

A Senior Secondary School, Affiliated to CBSE

ENGAGE PLANNER
DECEMBER 24-25

SCHOLASTIC PERIODS

NOTE: Cold Calling will be done in all the Regular Periods.
Subject: English

Class - VIII

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
2 nd December (Monday) - 6 th December (Friday)	Literature: Prose – Hundred Years of Indian Cinema 	<p>Introduction Teacher will introduce and discuss the theme of the Chapter ‘Hundred Years of Indian Cinema’ by engaging students with questions</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is your favorite movie or TV show, and why do you like it? • Can you think of any movie that tells a story about historical events or famous people? • How do you think movies have changed over the years? <p>Learning outcomes- Students will be able to:</p> <ul style="list-style-type: none"> • gain knowledge about the glorious journey of Indian cinema. • gain insight into what it takes to be successful. • learn human values from the symbols of cultural heritage. 	<p>Teaching Methodology</p> <p>The teacher will effectively cover the chapter on the history of cinema and its cultural significance, methodology combines explanations, multimedia, interactive activities, and discussions to make the chapter engaging and meaningful for students.</p> <p>Audio Visual and Discussion Based Learning Teacher will show the video to explain the chapter. https://youtu.be/eOXE11HoQw?si=LMEJS4nqfpEsfYXu</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 diary entry from the perspective of a character from a classic film. They will think about the character’s thoughts, feelings, and motivations as if they were writing a personal reflection.</p>	<p>Application of the learning by students</p> <p style="text-align: center;">Life Skills</p> <p>The teacher will divide the students into two groups for a debate. One group argues that cinema positively influences society by spreading awareness and educating, while the other argues that cinema can have negative influences. Students will discuss examples and use movies as references.</p>	<p>Homework</p> <p>Activity: Students will write a review for a classic movie or a recent film they’ve seen. This will encourage them to analyze aspects such as plot, acting, cinematography, and soundtrack, and to provide their personal opinions.</p>

Value of the week: Respect for Heritage and Culture

		<ul style="list-style-type: none"> improve his/her vocabulary with a focus on spelling. perfect the art of storytelling both in written and oral form. 					
<p>9th December (Monday) - 13th December (Friday)</p> <p>Value of the week: Hard Work</p>	<p>Grammar : Phrases and Clauses</p> 	<p>Introduction</p> <p>The teacher will introduce the topic with an interactive activity which can result in a lot of energy in the classroom.</p> <p>Phrase and Clause Exploration</p> <p>Students will be divided into small groups, each receiving mixed sentence strips that they must categorize into "Phrases" and "Clauses" on chart paper. Then each group will present their findings to the class, allowing for clarification of any misconceptions. Students will create their own sentences, incorporating a specified number of phrases and clauses.</p> <p>Learning outcomes- Students will be able to:</p> <ul style="list-style-type: none"> accurately identify and differentiate between phrases and clauses in various sentences. gain an understanding of how phrases and clauses contribute to sentence structure, enhancing their overall grasp of grammar. to construct sentences using both phrases and clauses, demonstrating their 	<p>Teaching Methodology</p> <p>Teacher will conduct an interactive lecture to introduce the concept of Phrases and clauses. Teacher will teach phrases and clauses by comparing them side-by-side to highlight differences, by creating a chart showing the characteristics of phrases and clauses with examples.</p> <p>Discussion Based Learning</p> <p>Teacher will show a video to explain the topic.</p> <p>Videos : https://youtu.be/a80_xFsh9w?si=vP49FP8y1miOsQaa</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'A,B and C on page 158 from grammar connect.</p>	<p>Application of the learning by students</p> <p>Life skill</p> <p>Students will be divided into small groups and given scenario cards that present various situations, such as resolving a conflict with a friend or planning a group project. After preparing their role plays, each group performs in front of the class, followed by brief discussions where classmates can offer feedback and insights. To solidify their learning, students complete reflection worksheets, writing about their experiences and how they can apply these skills in real life. The activity concludes with a recap of the key skills demonstrated during the role plays, encouraging students to think of additional real-life scenarios where these skills can be utilized.</p>	<p>Homework</p> <p>Compose a paragraph about your favorite hobby, including at least two phrases and two clauses; underline the phrases and circle the clauses.</p>

		<p>ability to create complex and varied sentence structures.</p> <ul style="list-style-type: none"> enhance their writing by using phrases and clauses effectively, leading to more nuanced and sophisticated expression in their work. develop critical thinking skills as they analyze how phrases and clauses function within different contexts and how they affect meaning. 					
<p>16th December (Monday) - 20th December (Friday)</p> <p>Value of the week: Perseverance</p>	<p>Literature: Prose – Live Your Passion</p> 	<p>Introduction The teacher will begin with discussion about the theme of the chapter 'Live Your Passion'</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> Do you think sports can influence and inspire people in society? How? Have you ever tried any sport or activity where you needed guidance from a coach or mentor? How did it help you? What role do you think family support plays in an athlete's journey to success? <p>Learning outcomes- Students will be able to:</p>	<p>Teaching Methodology</p> <p>Communication method of teaching will be used in class, via classroom reading and discussions on the theme and setting of the chapter with the help of the video.</p> <p>Videos : https://youtu.be/cZ2RN3kHj0c?si=rmFLU1wZskKXdxEI</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>After reading about the athletes' dedication and perseverance, have students set a personal goal for themselves. Students will identify specific steps they need to take to achieve this goal, similar to how athletes train for success.</p>	<p>Application of the learning by students</p> <p>Life skill The teacher will organize a debate on the topic "Sports are as important as academics in personal development." Students will be divided into two teams to argue for and against.</p>	<p>Homework</p> <p>Students will research about prominent Indian women athletes (e.g., Mary Kom, Saina Nehwal, Mithali Raj) and present their achievements, struggles, and contributions.</p>

