










ENGAGE PLANNER
DECEMBER 2024-25








Class - XI A



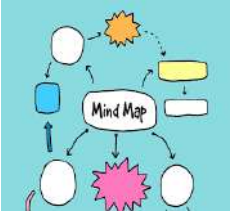
Scholastic Periods

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

Subject – English

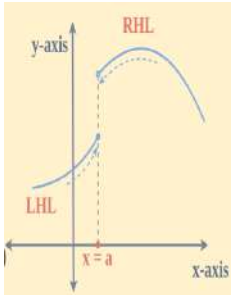
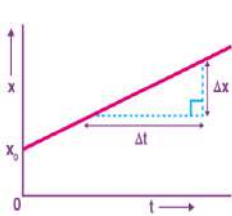
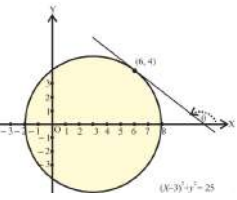
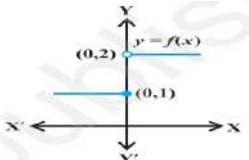
Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
2nd December, 2024 (Monday) - 13th December, 2024 (Friday) VALUE OF THE MONTH: love and respect towards mother 	Chapter Mother's Day 	INTRODUCTION  What makes a mother special in your life? What do you think a mother expects from her family? What would happen if they had to manage all the responsibilities of a parent?  Students will be able to: 1. analyze traditional gender roles and their	TEACHING METHODOLOGY  1. The teacher will provide background on the play's themes of family dynamics and gender roles. 2. The class will read the play aloud, followed by a discussion on character motivations and the plot. 3. Students will analyze the characters, focusing on their actions and conflicts. 4. Role Play: Students will engage in role play, acting out key scenes from the play to better understand character perspectives and emotions. 5. Theme Exploration: The teacher will lead a discussion on themes of respect, equality, and family relationships.	REFLECTION  1. Questions from Assignment booklet. 2. Competency Based questions 3. Reference to Context 4. Long Questions 5. Short Questions	DEMONSTRATION OF THE ACQUIRED SKILLS GRATITUDE LETTER/ CARD:  Each student will write a letter/ design a card to a family member appreciating their contributions, reinforcing the importance of acknowledgment and expressing gratitude. AUDIO VISUAL Watch the video and	APPLICATION OF THE LEARNING BY STUDENTS DEBATE:  Students will engage in a debate on traditional versus modern family roles, discussing evolving dynamics and expectations within families. Each group will present researched examples, exploring shifts in gender roles, responsibilities, and work-life balance across cultures. Through this	HOMEWORK HIGHER ORDER THINKING SKILLS  How does <i>Mother's Day</i> highlight the importance of respecting and valuing each family member's contributions? Reflect on why appreciation is essential in relationships.

		<p>impact on individuals and society.</p> <p>2. identify how humor and satire highlight family relationships and social norms.</p> <p>3. develop empathy by recognizing unappreciated family roles, especially those of mothers.</p> <p>express their views</p> <p>4. analyze character behaviors to interpret social commentary through dialogue and actions.</p>			<p>prepare the mind map of the chapter.</p> <p>https://www.youtube.com/watch?v=hGMmm7NipsQ</p>	<p>activity, students will develop analytical and communication skills, gaining a nuanced perspective on family structures.</p>	
<p>16th December, 2024 (Monday) - 31st December, 2024 (Tuesday)</p> <p>Holiday:</p> <p>25th December, 2024 (Wednesday): Christmas</p>	<p>Poem The Tale of Melon City</p> 	<p>INTRODUCTION</p>  <p>1. What qualities do you think are essential for a good leader?</p> <p>2. Have you ever seen or heard about a situation where a decision was made that seemed unfair or unreasonable? Discuss.</p>	<p>TEACHING METHODOLOGY</p> <p>Discussion Method</p>  <p>1. Model reading of the lesson by the teacher.</p> <p>2. Silent reading by children.</p> <p>3. Understanding the lesson with the help of word meanings.</p> <p>4. Discussion on the theme of the lesson.</p> <p>5. Question Answers</p>	<p>REFLECTION</p>  <p>Students will reflect on a time when they will have seen a decision made by someone in authority that seemed unfair or lacked reasoning. They will write a short reflection on how that situation was handled and how</p>	<p>DEMONSTRATION OF THE ACQUIRED SKILLS</p> <p>SUMMARISE:</p>  <p>Students will summarize <i>The Tale of Melon City</i> in their own words, highlighting the key events and the satirical elements of the poem.</p> <p>AUDIO AND VISUAL</p> <p>https://www.youtube.com/watch?v=ifjESlwy78Q</p>	<p>APPLICATION OF THE LEARNING BY STUDENTS</p> <p>ROLE PLAY:</p>  <p>Students will be assigned roles such as the King, Ministers, and Courtiers to perform a dramatic ending of the poem. They will focus on bringing out the humor and satire through their voices and expressions.</p>	<p>HOMEWORK</p> <p>VALUE BASED QUESTION</p>  <p>What lesson does the poem teach us about the importance of fairness and accountability in leadership, and how can we apply this in our daily lives?</p>

<p>VALUE OF THE MONTH: Justice and Fairness</p> 		 <p>Students will be able:</p> <ol style="list-style-type: none"> 1. identify the use of satire in the poem to critique authority and governance. 2. recognize irony in the poem's depiction of a king's absurd decision-making and its consequences. 3. discuss the poet's commentary on leadership, exploring how passivity in rulers impacts society. 4. analyze the use of literary devices like humor, irony, and satire to enhance the poem's impact and message. 		<p>it could have been improved.</p>	<p>Watch the video and prepare the mind map of the lesson in the register.</p> 		
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Subject – Mathematics



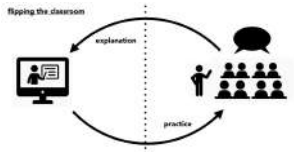

Date and Day	Topics	E (Energize Learners)	N (Navigate Content)	G (Generate Meaning)	A (Apply to Real Life)	G (Gauge the Learning)	E (Extend)
<p>2nd December, 2024 (Monday) – 31st December, 2024 (Tuesday)</p>	<p>Chapter- 12</p> <p>Limits and Derivatives</p>	<p>Introduction:</p> <p>To start the class:</p> <p>Giving an intuitive idea of derivative with the example of Velocity, as rate of change of displacement.</p>	<p>Teaching Methodology</p> <p>Hands on experiential Verification of the geometrical significance of the derivative.</p>	<p>Reflection</p> <p>Problem Solving Approach</p> <p>Competency Based Questions and Analytical skill development</p>	<p>Demonstration of Acquired Skill</p> <p>Real life Application</p> <p>Speedometer The speedometer measures instantaneous velocity or the speed at which you are traveling right</p>	<p>Application of learning by students</p> <p>Analytical Skills:</p> <p>One shot video on the chapter including solved examples</p>	<p>Homework</p> <p>Assignment on chapter-12, Previous Year's Questions from Together With and class test.</p>



