) Holidays- 25th December 2024 (Wednesday)- Christmas Value- <div style="background-color: #800080; color: white; padding: 5px; text-align: center;"> "Design creates culture. Culture shapes values. Values determine the future." </div> | 1.Fabric Painting  2. Folk Art and Tattoo  3. Design – Decorative Art  4. Cartoon Making and animation  5. Dress design  | Introduction: Designing is the process of creating and developing ideas, concepts, and solutions to Solve problems, meet needs, or enhance experiences. Learning outcomes- Students will be able to: <ol style="list-style-type: none"> develop hand and finger movements, which can improve their dexterity and eye-hand coordination. exploration different art forms. improved gross and fine motor skills. understand collaboration art projects, teamwork, communication and cooperation. develop visual- spatial skills that are important for math. learn about design principles, color, concepts, media, and formats. | Teaching Methodology The teacher will discuss the strategy of modeling and explaining a process or procedure step- by- step. She will discuss the basic principles of design, such as how to use color, contrast, balance, and proportion. (Material required-) Fabric painting <ol style="list-style-type: none"> Book be an artist Fabric colors Tootbrush stencils Design- decorative art <ol style="list-style-type: none"> Book be an artist Sketch pens Markers Stencils Decorative items Folk Art and tattoo <ol style="list-style-type: none"> Book be an artist Poster colors Colored sketch pens Cartoon making and dress design <ol style="list-style-type: none"> Book be an artist Crayons Sketch pens Animation <ol style="list-style-type: none"> Book be an artist Pencil and marker | Demonstration of the Acquired Skills Students will be able to decorative designing elements. They will also develop a deeper understanding of their surroundings and enhance their artistic abilities. They will integrate art activities into their life through their home décor, fashion, hobbies and daily routines. They will also engaging in the competition to enhance the creative and imaginative skills. |

Life skills

| Date and Day | Topic | Learning outcomes | Demonstration | Apply to real life |
|---|--|---|--|---|
| <p>2nd December 2024 (Monday)</p> <p>-</p> <p>31st December 2024 (Tuesday)</p> <p>Holidays-</p> <p>25th December 2024 (Wednesday)</p> <p>Christmas</p> <p>Value</p> <p>"The important thing is not to stop questioning. Curiosity has its own reason for existing." – Albert Einstein</p> | <p>Chapter 8</p> <p>Teamwork</p> <p>Chapter 9</p> <p>Spirit of enquiry</p> | <p>Introduction</p> <p>https://youtu.be/K2v895MJWyY?si=siGHQlp1CgJ8DnYc</p> <p>The video shows a group of ants working together to carry a large piece of food. The video ends with the message that we are stronger when we work together.</p> <p>Learning Outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. develop collaboration skills by working effectively with others to achieve common goals. 2. cultivate curiosity and critical thinking by actively asking questions and seeking answers. 3. foster communication and problem-solving skills through group discussions and shared tasks. 4. strengthen the ability to explore new ideas and reflect on different perspectives within a team. <p>Discussion question</p> <p>How can working together as a team help us solve problems and learn new things?</p> | <p>Teaching methodology</p> <ul style="list-style-type: none"> • Inquiry-Based Learning • Collaborative Learning • Flipped Classroom • Debates • Group Discussions • Case Studies | <p>Demonstration of the skills acquired</p> <p>Activity: "Team Quest: Curiosity Exploration"</p> <p>Students will form small teams and embark on a "curiosity quest," where they explore different topics or solve real-world problems. Each team will investigate their assigned topic by asking questions, gathering information, and discussing ideas. This activity emphasizes the importance of teamwork and encourages students to embrace curiosity while working together to uncover new knowledge.</p> <p>Materials Required: Research materials (books, internet access), paper, markers, and any tools needed for problem-solving (like building materials for a project, if applicable).</p> |

Subject- Library

| Date and Day | Topics | Learning Outcomes | Demonstration Method | A (Apply to Real Life) |
|---|-------------------------------|---|---|--|
| <p>2nd December 2024 (Monday) –</p> <p>31st December 2024 (Tuesday)</p> | <p>Topic-words of the day</p> | <p>Chapter Introduction-</p> <p>Students will find difficult/new words from the newspaper.The meaning of the words will be written from the dictionary/thesaurus.They will</p> | <p>Teaching Methodology</p> <p>The teacher will describe the value of the newspaper in life and how to use newspaper for enhancing general knowledge.To create interest in newspapers teacher will ask some questions like:</p> <ol style="list-style-type: none"> 1. Do you like students corner in the newspaper? | <p>Demonstration of the Acquired Skills</p> <p>Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading. There's a wide variety of reading skills that</p> |

| <u>Date</u> | <u>Day</u> | <u>Topic</u> | <u>Class</u> |
|------------------|------------|-----------------------|--------------|
| December 18,2024 | Wednesday | Tringle Fun | VI |
| December 18,2024 | Wednesday | Camelid's Pie | VII |
| December 18,2024 | Wednesday | Comic Mania | VIII |
| December 18,2024 | Wednesday | Mathematical Rap Song | IX |
| December 18,2024 | Wednesday | Geometry in Real Life | X |

SENTENCES OF THE MONTH: Based on Proverbs

1. If you are too lazy to plough, don't expect a harvest.
2. Even a small star shines in the darkness.
3. Let praise come to you, don't run after it.
4. The face is the index of the mind.
5. Money spent on the mind is never spent in vain.

Note:

1. Parents are not allowed to take back their child on half day or short leave. If something is really important, then you are requested not to send the child to the school.
2. Although the school will be strict to the given planner, there might be minor changes due to unforeseen circumstances.
3. Parents must carry the Parent's I-card while coming to the school.
4. Mobile phones are prohibited in the school premises.