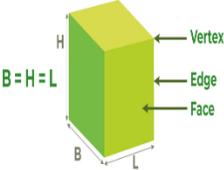
		<ul style="list-style-type: none"> understand the value of realising his/her dreams and comprehend a text with regard to its underlying message and value. narrate inspirational stories of people associated with different sports. know about famous sports stadiums across the world. further improve his/her knowledge about words, sentences, grammar and pronunciation. demonstrate knowledge about subject-verb agreement. 					
<p>23rd December (Monday)</p> <p>-</p> <p>27th December (Wednesday)</p> <p>Holiday 25th December (Christmas)</p> <p>Value of the week : Logical Thinking</p>	<p>Grammar Relative Clause</p> 	<p>Introduction</p> <p>Teacher will begin with an explanation of what relative clauses are and their purpose. Explain that they provide additional information about a noun, often answering questions like "Which one?" or "What kind?"</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the function of relative clauses in sentences, recognizing how they provide additional information about nouns and help link ideas. able to identify and correctly use relative pronouns (who, whom, whose, which, and 	<p>Teaching Methodology</p> <p>Learning with real life reasoning and understanding. Teacher will explain the basic concepts of relative clause, and apply it in meaningful ways, making the concept easier to grasp and use accurately. By discussing common mistakes, like incorrect placement of relative clauses or mismatched pronouns will reinforces clarity and correctness.</p>	<p>Reflection</p> <ul style="list-style-type: none"> Discussion of the back B, D, and E exercises. 	<p>Demonstration of the Acquired Skills</p> <p>Complete "Talking Point" on page no.180 from Grammar Connect.</p>	<p>Application of the learning by students</p> <p>Activity "Error Detective"</p> <p>Students will be provided with sentences that contain errors in the use of relative clauses, such as missing commas or incorrect relative pronouns. Teacher will ask students to identify and correct the errors. This reinforce the correct use of relative clauses.</p>	<p>Homework</p> <p>Do "Workout" on page 179 and 180 from Grammar Connect.</p>

		<p>that) to form accurate relative clauses.</p> <ul style="list-style-type: none"> distinguish between defining and non-defining relative clauses, understanding their purposes and the use of commas in non-defining clauses. 	<p>Discussion Based Learning</p> <p>Teacher will show the video and introduce clause through an interactive session.</p> <p>Videos : https://youtu.be/ftZr1Ny8L8?si=0nWDwJL2Y1QInMpm</p>				
<p>30th December (Monday) - 31st December (Tuesday)</p> <p>Value of the week: Wisdom and Experience</p>	<p>Literature: Poem- Abracadabra</p> 	<p>Introduction</p> <p>The teacher will begin with discussion about the theme of the Poem 'Abracadabra'</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> <i>Have you ever heard or seen a word that seemed to have a magical or mysterious meaning to it? What word was it, and how did it make you feel?</i> <p>Learning Outcomes Students will be able to</p> <ul style="list-style-type: none"> develop analytical skills and reasoning prowess. read a poem with intonation and at a suitable speed. infer and identify the message of the poem. enjoy reading non-fiction narratives. think logically. enhance his/her comprehension abilities. introduce new words of vocabulary such as homophones, to make his/her language more fluent. 	<p>Teaching Methodology</p> <p>Teacher will ask students to read the poem aloud with expressive intonation to help students feel the rhythm and mood. The teacher will encourage students to close their eyes and visualize the scenes described, especially the philosophers gathered around, seeking wisdom in a cave.</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 reflection on someone in their life they consider wise and explain why they view them this way.</p>	<p>Application of the learning by students</p> <p>Create a collage of mystical words using magazines, newspapers, or drawings. They can arrange the words in a creative way to symbolize the theme of seeking knowledge or wisdom.</p>	<p>Homework</p> <p>Students will draw or paint a scene from the poem, such as the philosophers gathered in a cave or someone uttering the magical word "Abracadabra."</p>

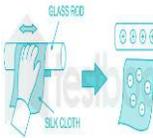
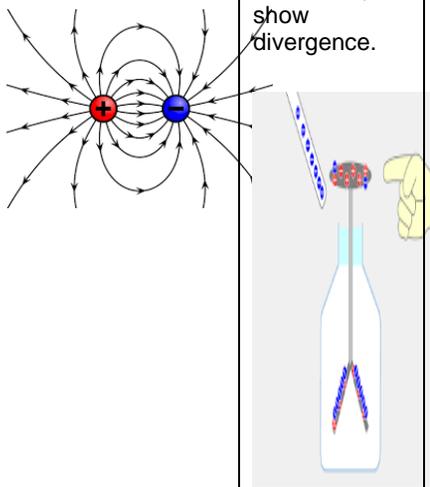
दिनांक तथा दिवस	विषय/उपविषय	शिक्षार्थी को ऊर्जावान बनाना व सशक्तिकरण	पाठ्य सामग्री का संचालन	दीर्घकालीन स्मृति	वास्तविक जीवन अनुप्रयोग	आंकलन युक्ति योजना	गतिविधियों का विस्तारीकरण
<p>2 दिसंबर 2024 (सोमवार)- 5 दिसंबर 2024 (शुक्रवार)</p> <p>मूल्य शिक्षा: विचारों को कलात्मक रूप देने क्षमता रखनी चाहिए।</p>	<p>साहित्य सोन चिरैया पाठ 14 - अजंता की चित्रकला लेखक : 'रवींद्रनाथ ठाकुर'</p> 	<p>परिचय /प्रस्तावना</p> <p>सीखने की संप्राप्ति</p> <ol style="list-style-type: none"> विद्यार्थी अजंता की चित्रकला के ऐतिहासिक और सांस्कृतिक महत्व को जान पाएँगे। चित्रकला की विभिन्न विशेषताओं को जान पाएँगे। विद्यार्थी कला को न केवल एक दृश्य माध्यम के रूप में, बल्कि एक महत्वपूर्ण सांस्कृतिक धरोहर के रूप में जान पाएँगे। कला और चित्रकला की समझ और रुचि विकसित होगी। <p>पूर्वज्ञान पर आधारित प्रश्न:</p> <ol style="list-style-type: none"> क्या आपने कभी अजंता की गुफाओं के बारे में सुना है? अगर हां, तो आप उनके बारे में क्या जानते हैं? 	<p>शिक्षण पदतियाँ व्याख्या</p> <ul style="list-style-type: none"> आगमन विधि, निगमन विधि, व्याख्यान विधि, प्रश्नोत्तर विधि आदि विधियों द्वारा पाठ के मूलभाव का स्पष्टीकरण विषय वस्तु पर गहन चर्चा क्लिष्ट शब्दों का अर्थनिरूपण - पाठ प्रवेश (प्रवाह संचित्र) 	<p>परावर्तन</p> <p>दृश्यश्रव्य- सामग्री</p> <p>वीडियो प्रस्तुतीकरण के लिए क्लिक करें- https://youtu.be/8GEmFxfqy9s?si=fo0mjul5gb1jXN2G</p> <p>विषय वस्तु पर गहन चर्चा</p> <p>हॉट्स विशेष संवाद / अतिरिक्त जानकारियाँ</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>छात्र स्पष्ट और प्रभावी तरीके से विचारों को प्रस्तुत कर सकेंगे।</p> <p>छात्र नए शब्दों का वाक्य प्रयोग लिखित तथा मौखिक रूप से करने में समर्थ होंगे।</p> <p>छात्र पाठ से प्राप्त ज्ञान को आम जीवन की क्रियाओं और प्रतिक्रियाओं के सन्दर्भ में समझ कर लिख सकेंगे।</p> <p>छात्र कठिन शब्दों के अर्थों को समझते हुए आम बोलचाल में उनका प्रयोग के पाएँगे।</p> <p>छात्र विचारों को कलात्मक दृष्टिकोण में परिवर्तित कर पाएँगे।</p>	<p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>पाठ्यवस्तु के सार से संबंधित प्रश्न</p> <p>पाठ के अंत में पाठ्यवस्तु से संबंधित मूल्यांकन हेतु प्रश्न</p> <p>लघु तथा दीर्घ प्रश्न</p>	<p>गृहकार्य</p> <p>रचनात्मक कौशल- अजंता के भित्ति चित्रों की प्रतिलिपि कार्य पुस्तिका में लगाइए।</p>