<p>Holiday-</p> <p>25th December, 2024 (Wednesday) Christmas</p> <p>Value - A limit is defined as a value that a function approaches the output for the given input values.</p>	 <ol style="list-style-type: none"> Derivative introduced as rate change Limits of polynomials and rational functions, trigonometric, exponential and logarithmic functions. Derivative of sum, difference, product and of functions. Derivatives of polynomial and trigonometric functions. 	 <p>Learning Outcomes: Students will be able to</p> <ol style="list-style-type: none"> understand the concept of derivatives as the rate of change of quantity. understand the concept of LHL and RHL. find the limit of a function at a given point, if it exists. use the definition of derivatives using the limits. use the power rule, product rule and quotient rule to find the derivatives. understand some of the standard derivatives. <p>Discussion Question- How to define the continuity of the function by looking at the graph of the function ?</p>	 <p>Brainstorming (Using Visual Aids)- Students will be shown the graphs of various functions and guided to find the Left Hand Limit and Right Hand Limit at different points.</p>  <p>At $x = 0$, LHL = 1 and RHL = 2</p> <p>Lecture Method- To define the Limit at a point.</p> $\lim_{x \rightarrow a^+} f(x) = \lim_{x \rightarrow a^-} f(x) = \lim_{x \rightarrow a} f(x)$ <p>LHL = RHL = Limit of function at $x = a$</p> <p>To define First Principle of Derivative-</p> $f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$ <p>Inductive and Deductive Reasoning- Deducing some standard derivatives using the first principle of derivatives.</p>	<ol style="list-style-type: none"> Ex-12.1 Ex-12.2 Misc. Ex on ch-12 NCERT Textbook Examples MCQs and Case Study Based previous year questions 	<p>now. Calculus describes it as the maximum change in distance traveled in a given time period as the time period gets shorter.</p> <p>How does a mechanical speedometer work? (3-D Animation)</p> <p>https://youtu.be/rWWB_o9NF3wo?si=j1meVQyXSHAukbEQ</p>	<p>https://www.youtube.com/live/lwPBwurCOmo?si=_0ioEWrxJWMynUgD</p> <p>Mind Map-</p> <p>https://youtu.be/liqb_-rf8lk?si=etRmyC1a-B17-9tl</p>	
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			<table><tr><th>$y(x)$</th><th>$y'(x)$</th></tr><tr><td>$\sin(x)$</td><td>$\cos(x)$</td></tr><tr><td>$\cos(x)$</td><td>$-\sin(x)$</td></tr><tr><td>$\tan(x)$</td><td>$\sec^2(x)$</td></tr><tr><td>$\cot(x)$</td><td>$-\csc^2(x)$</td></tr><tr><td>$\sec(x)$</td><td>$\sec(x)\tan(x)$</td></tr><tr><td>$\csc(x)$</td><td>$-\csc(x)\cot(x)$</td></tr></table> <p>Lecture Method- To explain the following rules to find the derivatives -</p> <table><tr><th colspan="2">Differentiation Rules</th></tr><tr><td>Constant Rule</td><td>$\frac{d}{dx}[c]=0$</td></tr><tr><td>Power Rule</td><td>$\frac{d}{dx}x^n= nx^{n-1}$</td></tr><tr><td>Product Rule</td><td>$\frac{d}{dx}[f(x)g(x)]= f'(x)g(x)+ f(x)g'(x)$</td></tr><tr><td>Quotient Rule</td><td>$\frac{d}{dx}\left[\frac{f(x)}{g(x)}\right]= \frac{g(x)f'(x)- f(x)g'(x)}{[g(x)]^2}$</td></tr></table>	$y(x)$	$y'(x)$	$\sin(x)$	$\cos(x)$	$\cos(x)$	$-\sin(x)$	$\tan(x)$	$\sec^2(x)$	$\cot(x)$	$-\csc^2(x)$	$\sec(x)$	$\sec(x)\tan(x)$	$\csc(x)$	$-\csc(x)\cot(x)$	Differentiation Rules		Constant Rule	$\frac{d}{dx}[c]=0$	Power Rule	$\frac{d}{dx}x^n= nx^{n-1}$	Product Rule	$\frac{d}{dx}[f(x)g(x)]= f'(x)g(x)+ f(x)g'(x)$	Quotient Rule	$\frac{d}{dx}\left[\frac{f(x)}{g(x)}\right]= \frac{g(x)f'(x)- f(x)g'(x)}{[g(x)]^2}$			
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Subject – Accounts


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) - 31st December, 2024 (Tuesday) Holiday- > 25th December, 2024 (Wednesday) - Christmas	Ch 18 - Financial Statements 	<p>Introduction</p> <p><u>Video to watch:</u> https://www.youtube.com/watch?v=bMcN_Wb_gb9Q</p> <p><u>Previous Knowledge Testing:</u> >Explain the meaning of the term <i>financial statements</i>. Why are they important for businesses? >What is the difference between <i>assets</i> and <i>liabilities</i>? Provide examples of each.</p>	<p><u>Lecture with Real-Life Examples</u></p> <p>Teacher will introduce the concepts of financial statements, such as the Trading and Profit & Loss Account, Balance Sheet, and the distinction between assets and liabilities.</p>	<p>Reflection</p> <p>> Assertion and Reasoning Questions</p> <p>> Competency based Questions</p> <p>> Practical problems (short and long)</p> <p>> Case Study Questions</p>	<p>Demonstration of the acquired skills</p>  <p><u>Career Readiness and Employability</u></p> <p>>Foundational Knowledge for Commerce Careers: For students aspiring to</p>	<p>Application of the learning by students</p> <p><u>Flipped Classroom Approach</u></p> <p>Activity: Students will be assigned with videos or articles on financial statements for students to review at home. Classroom time will be utilised for interactive discussions and problem-solving activities based on what they learned.</p>	<p>Homework</p> <p>> Assignment Questions</p> <p>>Scan the QR Code for Trading A/c</p>  <p>> Scan the QR Code for P&L A/c</p>