		<p>2. आपके अनुसार चित्रकला का समाज और धर्म से क्या संबंध हो सकता है?</p> <p>3. क्या आपने कभी चित्रकला का कोई उदाहरण देखा है जो धार्मिक या सांस्कृतिक महत्व रखता हो?</p> <p>4. आपके अनुसार, कला और संस्कृति के बीच क्या संबंध हो सकता है?</p> <p>5. क्या आपको लगता है कि प्राचीन चित्रकला समाज के इतिहास को दर्शाने में मदद करती है?</p> <p>6. भारतीय कला में बौद्ध धर्म का कितना प्रभाव रहा है?</p>					
<p>9 दिसंबर 2024 (सोमवार)- 13 दिसंबर 2024 (शुक्रवार)</p> <p>मूल्य शिक्षा:</p>	<p>व्याकरण</p> <p>वाक्य विचार</p>	<p>परिचय/ प्रस्तावना</p> <p>सीखने की संप्राप्ति</p> <p>1. छात्र भाषा का ज्ञान मजबूत कर पाएँगे।</p> <p>2. छात्र वाक्य में मुख्य रूप से किसी क्रिया, विषय, और वस्तु का संबंध समझ पाएँगे।</p>	<p>शिक्षण पद्धतियाँ</p> <p>दृश्यश्रव्य सामग्री- वीडियो प्रस्तुती करण के लिए क्लिक करें-</p> <p>https://youtu.be/mYhcUfMekg?si=cXRmrgnb-</p>	<p>परावर्तन</p> <p>शिक्षक, गतिविधि द्वारा वाक्यों का विश्लेषण करने के लिए कहेंगे – जैसे कि वाक्य में विषय, क्रिया, और वस्तु (object) क्या हैं।</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>1. विद्यार्थी वाक्य को समझने, विचार करने की क्षमता, और लिखित व मौखिक संवाद करने में सक्षम होंगे।</p>	<p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग</p> <p>वाचन कौशल में वृद्धि होने के कारण विद्यार्थी अपनी भाषा में प्रभावशीलता व स्पष्टता के द्वारा</p>	<p>गृहकार्य</p> <p>व्याकरण वाक्य विचार अभ्यास कार्य</p>

		कविता में अलंकारों का प्रयोग क्यों किया जाता है?					
<p>23 दिसंबर 2024 (सोमवार)- 31 दिसंबर 2024 (मंगलवार)</p> <p>अवकाश- क्रिसमस दिवस 25 दिसंबर (बुधवार) 2024</p> <p>मूल्य शिक्षा: कामकाजी जीवन, और व्यक्तिगत विकास में मदद मिलेगी।</p>	<p>व्याकरण विज्ञापन लेखन</p> 	<p>परिचय/ प्रस्तावना सीखने की संप्राप्ति</p> <p>1. छात्र व्यावसायिक और रचनात्मक दृष्टिकोण से विचार करने की क्षमता प्राप्त कर पाएँगे।</p> <p>2. छात्र संक्षिप्त, आकर्षक और प्रभावी तरीके से संदेश बना पाएँगे।</p> <p>3. विज्ञापन लेखन के माध्यम से अपनी सोच और विचारों को प्रभावी तरीके से व्यक्त कर पाएँगे।</p> <p>पूर्वज्ञान पर आधारित प्रश्न</p> <p>1. विज्ञापन क्या होते हैं?</p> <p>2. आपके अनुसार, विज्ञापन का प्रयोग कहाँ किया जाता है?</p>	<p>शिक्षण पद्धतियाँ दृश्यश्रव्य सामग्री- वीडियो प्रस्तुती करण के लिए क्लिक करें- https://youtu.be/yPxTziauo04?si=DVj0qt6_DVZkFTc1</p>	<p>परावर्तन शिक्षक, गतिविधि द्वारा किसी उत्पाद या सेवा के लिए स्लोगन बनाएँगे।</p>	<p>अर्जित कौशल का प्रदर्शन</p> <p>1. विद्यार्थी उत्पाद के लिए आकर्षक विज्ञापन, सीमित शब्दों में, उत्पाद के लाभ और इसके उपयोगकर्ता के लिए मूल्य को प्रदर्शित करने में सक्षम होंगे।</p> 	<p>छात्रों द्वारा अर्जित ज्ञान का अनुप्रयोग वाचन कौशल में वृद्धि होने के कारण विद्यार्थी अपनी भाषा में प्रभावशीलता व स्पष्टता के द्वारा आत्म विश्वास का भाव जागृत करेंगे तथा काव्य रचना में वृद्धि करेंगे।</p> <p>विद्यार्थियों को विपणन (Marketing) के बुनियादी पहलुओं को समझने में मदद मिलेगी है।</p>	<p>गृहकार्य व्याकरण कार्य पुस्तिका में एक सुंदर विज्ञापन तैयार करेंगे।</p>