<p><u>Value Learned:</u></p> <p>"Financial statements are more than numbers; they reflect the integrity, discipline, and responsibility behind every business decision."</p>		<p>>What do you mean by Direct and Indirect expenses?\</p>  <p><u>Learning Outcomes:</u> The students will be able to: >state the nature of the financial statements; >identify the various stakeholders and their information requirements; >distinguish between the capital and revenue expenditure and receipts; >explain the concept of trading and profit and loss account and its preparation; >state the nature of gross profit, net profit and operating profit.</p>	 <p>Real-life examples of businesses and their financial statements will be used to illustrate how these documents reflect the financial health of an organization.</p> <p><u>Hands-On Practice with Transactions</u></p> <p>Students will be provided with mock business transactions and will be asked to prepare financial statements based on the given data.</p> <p>Activity will be conducted where students will categorize items into <i>assets</i>, <i>liabilities</i>, <i>income</i>, and <i>expenses</i> to reinforce their understanding.</p> <p><u>Role-Playing</u></p> <p>A role-playing activity will be conducted where students will be acting as accountants or financial managers who need to explain the financial health of a company to its stakeholders.</p>	<p>pursue careers in finance, accounting, business management, or entrepreneurship, a solid understanding of financial statements is essential. It is the foundation for advanced studies in fields like Chartered Accountancy (CA), MBA (Finance), or Company Secretary (CS).</p> <p>>Job Roles: Basic knowledge of financial statements is applicable in various entry-level job roles, such as accounting assistants, data analysts, financial interns, or administrative positions, where understanding how to read and interpret financial information is crucial.</p> <p><u>Business and Entrepreneurship</u></p> <p>Starting a Small Business: If students plan to start their own business,</p>	<p>Follow-Up: Group discussions will be used to clear doubts and deepen understanding.</p>  <p><u>Interactive Worksheets and Digital Tools</u></p> <p>Activity: Online platforms like Google Sheets or Excel will be used to teach students how to prepare financial statements digitally. Providing templates and having students fill them in with sample data.</p> <p>Gamification: It will be turned into a competition where students must accurately complete financial statements within a time limit wins.</p>	 <p>> Previous Year Board Questions</p> <p>> Daily Practice Questions Given in Class</p>
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					<p>understanding financial statements is critical for managing finances, forecasting profits, and ensuring sustainability.</p> <p>DECISION MAKING</p>  <p>Decision Making: Preparing balance sheets and profit & loss accounts allows young entrepreneurs to analyze their business performance, make strategic decisions, and attract potential investors by showcasing a healthy financial position.</p> <p>Cost Management: Students can use these skills to control costs, optimize resources, and evaluate the profitability of their ventures.</p>	
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Subject – Business Studies


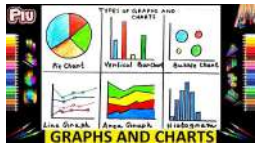

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<p>2nd December, 2024 (Monday) - 31st December, 2024 (Tuesday)</p> <p>Holiday-</p> <p>> 25th December, 2024 (Wednesday) - Christmas</p> <p>Value learned: "Trade is more than the exchange of goods; it is the practice of honesty, trust, and responsibility that builds a thriving society."</p>	<p>Ch 9 Internal Trade</p> 	<p>Introduction</p> <p>Video to Watch: https://www.youtube.com/watch?v=bMcnWb_gb9Q&t=362s</p> <p>Previous Knowledge Testing:</p> <ul style="list-style-type: none"> > Define the term <i>trade</i>. How does trade differ from commerce? > What is the difference between <i>wholesalers</i> and <i>retailers</i>? Provide examples of each. > When you buy groceries from a local shop, what type of trade is it an example of? Explain why.  <p>Learning Outcomes: The students will be able to:</p> <ul style="list-style-type: none"> > describe the meaning and types of internal trade; > specify the services of wholesalers to manufacturers and retailers; 	<p>Teaching Methodology</p> <p>Real-Life Examples and Case Studies</p> <p>Activity: Real-life examples will be taken of businesses like Big Bazaar, DMart, or local retail shops to explain how internal trade works.</p>  <p>Case Study: Discussions on case studies of local traders, wholesalers, or retail chains will be done to demonstrate the significance of internal trade.</p> <p>Objective: It will help students to relate theoretical concepts to practical business scenarios, making it easier to understand the role of</p>	<p>Reflection</p> <ul style="list-style-type: none"> > Assertion and Reasoning Questions > Assignment Questions > Source Based Questions > Competency Based questions > Case studies > Long Questions > Short Questions > Class Test 	<p>Demonstration of the acquired skills</p>  <p>Improving Community and Social Initiatives</p> <p>Organizing Community Sales or Fundraisers: Students will use their knowledge of wholesale and retail trade to plan and manage community sales or charity fundraisers, effectively sourcing products and managing costs.</p> <p>Support for Local Businesses: Understanding the challenges faced by small retailers will inspire students to support local businesses, thus contributing to the local economy.</p> 	<p>Application of the learning by students</p> <p>Online Marketplaces and E-commerce Simulations</p> <p>Activity: Students will be introduced to online platforms like Amazon, Flipkart, or Alibaba to explore how modern internal trade is conducted through e-commerce. Assign tasks to analyze product listings, pricing strategies, and distribution channels.</p> <p>Objective: It provides insight into how internal trade has evolved with technology, especially with the rise of online retailing.</p>  <p>Collaborative Projects Using Cloud-Based Tools</p>	<p>Homework</p> <ul style="list-style-type: none"> > Assignment Questions > Scan the QR code for mind map  <ul style="list-style-type: none"> > Case Study Practice Questions > Previous Year Board Questions






		<p>> explain the services of retailers; > classify the types of retailers; > explain the forms of small scale and large scale retailers.</p>	<p>wholesalers, retailers, and warehouses.</p> <p><u>Group Discussions and Think-Pair-Share</u></p> <p>Activity: Students will be divided into groups and assigned topics like "The Role of Retailers in Distribution" or "How Wholesalers Support Manufacturers." Students will discuss and present their findings.</p> <p>Think-Pair-Share: Students will be asked questions like, "Why are wholesalers important for manufacturers?" and they will discuss it with a partner before sharing it with the class.</p>  <p>Objective: It encourages critical thinking, collaboration, and a deeper understanding of internal trade concepts through peer learning.</p> <p><u>Debates and Panel Discussions</u></p> <p>Activity: Debates will be organised on topics such as "Wholesalers vs. Retailers:"</p>	<p><u>Career Opportunities and Skill Development</u></p> <p>Commerce and Business Careers: The concepts of internal trade are foundational for careers in fields such as marketing, sales, supply chain management, retail management, and business development.</p> <p><u>Internships and Part-Time Jobs:</u></p> <p>If students take up roles in retail outlets, supermarkets, or warehouses, their understanding of trade concepts can help them perform better in tasks related to inventory management, customer service, and sales.</p>	<p>Platforms: Tools like Google Workspace (Docs, Slides, Sheets) will be used to assign group projects where students collaborate on creating reports, presentations, or case studies related to internal trade.</p> <p>Activity: Students will work on cloud-based documents to research and present topics such as "The Role of Retailers in the Digital Age" or "Impact of E-commerce on Internal Trade."</p> <p>Objective: It develops teamwork and research skills while promoting digital literacy.</p>	
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			<p>Who Adds More Value?" or "The Impact of E-commerce on Traditional Retail Trade."</p> <p>Objective: It encourages critical thinking, improves communication skills, and helps students see multiple perspectives on internal trade.</p>				
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Subject – Economics







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) - 13, 2024 (Friday)</p> <p>Values Learned:</p> <p>>Students understand that businesses have responsibilities to consumers, including responding to market demand and ensuring the</p>	Ch - 9 Supply	<p>Introduction</p> <p>PPT to Watch:</p> <p>https://www.slideshare.net/slideshow/supply-presentation-13357774/13357774</p> <p>Learning Outcomes:</p> <p>After studying the chapter the students will be able to:</p> <p>>define supply and its determinants from stock.</p> <p>>grasp the concept of the law of supply and the relationship between price and quantity supplied.</p> <p>>interpret and construct</p>	<p>Teaching Methodology</p>  <p>Students will be asked to prepare the topics in advance for better grasping of the topic to be explained.</p>  <p>Students will be provided with a clear explanation of the concept of supply, the law of supply, and its assumptions with relatable examples like common products (e.g., fruits, electronics) to illustrate how supply works.</p>	<p>Reflection</p> <ol style="list-style-type: none"> 1.Competency based questions from the Book exercise 2. Very short Q/A 3.Passage/Case Based Questions 4.Short Q/A 5. Long Q/A 6. Question Answers from the Assignment Booklet 	<p>Demonstration of the Acquired Skills</p>  <p>Students will be asked to choose a product of their choice and discuss the determinants affecting its market supply.</p> <p>Hands-On Activities</p> <p>Graph Plotting: Students will be provided with data from a supply schedule and asked to plot their own supply curves.</p>	<p>Application of the learning by students</p>  <p>Students will be divided into groups to discuss different determinants of supply (e.g., cost of production, technological improvements) and present their findings.</p>  <p>Students will be provided with recent newspaper articles or news reports about supply issues (e.g.,</p>	<p>Homework</p> <p>Art Integration</p>  <p>Prepare a Mind map with the help of the given QR code..</p> 

<p>supply of goods in an ethical and sustainable manner. This awareness can foster a sense of social responsibility when students consider the implications of supply and demand on society.</p> <p>>Students will learn about the importance of informed decision-making and risk management in both personal and professional contexts.</p>		<p>a supply schedule and graph the supply curve.</p> <p>>identify the movement along the supply curve (extension and contraction of supply).</p> <p>>understand the concept of elasticity of supply and how to calculate it.</p> <p>>apply the knowledge of supply concepts to real-life scenarios and market conditions.</p> <p>>evaluate how changes in market factors can affect the supply of goods.</p> <p>Discussion Questions</p> <p>>Define supply. How is it different from stock?</p> <p>>What factors can cause a change in the quantity supplied?</p> <p>>If the price of raw materials increases, what happens to the supply?</p>	 <p>Students will be given recent trends in the market, such as changes in the supply of certain goods due to technological advancements or government policies for discussion in the class.</p>  <p>Diagrams of the supply curve and its movement will be shown to students and visual comparisons between shifts in the supply curve and movements along the curve will be explained.</p>  <p>Students will be given topics like individual and market supply, factors affecting elasticity of supply and change in quantity supplied and change in supply to discuss and explain in the class.</p>			<p>a shortage of semiconductor chips or price spikes in fuel). They will be asked to identify the determinants of supply and discuss them in class.</p>	<p>Note Making</p> <p>Prepare notes of the chapter using the given link. https://www.scribd.com/document/66061289/Theory-of-Supply</p>
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<p>16th December, 2024 (Monday) - 31st December, 2024 (Tuesday)</p> <p>Holiday-</p> <p>>25th December, 2024 (Wednesday) -Christmas</p> <p>Values Learned:</p> <p>>Ethical competition and fair market practices</p> <p>>Social responsibility in business practices</p> <p>>role of government</p>	<p>Ch- 10</p> <p>Main Market Forms</p>	<p>Introduction</p> <p>PPT to Watch: https://www.slideshare.net/slideshow/ch-9-forms-of-market/61003336</p> <p>Learning Outcomes:</p> <p>After studying the chapter the students will be able to:</p> <p>>distinguish between different market forms such as perfect competition, monopoly, monopolistic competition, and oligopoly.</p> <p>>explain the key features of a perfectly competitive market, including a large number of buyers and sellers, homogeneous products, and free entry and exit.</p> <p>>recognize the features of a monopoly, such as a single seller, unique product, and significant barriers to entry.</p> <p>>learn how product differentiation and non-price competition work in monopolistic</p>	<p>Teaching Methodology</p>  <p>Students will be asked to prepare the topics in advance for better grasping of the topic to be explained.</p> <p>Introduction and Conceptual Overview</p> <p>Students will be explained about each type of market (Perfect Competition, Monopoly, Monopolistic Competition, Oligopoly) by relating them to everyday experiences, such as local vegetable markets (perfect competition), utility companies (monopoly), branded clothing (monopolistic competition), and telecom companies (oligopoly).</p>  <p>Students will be given topics like features of monopoly, oligopoly and monopolistic competition to explain in the class.</p>	<p>Reflection</p> <ol style="list-style-type: none"> 1.Competency based questions from the Book exercise 2. Very short Q/A 3.Passage/Case Based Questions 4.Short Q/A 5. Long Q/A 6. Question Answers from the Assignment Booklet 	<p>Demonstration of the Acquired Skills</p> <p>Problem-Solving Exercises</p> <p>Students will solve basic numerical problems that illustrate concepts like total revenue and marginal cost in different market forms.</p>  <p>Case studies of well-known companies will be given to the students to highlight how they fit into different market forms.</p> <p>Examples like Coca-Cola vs. local beverage brands to show monopolistic competition or Microsoft for an oligopoly.</p>	<p>Application of the learning by students</p> <p>Quiz!</p> <p>Quiz will be conducted at the end of the lesson to test understanding.</p> <p>Attempt the quiz given in the link:</p> <p>https://byjus.com/commerce/mcqs-on-forms-of-market-and-price-determination/</p> <p>Research on Government Regulation</p> <p>Students will be asked to research government policies regulating monopolies (like antitrust laws) or promoting competition (such as price controls or subsidies for startups). Students should present case studies (e.g., Microsoft, Telecom Industry) and analyze the effects of such regulations.</p> <p>Market Structure Case Studies</p> <p>Students will be</p>	<p>Homework</p> <p>Art Integration</p>  <p>Prepare a Mind map with the help of the given QR code.</p>  <p>2. Prepare notes using the given link.</p> <p>https://www.scribd.com/document/23197730/Ma-in-Market-Form</p>
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<p>in ensuring market transparency, fairness, and competition, thus encouraging respect for laws and regulations</p>		<p>competition.</p> <p>>identify features of an oligopoly, such as few dominant firms and interdependence among them.</p> <p>>compare and contrast the outcomes of various market structures, such as consumer surplus, producer surplus, and overall welfare.</p> <p>> Evaluate the pros and cons of each market structure for different stakeholders, including consumers, businesses, and the government.</p> <p>>interpret and draw graphs that represent the equilibrium conditions in different market forms.</p> <p>>analyze how changes in market conditions affect prices and output in various structures.</p> <p>Discussion Questions</p> <p>>What is the market?</p> <p>> What do you know about competition?</p>	 <p>Students will act as buyers and sellers in a simulated market environment to demonstrate competition and pricing strategies.</p> <p>Interactive Discussions</p> <p>Students will be engaged by asking them to compare different markets and identify examples from their own lives.</p> <p>Graphical Analysis</p> <p>Students will be explained how demand and supply curves work in each market form, focusing on aspects like price control and profit maximization.</p>			<p>encouraged to research a company or industry (e.g., agriculture, tech, telecommunications, pharmaceuticals). They have to determine which market form the industry belongs to and present their findings. They will explain why the company operates in that market structure, citing real data (e.g., number of competitors, barriers to entry).</p>	
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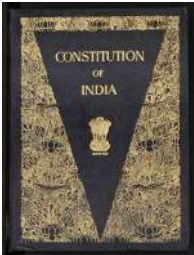
Subject – History