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'24 (Monday) - 31st Demeber'24 (Tuesday)</p> <p>HOLIDAYS 25th December'24 (CHRISTMAS)</p> <p>Value of the week</p> 	<p>Ch – 14</p> <p>Volume and Surface Areas</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> Volume is a measure of the amount of space an object occupies in three-dimensional space. It's like measuring the capacity of a container. Surface area is the total area of the surface of a three-dimensional object. It's like wrapping a gift – you're measuring the amount of wrapping paper needed to cover the entire object. Watch the video from the QR code given below to understand the difference between Volume and Surface Area:  <p>Learning Outcomes:</p> <p>By the end of the chapter, the learners will be able to:</p> <ul style="list-style-type: none"> know what is capacity? know the unit of volume. find volume and surface area of cylinder, cube and cuboid. Identify the surface area of various 3D objects. <p>Discussion Question: What is the difference between Curved Surface Area and Total Surface Area?</p>	<p>Teaching Methodology</p> <p>Learning By Doing</p> <p>Students will derive the formula of 3D figures i.e. cuboid, cube and cylinder through the formula of perimeter and area of 2D figures such as rectangle, square, circle, triangle, parallelogram, etc.</p>  <p>Inquiry-Based Learning</p> <p>Students will be presented with thought-provoking questions to stimulate curiosity and they will be encouraged to explore and investigate mathematical concept with proper guidance to discover patterns and relationships.</p>	<p>REFLECTION</p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> Exercise – 14A Exercise – 14B Exercise – 14C Exercise – 14D Let's Practice <p>WORKBOOK</p> <ul style="list-style-type: none"> Topic 1: Framework 1 and 2 (Page No. 107 to 110) Topic 2: Framework 1 and 2 (Page No. 111 o 114) 	<p>Demonstration of Acquired Skills</p> <p>Art Integration Activity</p> <p>Students will make a formula sheet of 2D and 3D figures with figures (origami sheets)</p>	<p>Application of the learning by Students</p> <p>Watch the video given below through the QR code to understand the derivation of formula of cylinder from formula of rectangle</p> 	<p>HOMEWORK</p> <p>NEP Aligned Activities</p> <ul style="list-style-type: none"> Case Study (Page No. – 234) Hands on Learning – Activity 1 and 2 (Page No. – 235 to 237)

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 (Monday) - 31st December (Tuesday)</p> <p>Holidays:</p> <p>25th December (Christmas)</p> <p>Value of the week:</p> <p>Observation of small things increase your knowledge.</p>	<p>Chapter 12 – Some Natural Phenomena</p> 	<p>Introduction Teacher will introduce and discuss the chapter by showing the video: https://youtu.be/tTJMql1v8IM?si=5ktnMyHxgQgNlr8M</p> <p>Learning outcomes- Students will be able to:</p> <ul style="list-style-type: none"> understand the meaning of the terms- Current electricity, static electricity, conduction, induction etc. learn about the types of electrical charges. know about the ways of charging a body understand how charge on a body is measured and detected. have an insight on the causes and measurement of earthquake. <p>Discussion question: Why do we see lightning first and then thunder?</p> 	<p>Teaching Methodology</p> <p>Audio Visual Teacher will show the following video to show that a body gets electrically charged on rubbing. https://youtu.be/3aB6TyhaSsQ?si=kKmuHuRi1KyUK-qZ</p> <p>Demonstration When two objects rub each other, then due to friction, one object's electrons get transferred to the other one. The one which loses electrons becomes positively charged and the other, negative. Thus charging by friction is only due to the transfer of electrons.</p> <p>Experiential based learning When a glass rod is rubbed with silk, the glass rod becomes positively charged and the silk becomes negatively charged. This is because silk has a greater ability to attract electrons than glass, so the silk absorbs electrons from the glass.</p> <p>Audio Visual Teacher will show the following video to make students understand the concept of earthquake. https://youtu.be/T0AEtX-uPLA?si=g9eIPiJxVMQ7SzoG</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 Students will be able to answer as to why a body gets charged on rubbing.</p> 	<p>Application of the learning by students Students will be able to understand why an electroscope show divergence.</p>	<p>Homework</p> <p>Hands on learning Students will find out earthquake-prone zones in India and also their properties and discuss them in class.</p> <p>Framework 2 of Workbook.</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)
02 December (Monday) - 05 December (Thursday)	GEOGRAPHY CH- Human Resource	Introduction This chapter will be carry forward from the month of November.	Teaching Methodology Audio Visual PPT on the position of women and various social groups in Indian society and role of prominent reformers in order to bring change and awareness.	Reflection → MCQ's →Short Q/Ans →Long Q/Ans →Case study based Questions →Picture based questions	Demonstration of the Acquired Skills Debate The students will take different categories or sections of society such as women, Dalits etc. and they will make a flowchart. This flowchart will contain the different movements and contributions of social reformers which led to passing of legislations by the colonial government.	Application of the learning by students The students will prepare a timeline of different social reformers who worked for the cause of women education in India. They will also cover the regions or states where these reformers belonged to.	Homework Brief questions will be provided to the students. They will answer these question about the topic studied as per their understanding.
06 December (Friday) – 11 December (Wednesday)	CIVICS CH- Untouchability and Law on Manual Scavenging	This chapter will be carry forward from the month of November.	Group Discussion The class will be encouraged to take part in a discussion which will allow them to create their opinions about patriarchy and the caste system of India which is the root cause for the social discrimination.				
12 December (Thursday) - 18 December (Wednesday)	HISTORY Ch-6 Social and Religious Awakening in India	The lesson will be started with historical context of society in India. The evils of Indian society will be introduced with examples from ancient and medieval history. Learning outcomes- The students will be able to: →understand the pattern on which Indian society is based since ancient times. →learn about how the Britishers brought in changes in the traditions and societal rituals.	Art Integration The students will paste the pictures of different reformers and they will also write about their contribution in social awakening of Indian society in their notebooks.				
HOLIDAYS 25 December Christmas (Wednesday)							
Value of the week 							
A just society is a society which provides equal space to grow to all.							

reformers who worked for upliftment of social status of women in Indian society?
 →How these important personalities took help of religion in order to justify their reasoning for eliminating the evils of Indian society?