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) - 31st December, 2024 (Tuesday)</p> <p>Holiday-</p> <p>>25th December, 2024 (Wednesday) -Christmas</p> <p>Values Learned:</p> <p>>Students will learn the value of balancing modern advancements with respect for cultural traditions, fostering an appreciation for both innovation and cultural</p>	<p>Ch -11</p> <p>Paths to Modernisation</p>	<p>Introduction</p> <p>Watch the given PPT:</p> <p>https://www.slideshare.net/tmeyer1026</p> <p>Learning Outcomes:</p> <p>After studying the chapter the students will be able to:</p> <p>>gain a comprehensive understanding of what modernization means in historical and cultural contexts, including the significant political, social, and economic changes it entails.</p> <p>>learn about the different paths taken by various countries, particularly focusing on case studies like Japan and China, to understand their unique experiences and challenges in modernizing.</p> <p>>explore the spread of Western political, cultural, and technological ideas in countries that chose to</p>	<p>Teaching Methodology</p>  <p>Students will be asked to prepare the topics in advance for better grasping of the topic to be explained.</p>  <p>Students will be shown slideshows with images and timelines to explain key events and concepts related to modernization in countries like Japan and China.</p>  <p>Relevant documentaries or film clips that depict the</p>	<p>Reflection</p> <ol style="list-style-type: none"> 1.Competency based questions from the Book exercise 2. Very short Q/A 3.Passage/Case Based Questions 4.Short Q/A 5. Long Q/A 6. Question Answers from the Assignment Booklet 	<p>Demonstration of the Acquired Skills</p> <p>Quiz!</p> <p>Attempt the quiz using the given link:</p> <p>https://www.jagranjosh.com/articles/ncert-class-11-mcqs-history-theme-7-paths-to-modernisation-section-4-towards-modernisation-cbse-1690196648-1</p>  <p>Students will be asked to visit a restaurant & find names of five Chinese and Japanese dishes from the Menu.</p>	<p>Application of the learning by students</p> <p>PROJECTS</p> <p>Students will be organised into small groups to research specific case studies of Japan's Meiji Restoration and China's reforms under leaders like Deng Xiaoping. Students will be encouraged to compare and contrast these with modernization processes in other countries.</p>  <p>Students will be asked to find primary sources such as excerpts from treaties, speeches, or writings from influential leaders involved in modernization. They will be encouraged to analyze these documents in class to</p>	<p>Homework</p> <p>Art Integration</p> <p>Mapwork</p> <p>Paste the map of East Asia and label it using the given QR code.</p>  <p>Note Making</p> <p>Prepare notes of the chapter using the given link.</p> <p>https://mycbseguide.com/blog/paths-modernization-class-11-notes-history/</p>