19TH December (Thursday) - 31st December (Tuesday)

HOLIDAYS
 25 December Christmas (Wednesday)

Value of the week



Our safe future depends upon adoption of sustainable practices today.

CIVICS
 Ch-6 The Government and Economic Development

Introduction
 The chapter will be introduced by the teacher with thought provoking questions which will link social progress with economic progress. The focus will also be on the role of government in making a country prosperous in terms of economy and social living conditions.

Learning outcomes-
 The students will be able to:

- get insight into developmental activities undertaken by the government.
- be familiar with Planning Commission (NITI AAYOG) and the Five Year Plans.

Discussion question-
 The following

Teaching Methodology

Audio Visual

A PPT covering all the aspects of the chapter along with a way forward will be shown by the teacher. This will include maps, images, caricatures and statistics in order to make the concepts clear.

Class Discussion
 The students will be encouraged to take part in an open discussion which will develop their ability to think critically.

Art Integration
 The students will make an interactive project covering different schemes for

Reflection
 → MCQ's
 →Short Q/Ans
 →Long Q/Ans
 →Case study based Questions
 →Picture based questions

Demonstration of the Acquired Skills
Role Play

Students will take up roles of different government agencies such Planning Commission, NITI AAYOG, or different ministries such as agriculture etc. They will focus upon their role, efforts, objectives and future orientation. The students will highlight the steps taken by these agencies along with the hurdles they face.



Application of the learning by students
Project Work

The students will prepare a report on different schemes of government and their implementation on a A4 size sheet along with pictures of the sections of society, which these schemes are targeting.

Homework

Students will write a short essay that will focus upon vision of India when it comes to economic and social development. This essay will also provide potential solution to the obstacles which our country is facing in the social sector.

Subject - Computers

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 (Monday) - 31th December (Tuesday)</p> <p>Holidays:</p> <p>Christmas 25th December (Wednesday)</p> <p>Value of the month</p> <p>Student will learn about different cyber threats & how to secure themselves.</p>	<p>Chapter 8: Understanding Cyber Threats & Safety</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Cyber Safety ➤ Cyber Bullying ➤ Safely Browsing the web 	<p><u>Introduction:</u></p>  <p>Cyber threats refer to potential malicious acts or activities that aim to compromise the confidentiality, integrity, or availability of digital systems, networks, or data. These threats can include hacking, malware, phishing, and other forms of cyberattacks that exploit vulnerabilities for financial gain, or disruption.</p> <p><u>Learning Outcomes:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • gain knowledge of various types of cyber threats 	<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 various cyber threats & safety measures related to that threats.</p> <p>Discussion of topic how student can safely browse the web.</p>	<p><u>Reflection</u></p> <p>COURSE BOOK</p> <ul style="list-style-type: none"> • MCQs • Short question Answer • Long Question Answer • Correcting the code • Lab Time • Application based 	<p><u>Demonstration of the Acquired Skills:</u></p> <ul style="list-style-type: none"> • Students can apply this learning in their real life to make them safe while surfing internet. • Students will be able to learn different threats can help them to understand how it will effect their system as well as their personal information. • Student will keep strong password, not accept request from unknown people online, they will always download movies or games from authenticated websites. 	<p>Application of the learning by students</p> <p>https://youtube.com/playlist?list=PLPH7GpQj8xAQmQ52hkBH8L248DDx9Cy5I&si=yiFBzX7mHMsJYDp1</p> <p>Link is related to the entire playlist of the chapter.</p> <p>https://www.youtube.com/watch?v=_qDdP6fGpTk</p> <p>Link is related to the brief discussion of cyber threats & cyber Security.</p>	<p><u>Homework</u></p> <p>Create a powerpoint presentation on various cyber threats.</p>

		<p>(e.g., malware, phishing, ransomware) and how they can impact individuals.</p> <ul style="list-style-type: none"> learn key strategies and best practices for protecting systems and data, such as using strong passwords, enabling encryption, and recognizing phishing attempts, to mitigate the risks posed by cyber threats. 					
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Subject -Sanskrit

दिनांक: दिवस: च	विषय उपविषय च	सशक्तिकरणम्	पाठ्यसामग्रयासंचालनम्	दीर्घकालिकस्मृतिः	अर्जितज्ञानकौशलम्	आकलनम्युक्तियोजना	गतिविधिना म्विस्तारीकरणम्
दिनांक: दिवस: च	प्रकरणम्	प्रस्तावना	शिक्षण पद्धतिः	परावर्तनम्	प्रदर्शनम्	मूल्यांकनम्	गृहकार्यम्
2 मार्गशीर्ष मासेन (इन्दूवासरः)	त्रयोदशः पाठः सन्मित्रं	अस्मिन् पाठे शिक्षिका छात्रान्दृश्य- श्रव्य सामग्री दृष्ट्वा पाठं विस्तारपूर्वक कारयिष्यति। ततः सा छात्रेण पाठेन आधारित प्रश्नाः पृच्छस्यति। चर्चात्मक तथ्यः	अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री सहायतया पाठं विस्तारपूर्वक कारयिष्यति। मौखिक प्रश्नात् पूर्वं ज्ञानं ज्ञास्यति। ततः पाठं विस्तारपूर्वक कारयिष्यति।	इदं पाठेन छात्राः सत्यमित्रताभाव ज्ञास्यन्ति। ते नवीन शब्दाः ज्ञातुं शक्नुवन्ति। ते अनेकाः विलोम शब्दाः ज्ञातुं शक्नुवन्ति। ते संस्कृतभाषेसु वाक्यानि निर्मितः समर्थाः भविष्यन्ति।	सत्यमित्रताभाव ज्ञास्यन्ति। ते वाक्यानि प्रयोगाः कर्तुं समर्थाः भविष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति।	प्रत्यययुक्त शब्दाः निर्मितः कुरुत। आ + नी + ल्यप् = स्था + क्त्वा = पठ + क्त्वा = लिख् + तुमुन =	'मम प्रियं मित्रम्' इदं विषये पञ्चः वाक्यं संस्कृते लिखत।