<p>identity.</p> <p>>Students will learn about the importance of patience and long-term thinking in achieving significant goals and progress.</p>		<p>modernize.</p> <p>>appreciate the historical backdrop of modernization, such as the impact of colonialism, industrialization, and reforms, and how these shaped societies.</p> <p>>explore the spread of Western political, cultural, and technological ideas and their influence on countries.</p> <p>>recognize how modernization led to significant shifts in culture, including the movement away from traditional practices and the adoption of modern education, legal systems, and ideologies.</p> <p>Discussion Questions</p> <p>>What does modernization mean to you, and what changes do you think it involves in a society?</p> <p>>Can you give examples of how Western ideas and institutions have influenced other parts of the world?</p>	<p>modernization process in different countries will be shown to the students.</p> <p>For example-</p> <p>The link showing a documentary on 'What is China's Path to Modernisation'?</p> <p>https://youtu.be/zNJSf7NG4mo</p> <p>Group Discussions and Debates</p> <p>Group discussions will be organised on topics such as "The Role of Western Influence in Modernization" or "The Impact of Modernization on Traditional Culture."</p> <p>Flipped Classroom</p> <p>Students will be given topics - 'Political System in Japan' and 'The Meiji Restoration' to prepare in advance and to explain in the class.</p>			<p>discuss their significance.</p>	
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		>How do you think globalization has influenced the process of modernization in different countries?					
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Subject – Political 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) - 13th December, 2024 (Friday)</p> <p>Value of the Week-</p> <p>"The Constitution of India, like any living document, has been designed to respond to changing times and needs."</p>	<p>CH- CONSTITUTION AS A LIVING DOCUMENT</p> 	<p>Introduction</p> <p>Students will be introduced to the various amendment procedures in the Indian Constitution and understand the importance of amendments in response to changing times. They will explore several controversial amendments and examine the role of judiciary in determining the validity of these amendments.</p> <p>Learning Outcomes</p> <p>By the end of the lesson, Students will be able to:</p> <ul style="list-style-type: none"> -analyse the working of the constitution. -know the various amendments that have taken place and the controversies raised. 	<p>Teaching Methodology</p> <p>Interactive discussions:</p> <p>The topic of Constitution as a living document will be taught through a combination of interactive lectures and engaging class discussion where the students will explore how the Indian constitution adapts to changing societal needs through amendments and judicial interpretations. The class will begin with an interactive discussion on what it means for a document to be "living." Students will be encouraged to share their thoughts on why such flexibility is necessary. The session will be a guided discussion. Students will be exploring key features of the Indian constitution. They will be discussing notable amendments like 42nd amendment and key judgements like Keshvanada Bharti case to</p>	<p>Reflection</p> <p>To encourage deeper thinking, the teacher will ask the following reflective questions:</p> <p>Q1.How might the constitution of India be seen as a "living document" in comparison to other countries such as the US Constitution?</p> <p>Q2.Which recent court judgment do you think reflects the Constitution's flexibility and its ability to address modern issues?</p>	<p>Demonstration of Acquired Skills</p> <p>Students will be asked by the teacher to participate in a class debate on "Should the Judiciary have the power to determine the validity of amendments?"</p>	<p>Application of Learning by Students</p> <p>Students will be encouraged to apply their learning by engaging in a class discussion on "Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?"</p>	<p>Homework</p> <p>Solve the assignment and back exercise.</p>

		<p>-appreciate why the Constitution is called a Living Document.</p> <p>Discussion Question: The teacher will ask some questions to brainstorm the students: Q1. What is the difference between rigid and flexible constitution? Which category does the Indian Constitution fall into? Q2.How can the constitution be amended?</p>	<p>understand how they reflect the constitution's living nature.</p> <p>Research based learning: Students will be asked to research about various judicial rulings such as Right to Privacy to understand how the judiciary plays a key role in ensuring that the constitution remains relevant and adaptable to contemporary issues.</p>				
<p>16th December, 2024 (Thursday)- 31st December, 2024 (Tuesday)</p> <p>Holiday: > 25th December, 2024 (Wednesday) Christmas</p> <p>Value of the week- "The Constitution of India is an</p>	<p>CH- PHILOSOPHY OF THE CONSTITUTION</p> 	<p>Introduction</p> <p>Students will begin with a quick recap of the Constituent Assembly and its role in drafting the Indian Constitution. They will explore the various philosophical principles embedded in the Indian Constitution such as freedom, justice and minority rights. Students will gain insight into the intentions and concerns of the framers. They will analyse the strengths and limitations of the Indian Constitution, evaluating how it effectively upholds these philosophical values in practice.</p>	<p>Teaching Methodology</p> <p>Interactive discussion: Philosophy of the Indian Constitution will be taught through an interactive lecture, followed by an engaging class discussion. The class will start with a broad question: "What do you think the philosophy of the Indian constitution is?" Students will be prompted to think critically about the purpose and ideals behind the Indian constitution. The session will be a guided discussion. Students will be exploring key philosophical principles of the constitution such as democracy, liberty, equality and secularism. Students will explore how these ideals are embedded in</p>	<p>Reflection</p> <p>To encourage reflective thinking, students will be asked the following questions:</p> <p>Q1.Explain the significance of "We, the People" in the Preamble.</p> <p>Q2.What are the core values that form the foundation of the Indian Constitution?</p>	<p>Demonstration of Acquired Skills</p> <p>Students will be asked by the teacher to participate in a class discussion on "How did the members of the Constituent Assembly balance the ideals of democracy with the practical challenges of a newly independent and diverse nation?"</p>	<p>Application of Learning by Students</p> <p>Students will be encouraged to apply their learning by engaging in a class discussion on "How does the Indian Constitution reflect the concept of justice—social, economic, and political? Do you think it has achieved these goals?"</p>	<p>Homework</p> <p>Solve the assignment and back exercise</p>

embodiment of the highest values of justice and equality. It is not a mere set of legal provisions, but a vision of an ideal society."		<p>Learning Outcomes</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> -appreciate the philosophical vision of our Constitution. -recognize the core features of the Indian Constitution. -evaluate the strengths and limitations of the Constitution. <p>Discussion Questions:</p> <p>Q1.What is meant by the philosophy of the Constitution?</p> <p>Q2.What do the words "Sovereign,Socialist, Secular" signify in the context of Indian Constitution.</p>	<p>Preamble, Fundamental Rights and DPSP. The lesson will conclude where students will analyse how these philosophical principles are reflected and challenged in contemporary times.</p> <p>Research based learning:</p> <p>Students will be researching about the contributions of key thinkers who played a pivotal role in the Constituent Assembly. They will explore how these individuals shaped the drafting of the Indian Constitution through their ideas.</p>				
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Subject – Psychology

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)- 15th December, 2024 (Tuesday)	<p>Chapter 8 Thinking</p> <ul style="list-style-type: none"> • Introduction • Nature of Thinking • Building Blocks of Thought • Culture and 	<p>Introduction</p> <p>https://www.youtube.com/watch?v=UBVV8pch1dM</p> <p>This video discusses the two systems of thinking, System 1 and System 2.</p>	<p>Teaching Methodology</p> <p>The students will be engaged through a variety of teaching methods:</p> <p>Lecture:</p> <p>Introduction on concepts, categories, symbols, and</p>	<p>Reflection</p> <p>1 Competency based questions from the Book exercise</p> <p>2. Very short Q/A</p> <p>3. Case Based</p>	<p>Demonstration of the acquired skills</p> <p>Innovative Thinking Activity:</p> <p>Teacher will host a "Shark Tank"-style pitch competition where students present their technological</p>	<p>Application of the Learning by students</p> <p>Students will analyze decision-making case studies, exploring critical, creative, logical, and reflective thinking. In groups, they'll evaluate</p>	<p>Homework</p> <p>Decision-Making</p> <p>: Reflect on a recent decision you made. Write down the options you considered,</p>

<p>Value</p> <p>"Thinking is the ultimate human tool, shaped by culture, experience, and the unique ways we interpret the world."</p>	<p>Thinking</p> <ul style="list-style-type: none"> Processes of Thinking Problem Solving Reasoning Decision-making 	<p>System 1 is fast, intuitive, and often wrong, while System 2 is slow, deliberate, and more accurate. The video explores how these two systems interact and how we can use them to our advantage.</p> <p>Learning Outcomes:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> >recognize thinking as generating ideas, interpreting information, and forming judgments. >understand how concepts, language, and symbols shape reasoning and decisions. >develop problem-solving and decision-making skills to evaluate options effectively. <p>Discussion question</p> <p>How do culture and personal experiences influence our thinking and decision-making processes?</p>	<p>language as the foundation of thought.</p> <p>Case studies:</p> <p>Providing students with scenarios to illustrate these thinking types (e.g., solving math problems vs. brainstorming for a creative project).</p> <p>Visualization:</p> <p>The students will be encouraged to visualize a scenario (e.g., planning a trip) and write down the steps and thoughts that come to mind.</p> <p>Group Discussions:</p> <p>Discussion on how reasoning skills are applied in daily life, such as forming beliefs or making arguments.</p>	<p>Questions</p> <p>4.Short Q/A</p> <p>5. Long Q/A</p> <p>6. Question Answers from the Assignment Booklet</p>	<p>innovations or improvements.</p> <p>Students will demonstrate innovative thinking by explaining the problem their technology addresses, the design process, and the expected impact on society, responding to questions from "investors."</p>	<p>media/culture impact, present findings, and propose strategies to improve real-world decision-making.</p> <ul style="list-style-type: none"> Blank paper or poster board Markers or colored pens Sticky notes (optional) Rulers (optional) 	<p>the reasoning behind your choice, and how you evaluated the potential outcomes.</p> <p>Materials required</p> <ul style="list-style-type: none"> Sheets Pencils Colors
<p>16th December, 2024 (Monday)-31st December, 2024 (Tuesday)</p>	<p>Chapter 8</p> <ul style="list-style-type: none"> Nature and Process of Creative Thinking 	<p>Introduction</p> <p>https://www.youtube.com/watch?v=cYhgllTy4yY</p>	<p>Teaching Methodology</p> <p>The students will be engaged through a variety of teaching methods:</p>	<p>Reflection</p> <p>1. Competency based questions from the Book</p>	<p>Demonstration of the acquired skills</p> <p>Nature and Process of Creative Thinking:</p>	<p>Application of the learning by students</p> <p>Concept Mapping</p>	<p>Homework</p> <p>1.Developing Creative Thinking:</p>

<p>Holiday- >25th December, 2024 (Wednesday) Christmas</p> <p>Value "Tell me and I forget, teach me and I remember, involve me and I learn." — Benjamin Franklin</p>	<ul style="list-style-type: none"> Developing Creative Thinking Thought and Language Development of Language and Language Use 	<p>This video discusses the importance of creativity and how to improve it. It explains that creativity is about connecting different ideas and that it can be learned and practiced.</p> <p>Learning Outcomes Students will be able to: >understand the nature and characteristics of creative thinking, including the processes involved in generating and refining innovative ideas.</p> <p>>explore techniques for developing creative thinking skills, fostering an environment that encourages experimentation and risk-taking.</p> <p>>analyze the relationship between thought and language, recognizing how language influences perception, expression, and communication.</p> <p>Discussion Question How does language shape our thoughts, and can we think without language?</p>	<p>Lecture: Introduction on concepts, categories, symbols, and language as the foundation of thought.</p> <p>Case studies: Providing students with scenarios to illustrate these thinking types (e.g., solving math problems vs. brainstorming for a creative project).</p> <p>Visualization: The students will be encouraged to visualize a scenario (e.g., planning a trip) and write down the steps and thoughts that come to mind.</p> <p>Group Discussions: Discussion on how reasoning skills are applied in daily life, such as forming beliefs or making arguments.</p>	<p>exercise</p> <p>2. Very short Q/A</p> <p>3. Case Based Questions</p> <p>4.Short Q/A</p> <p>5. Long Q/A</p> <p>6. Question Answers from the Assignment Booklet</p>	<ul style="list-style-type: none"> Activity: teacher will Host a "Creative Challenge" day where students work in teams to develop a unique product or solution to a problem in the community. Each team will present their concept, the creative process they followed, and the potential impact of their idea. 	<p>Students will create a concept map that illustrates the different aspects of attitude they have studied.</p> <p>Materials Required</p> <ul style="list-style-type: none"> Blank paper or poster board Markers or colored pens Sticky notes (optional) Rulers (optional) 	<p>Choose a simple object (e.g., spoon or paper clip) and list 10 innovative uses beyond its original purpose to practice creative thinking and encourage "thinking outside the box."</p> <p>2. Thought and Language:</p> <p>Observe a 5-minute conversation between two people. Note how their language shapes thoughts and actions, providing specific examples of how words influence their communication and interpretations.</p>
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Subject - Physical Education