मूल्य शिक्षा:
छात्रेषु
नैतिकमूल्यानाम्
विकासः कुर्वन्

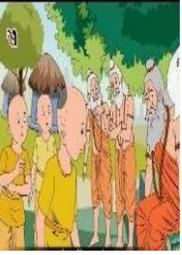


मित्रता किम् भवति?

वयम् कथम् जनैः सह
मित्रता करोतु?

सत्य मित्रस्य किम्
कर्तव्यम् भवति?

हस् + कत्वा =

दिनांक: दिवस: च	प्रकरणम्	प्रस्तावना	शिक्षणपद्धति:	परावर्तनम्	प्रदर्शनम्	मूल्यांकनम्	गृहकार्यम्
9 मार्गशीर्षमासेन(इन्द्रवासरः) 13 मार्गशीर्षमास (शुक्रवासरः)	चतुर्दशः पाठः राजाभोजः 	https://youtu.be/NILYi1oVqLY?si=b0_TNCvXmM5JD4Iq अस्मिन्पाठेशिक्षिकाछात्रान्दृश्य- श्रव्यसामग्रीद्रक्ष्यति। ततः सा छात्रान्संस्कृतभाषेसुपाठे आधारितः प्रश्नाः पृच्छस्यति। चर्चात्मकतथ्यः ज्योतिषाचार्यः कः भवति? सः बालकं विषये किम् अकथयत्? कालान्तरे अयं बालः केन नाम्ना प्रसिद्धः अभवत्?	शिक्षिकादृश्य- श्रव्यसामग्रीसहायतया पाठविस्तारपूर्वककारयिष्यति। प्राक्सा छात्रान्पूर्वज्ञाने आधारितः प्रश्नाः पृच्छस्यति। ततः सा छात्रान्याठं विस्तारपूर्वककारयिष्यति।	इदं पाठेन छात्राः संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति। तस्मिन्शब्दकोशेषु वृद्धि भविष्यति। ते अनेकाः नवीनशब्दाः ज्ञातुं शक्नुवन्ति। ते अनेकाः सामासिकशब्दाः ज्ञातुं शक्नुवन्ति।	तस्मिन्संस्कृतभाषेसुरुचिः उत्पन्नम् भविष्यति। ते संस्कृतभाषेसु वार्तालापं कर्तुं समर्थाः भविष्यन्ति। तस्मिन्नैतिकमूल्यानाम्विकासः भविष्यति।	अधोलिखितपदानां समस्तपदानां विग्रहं कृत्वा तेषां नामानि लिखत- गृहस्वामी = आश्चर्यचकिता = न्यायप्रियः = प्रजापालकः = भोजमुखम् =	पुस्कालयात्पठित्वा किञ्चित् एकः कथास्वकक्षे श्रुणोतु।

दिनांक: दिवस: च	प्रकरणम्	प्रस्तावना	शिक्षण पद्धति:	परावर्तनम्	प्रदर्शनम्	मूल्यांकनम्	गृहकार्यम्
16मार्गशीर्षमासे न (इन्दूवासरः) 20 मार्गशीर्ष मास (शुक्रवासरः) मूल्य शिक्षा: छात्रान् भारतस्य प्रमुखनगरैः विषये जानकारी उपलब्धा: कुर्वन्	संस्कृत – व्याकरण नवमः पाठः समासः परिचय 	अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री दृष्ट्वा पाठं विस्तारपूर्वक कारयिष्यति। ततः सा छात्रान् पूर्व ज्ञानं आधारितः प्रश्नाः पृच्छस्यति। चर्चात्मक तथ्यः समास किम् भवन्ति ? समासस्य कति भेदाः सन्ति ? तत्पुरुष समास किम् भवति ?	शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री दृष्ट्वा पाठे आधारितः प्रश्नाः पृच्छस्यति। सा छात्रान् निज अनुभवं कथितुं कथयिष्यति। पाठ्यपुस्तक अभ्यासेन तस्मिन् मूल्यांकनः कारयिष्यति।	इदं पाठेन छात्राः समास विषये पाठिस्यति। ते समास पठित्वा वाक्यानां निर्मितुं समर्थाः भविष्यन्ति। ते अनेकाः नवीन शब्दाः ज्ञातुं शक्नुवन्ति। प्रत्ययः, नवीन धातु विषये अपि शक्नुवन्ति।	छात्राः संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यन्ति। ते स्वयात्रायाः लिखित्वा प्रस्तुतः कर्तुं समर्थाः भविष्यन्ति। ते संस्कृतभाषेसु वार्तालापं कर्तुं समर्थाः भविष्यन्ति।	निम्नलिखित समास-विग्रह कुरुत । नीलकंठ = राजपुरुष = चौमासा = गजानन = नीलकमल =	स्वयात्रायाः स्वविचारान् लिखत।

दिनांक: दिवस: च	प्रकरणम्	प्रस्तावना	शिक्षणपद्धति:	परावर्तनम्	प्रदर्शनम्	मूल्यांकनम्	गृहकार्यम्
23 मार्गशीर्ष मासेन (इन्दूवासरः)	परिशिष्टः पत्र – लेखनम्	अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री दृष्ट्वा पाठं विस्तारपूर्वक कारयिष्यति। सा छात्रान् पूर्व ज्ञानं आधारितः प्रश्नाः पृच्छस्यति।	अस्मिन् पाठे शिक्षिका छात्रान् दृश्य- श्रव्य सामग्री दृष्ट्वा पाठं विस्तारपूर्वक कारयिष्यति। पाठ्यपुस्तक अभ्यासेन छात्रान् मूल्यांकनः कारयिष्यति।	अस्मिन् पाठेन छात्राः मैत्रीभावः ज्ञातुं शक्नुवन्ति। ते अनेकाः नवीन शब्दाः ज्ञातुं शक्नुवन्ति। ते सन्धिः, प्रत्ययः, नवीन धातुनां ज्ञातुं शक्नुवन्ति।	अस्मिन् पाठेन छात्राः संस्कृतभाषेसु वार्तालापं कर्तुं समर्थाः भविष्यन्ति। तस्मिन् संस्कृतभाषेसु रुचिः उत्पन्नम् भविष्यति। ते पत्र - लेखने कर्तुं समर्थाः भविष्यन्ति।	निम्नलिखित प्रश्नानाम् उत्तराणि लिखत। वयं पत्र कस्मै लिखन्ति ? पत्र लेखनम् किम् लाभाः भवन्ति ? पत्र – लेखनम् कति प्रकाराः सन्ति ?	निज मित्रं परीक्षे प्रथमस्थान प्राप्तुं बधाई पत्रम् लिखत।
31 मार्गशीर्ष मास (भौमवासरः)		चर्चात्मक तथ्यः पत्र -लेखनम् किम् अस्ति ? वयं पत्र कदा लिखन्ति ?					
अवकाशः क्रिस्तयजयंतीः 25 मार्गशीर्ष							
मूल्य शिक्षाः छात्रेषु मित्रताम् भावनां विकासः कुर्वन्							

SUBJECT-FRENCH

Jour et Date	Sujet	Dynamiser dans les Apprentants	Naviguer dans le contenu	Générer du Sens	Appliquer a la vraie vie	Évaluer l'apprentissage	Étendre
<p>2 Décembre(Lundi) - 31 Décembre(Mardi)</p> <p>Value Un Sourire coute moins cher que l'electricite, mais donne autant de lumiere.</p>	<p>Leçon- 9 (Hier, J'ai....")</p> <ul style="list-style-type: none"> S'exprimer au passé composé passé composé (avoir) 	<p>Introduction de la Leçon</p> <p>La professeure présentera le passé composé aux élèves.</p> <p>Résultat de l'apprentissage (Learning Outcome) :</p> <p>les étudiants apprendront à utiliser le passé composé, où les placer</p> <p>Question de Discussion (Discussion Question):</p> <p>Qu'est-ce que c'est le passé composé?</p>	<p>Méthodologie d'enseignement :</p> <p>Enseignement magistral</p> <p>Apprentissage basé sur la technologie</p> <p>Apprentissage en Groupe</p> <p>Apprentissage individuel</p>	<p>Vocabulaire</p> <p>Exercice pour les dos.</p> <p>Activité conseil d'administration</p>	<p>Démonstration des compétences acquises</p> <p>les étudiants feront une grille du Dr Vandertramp liée au passé composé en français.</p>	<p>Application de l'apprentissage</p> <p>l'enseignant dire aux élèves de résoudre l'exercice sur dos.</p>	<ul style="list-style-type: none"> Compléter l'<u>activité</u> donnée. Compléter le cahier de travail de Leçon- 9

CO-SCHOLASTIC PERIODS

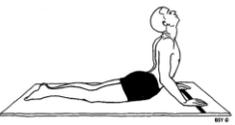
Subject – Life skills

DATE AND DAY	TOPIC	LEARNING OUTCOMES	DEMONSTRATION METHOD	APPLY TO REAL LIFE
<p>2nd December (Monday) - 31st December (Tuesday)</p> <p>Holidays:</p> <p>25th December (Wednesday): (Christmas)</p> <p>VALUE OF THE MONTH:</p> <p>faithfulness, friendship and peace</p> 	<p>Chapter Unit 12 Universal Truth</p> 	<p>Introduction</p>  <p>Students will be divided into small groups to brainstorm examples of universal truths they believe will always remain relevant, such as "kindness leads to happiness" or "nature thrives with care." Each group will share one truth and explain its significance, fostering a reflective discussion on values that transcend time and culture.</p> <p>LEARNING OUTCOMES: Students will be able to:</p> <ol style="list-style-type: none"> 1. identify and explain key universal truths, such as compassion, honesty, respect, and integrity, recognizing their importance in daily life. 2. develop self-reflection skills, assessing how their values align with universal truths and understanding the impact of these truths on personal growth. 3. enhance their decision-making skills, evaluating situations based on ethical considerations and the impact on themselves and others. <p style="text-align: center;">AUDIO VISUAL</p> <p style="text-align: center;">https://www.youtube.com/watch?v=gaK_odNTyh8</p>	<p>Teaching Methodology</p>  <p>Interactive Discussion: The lesson will begin with a discussion on universal truths, where students will be encouraged to share examples of values like honesty, empathy, and respect from their lives.</p> <p>Storytelling: The teacher will share a short story or anecdote illustrating a universal truth, prompting students to reflect on the impact of these values in the story.</p> <p>Role-Play Activity: Students will engage in a role-play activity, acting out real-life scenarios involving universal truths to practice and internalize these values.</p> <p>Class Reflection: After each role-play, a reflection session will be held where students will discuss what they learned and how they might apply these truths in real life.</p>	<p>Demonstration of the Acquired Skills</p> <p>EXPERIENTIAL LEARNING</p>  <p>Students will prepare cards illustrating different universal truths, such as honesty, empathy, or respect. Each student will select a value, design a card that represents it visually, and write a short message or quote explaining its importance. They will then present their cards to the class, sharing why they chose their particular truth and how it can be applied in daily life. This activity will help students creatively express and internalize these values.</p>