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) – 31st December, 2024 (Tuesday)</p> <p>Holiday:</p> <p>25th December, 2024 (Wednesday)- Christmas</p> <p><u>Value of the Week-</u></p> <p>Psychology can help you better understand yourself.</p>	<p>Unit IX Psychology and Sports</p> 	<p>Introduction</p> <p>Teacher will delve into topics such as Psychology, the scientific study of behavior and mental processes, has a significant impact on various aspects of human life, including sports.</p> <p>https://youtu.be/la6NTBHUFss?si=1r2O8sG0m-9X4W2P</p> <p>Learning outcomes-</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1. learn how psychological factors like motivation, focus, and mental resilience influence athletic performance and how athletes can improve their game through mental conditioning. 2. gain knowledge of various psychological strategies such as relaxation techniques, visualization, and goal setting to manage performance anxiety and 	<p>Teaching Methodology</p> <p>Students will be engaged via interactive activities and group discussions to develop the understanding of psychology and sports.</p> <p>Visual Aids-</p> <p>Maps, charts and videos will be used to help students learn the concepts better.</p>  <p>Group Discussion-</p> <p>The students will be encouraged to share their thoughts on how their body responds and adapts to physical activity and training.</p> <p>Ground Activities-</p> <ol style="list-style-type: none"> 1. Sports psychology helps the player psychologically in preparation of Pre 	<p>Reflection</p> <p>Problem Solving Approach</p> <ol style="list-style-type: none"> 1. Ex-9.1 2. Ex-9.2 3. Ex-9.3 4. Ex-9.4 5. Ex-9.5 6. Together Textbook examples 7. Previous Year's board's cbse questions including MCQs and Case Study based questions. 8. Picture based question. 9. Table based question. 10. Assertion and reason. 11. Match the following. 	<p>Demonstration of the acquired skills</p> <p>Enhancing Sports Performance:</p> <p>By understanding behaviour, emotions, sentiments, mental efficiency, and motor skills, problems of players, innovative technique and styles. Development of characteristics at different stages of development.</p> <p>Understanding psychological principles can help you manage stress, anxiety, and depression. Concepts such as mindfulness,</p> <p>Regular physical activity improves mood, reduces stress, and increases overall mental health.</p> <p>By understanding human behavior, communication styles, and emotional needs, you can improve your relationships with friends, family, and colleagues.</p>	<p>Application of the learning by students</p> <p>One shot videos of the chapter including solved examples and problems.</p> <p>https://youtu.be/iy3ztalxt5s?si=4BsaLdoGZA_MC5GI</p> <p>https://youtu.be/ZsAcDurr6BMk?si=RRNxGX_Ab6gQnfhK</p> 	<p>Homework</p> <p>Assignments on unit-IX Questions from Together With and class test. Class assignment.</p>

		<p>stress in sports situations.</p> <p>3. understand the psychological factors affecting team dynamics: Students will explore how communication, leadership, and group cohesion play important roles in team sports.</p>	<p>competition or post competitions.</p> <p>2. Sport psychology increases physical activities efficiency.</p> <p>3. Sports psychology is helpful in controlling emotion or sentiments.</p>				
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Co-Scholastic



Subject- Library

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December, 2024 (Monday) – 31st December, 2024 (Tuesday)</p> <p>Holiday:</p> <p>25th December, 2024 (Wednesday) Christmas</p> <p>Value of the Month: “Reading is to the mind what exercise is to the body”</p>	Topic-Newspaper Headline Grabber	<p>Chapter Introduction</p> <p>Students will find headlines from the newspaper will be collected and studied for their grammar, presentation and viewpoints.</p> <p>Learning Outcomes- Students will be able to:</p> <ul style="list-style-type: none"> •increased their knowledge. •Connect their surroundings. •Enhance their vocabulary. 	<p>Teaching Methodology</p> <p>The teacher will describe the value of the headline in the newspaper 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 the students' corner in the newspaper? 2. Tell me your favourite place in the newspaper. 3. What makes newspapers interesting for you? <p>The Reading Method was almost totally focused on students reading individually and silently. It believed that this would teach students the correct form of the language, and all</p>	<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. These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences. 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>the subsequent knowledge they needed could be built on this structure.</p> <p>The student can use the newspaper as an extension of your child textbooks. For example, you 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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Subject- Work-Ex

Date and Day	Topics	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
<p>2nd December, 2024 (Monday) – 31st December, 2024 (Tuesday)</p> <p>Holiday-</p> <p>25th December, 2024 (Wednesday)- Christmas</p> <p>Value-</p> <p>"Cooking is a caring and nurturing act. It's kind of the ultimate gift for someone, to cook for them."</p>	<p>COOKING</p> <p>Milkshake</p> 	<p>Introduction- Cooking is the process of preparing food by applying heat, moisture, and other techniques to transform raw ingredients into a delicious and nutritious meal.</p> <p>Learning outcomes-</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. understand measurements and conversions. > get knowledge of ingredients, functions and interactions. > follow recipes and instructions. > develop of problem solving –skills 	<p>Teaching Methodology</p> <p>The teacher will demonstrate various cooking methods and techniques to help students expand their cooking skills and enjoyment of food.</p> <p>Art Integration</p> <p>(Material required-)</p> <p>Milk shake</p> <ul style="list-style-type: none"> >2 scoops vanilla ice cream > ½ cup milk > 1 tablespoon sugar > ¼ teaspoon vanilla extract 	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to develop life skills, such as working on their own and with others, following instructions, learning good nutrition and eating habits, and learning good food manners. They will cook for themselves, roommates, or family. Preparing nutritious meals to maintain physical and mental well-being. Working as chefs, cooks or restaurateurs. They will be able to enter food entrepreneurship, starting catering services, bakeries, or food trucks. They will be able to set a career in food styling, teaching cooking classes or</p>

	<p>Bhelpuri</p>  <p>Coconut laddoo</p> 	<ul style="list-style-type: none"> > develop patience and perseverance. > enhance creativity and self-expression. > improve communication skills through recipe sharing. > improve dexterity and knife skills. 	<p>> Ice cubes</p> <p><u>Bhelpuri</u></p> <ul style="list-style-type: none"> > Puffed rice- 2 cups > Sev - 1 cup > Tomatoes, onions, potatoes, chickpeas > Tamarind or green chutney- 2-3 tablespoon <p><u>Coconut laddoo</u></p> <ul style="list-style-type: none"> > Grated coconut > Condensed milk > Sugar > Ghee > Cardamom <p>> Dry fruits- almonds, cashews or pistachios</p>	<p>workshops and preparing food for photography or film.</p>
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Subject- Basketball

Date and Day	Topic	Learning Outcomes	Demonstration Method	A (Apply to Real Life)
2 nd December, 2024 (Monday) – 31 st December, 2024 (Tuesday)	Rebound taking in basketball	<p>Introduction</p> <p>The students will be introduced to rebound taking in basketball and the</p>	<p>Teaching Methodology</p> <p>The teacher will explain the basketball rebound taking skills by demonstrating</p>	<p>Demonstration of the Acquired Skills</p> <p>Students will be able to demonstrate acquired skills by consistently executing proper box-out technique,</p>

<p>Holiday: 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>FOUR KEYS TO REBOUNDING</p> <ul style="list-style-type: none"> ANTICIPATING THE BALL'S TRAJECTORY STRATEGIC BODY POSITIONING QUICK REFLEXES AN AGGRESSIVE MINDSET 	<p>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>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=9W2vbiwlnNveiCSZ</p>	<p>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> 
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NOTE:

SCHOLASTIC:

Informatics Practices- Recapitulation will be taken in the month of December.

CO-SCHOLASTIC:

Music and Dance will have practice for the Winter Carnival.

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.**