Subject- Art and Craft

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday)- 31st December (Tuesday)</p> <p>Holidays-</p> <p>25th December 2024 (Wednesday)- Christmas</p> <p>Value-</p> <p>“ Content precedes design. Design in the absence of content is not design, it's decoration.”</p>	<p>1.Design- Folk Art and Tattoo</p>  <p>Clay Modelling</p>  <p>Imagination and Cartoon Making</p>  <p>Art Activity- Puzzle and Frame</p>  <p>Christmas Activity</p> 	<p>Introduction- Design is the creative process of planning, visualizing and communication ideas to create functional products and decorative art pieces.</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. develop hand and finger movements, which can improve their dexterity and eye-hand coordination. 2. exploration different art forms. 3. improved gross and fine motor skills. 4. understand collaboration art projects, teamwork, communication and cooperation. 5. develop visual- spatial skills that are important for math. 6. learn about design principles, color, concepts, media, and formats. 7. understand the design impacts human interaction, technology. 8. engage in exploration and imaginative play with materials 	<p>Teaching Methodology The teacher will discuss the method 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.</p> <p>(Material required-)</p> <p>Folk art and Tattoo</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Poster colors <p>Folk art and Clay Modelling</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Sketch pens <p>Imagination and cartoon making</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Black marker <p>Puzzle and frame</p> <ol style="list-style-type: none"> 1. Book be an artist 2. Material kit <p>Christmas activity</p> <ol style="list-style-type: none"> 1. Colored sheet 2. Glitter sheets 3. Decorative items 4. Sparkle tubes 5. Markers 	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate willingness to experiment, innovate, and take risk to pursue ideas, forms, and meanings that emerge in the process of art making and designing. They will also select, prepare and present artwork for display.</p> <p>Students will be able to experiment and develop skills in multiple art making techniques and approaches through practice.</p>

Subject- Yoga

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the week</p> 	<ul style="list-style-type: none"> Mayurasana  Utkatasana  Makarasana  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=qOOiN0_laS3Tgclr Utkatasana https://youtu.be/tEZhXr0FuAQ?si=XI3Y4avqBW7vFIk1 Makarasana https://youtu.be/tFReLsh9Z7Y?si=Mi7J2FCsSq2mlEOT Bhujangasana https://youtu.be/qp1jcVFbXuE?si=mBlc7WYuDljx-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 (Monday) – 31st December (Tuesday)</p> <p>Holidays: Christmas</p> <p>25th December (Wednesday)</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-YN0?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

2nd December (Monday) –

31st December (Tuesday)

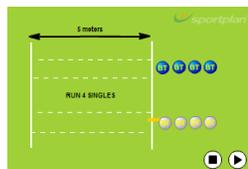
Holidays:
Christmas

25th December (Wednesday)

Value of the week



Running between the wickets and ball on cone drills



Introduction

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.

Learning Outcomes

Student will be able to:

- 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.

Teaching Methodology

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.

Start Position:

1. Stand behind the popping crease.
2. Feet shoulder-width apart, knees slightly bent.
3. Body weight evenly distributed.

Running Technique:

1. Explosive acceleration: Push off back foot, drive forward.
2. Quick turnover: Bring front foot forward, land midfoot.
3. Maintain posture: Keep head up, shoulders relaxed.
4. Pump arms: Keep elbows bent, hands relaxed.
5. Change-of-direction: Use the inside foot to pivot.

Turning Technique:

1. Approach turn: Slow down, prepare to turn.
2. Plant foot: Use the inside foot to pivot.
3. Rotate body: Keep shoulders aligned.
4. Push off: Use your back foot to accelerate.

Running between the wickets and ball on cone drills

<https://youtu.be/o-4Kc-ECEBE?si=jmFo4-l-3lnbVf7V>

Demonstration of the Acquired Skills

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.



Subject – Library

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December (Monday) –</p> <p>31st December (Tuesday)</p> <p>Holidays:</p> <p>Christmas</p> <p>25th December (Wednesday)</p> <p>Value of the month: “Reading is to the mind what exercise is to the body”</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 write these words with meaning in almanac.</p> <p>.</p> <p>Learning Outcomes- Students will be able to:</p> <ul style="list-style-type: none"> • increased their knowledge. • learn how to use dictionaries and other reference books.. • Enhance their vocabulary. 	<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? 2. Tell me your favourite place in newspaper. 3. What makes newspaper interesting for you? <ul style="list-style-type: none"> ➤ The Reading Method was almost totally focused on students reading individually and silently. Dr West believed that this would teach students the correct form of the language, and all the subsequent knowledge they needed could be built on this structure. ➤ The student can use newspaper as an extension of your child text books. For example, you 	<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 children develop and work on throughout their primary education and beyond.</p> <p>These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences.</p> <p>These main reading skills make up the bulk of a child's reading ability. Overall, they aim to arm children with the skills to be able to understand the meaning of what they read. This is not only essential for their English lessons and their other school subjects, but also for all areas of life beyond their education</p>

			<p>can select appropriate passages from the newspaper and give your child reading comprehension exercises. You can also teach grammar and do vocabulary-building exercises with her to help facilitate language development.</p>	
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SUGGESTIONS FOR PARENTS:

1. Kindly ensure that your ward wears prescribed school uniform, I.D card, neat and tidy shoes, etc.
2. Please see that your ward carries books and notebooks according to the Time Table for the day.
3. Encourage healthy eating habits and regulate your ward's sleeping hours as at least 8 hours sleep is essential for healthy growth and development.
4. Expensive gadgets and articles should not be brought to school. I pods, mobile phones, expensive watches, calculators, jewellery etc. will be confiscated and disciplinary action will be taken.
5. In case your ward is absent, ensure that you fill the leave application record in the almanac. If the leave is more than 3 days, send the leave application the very next day and be in touch with other classmates for the work done in the class and other instructions given in the class. Also, ensure you fill the leave record in the Almanac.
6. Encourage your child to do self-study at home and to converse in English.
7. Acknowledge your ward's Almanac on a regular basis with your signature.
8. Continuous Assessments will take place. Make sure your ward revises the classwork.
9. Be in touch with the school through our website and webpage on Facebook, Instagram and Youtube with the name De Indian Public School.
10. Kindly ensure that your ward prepares for Cold Calling, according to the schedule.

EVENTS OF THE MONTH:

- Maths Intra/Inter Class Competition will be held on December 18, 2024.
- P.T.M will be held on December 21, 2024.
- December 25, 2024 will be an off in lieu of Christmas.
- Winter Carnival will be held on December 28, 2024.

INTRA CLASS/INTER CLASS COMPETITIONS:

<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 but 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.