

**CLASS – VIII**  
**LESSON PLAN**  
**CHAPTER- SOUND**

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Unit                                                                   | Physics (Chapter Sound)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Class Transaction                                                      | Total periods required:6 (approx. 40 min each)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Pre-requisite for the course                                           | This lesson requires<br>Basic knowledge of sound.<br>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessment of qualifying knowledge                                     | <ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Group Discussion</li> <li>3. Quiz</li> <li>4. HW Notebook</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Objectives                                                             | Given the content (chapter) the learners will be able to describe the characteristics of sound, identify the difference between audible and inaudible range, understand the various aspects of sound energy and list them in their notebook with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                        | DOL- D1, D2, D3, D4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning Outcomes                                                      | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• What is sound</li> <li>• What are the various aspects of sound</li> <li>• What is audible range</li> <li>• Why we hear sound</li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relation between sound and hearing.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b> Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life.</li> </ul> <p>Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</p> <p>Attitudes and beliefs- <i>Students will be able to</i> Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p> |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-</p> <p>Active learning- <i>Frayer Model</i> on sound. (<b>Critical thinking</b>)</p> <p>Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage-</i> The question will be asked by the teacher about the audible and inaudible sound who knows the answer will stand at the various corners of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|           | <p>the room. (<b>Communication, Collaboration</b>)</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p> <p>Questioning- Multiple <i>level question</i>- Teacher will prepare a list of question about the sound and will ask these questions during discussions. (<b>Critical thinking, Communication</b>)</p> <p><b>Brain Storming</b>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic</b>- PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• Talks</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.</p> |
| Resources | <p>Text Book:<br/>NCERT text book</p> <p>Reference Books</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                    | CBSE Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5</p> <p><b>Rubrics</b><br/> On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark<br/> Content (<b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p>                                                                                                                                                                                                                                                  |
| Assessments                        | <p><b>4 UNIT TESTS</b> .....25 Mark each=100 Marks<br/> <b>HALF YEARLY EXAMINATION</b>                      80+20 (internal)=100 Marks<br/> <b>ANNUAL EXAMINATION</b>                              80+20(internal)=100 Marks</p> <p><b>By administering pen paper test, we assess creativity and critical thinking.</b></p> <p><b>INTERNAL ASSESSMENT</b>                              20 Marks in each Term</p> <ul style="list-style-type: none"> <li>• Subject Enrichment Activity                      10 Marks</li> </ul> <p><b>With the help of subject enrichment activities we assess communication, collaboration, character building and citizenship (Demonstration and implementation of on force and pressure in our daily life).</b> The students in a group of 5 will be demonstrating the activity.</p> <ul style="list-style-type: none"> <li>• Note Book Submission                              10 Marks</li> </ul> |
| Addressing Classroom Diversity     | <p>It's a different classroom today: As the kids are from different socio-economic background, so are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities</p> <p>. The following techniques can be used for different groups:</p> <p><i>For the gifted:</i></p> <ul style="list-style-type: none"> <li>• Preparing a debate</li> <li>• Making PPT</li> <li>• Designing an exhibit</li> </ul>                                                                                                                                                                                                                                                                                                 |

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|       | <ul style="list-style-type: none"> <li>• Writing a report</li> <li>• Preparing a talk</li> <li>• Encouragement for referring other resources</li> </ul> <p><i>For the average/slow learners:</i></p> <ul style="list-style-type: none"> <li>• Making a Chart/diagram/poster/ flashcards</li> <li>• Buddy system help to be provided</li> <li>• Provide grade-up classes</li> </ul> <p><i>For differently able:</i></p> <ul style="list-style-type: none"> <li>• Ignore grammatical inaccuracy</li> <li>• Call parents at regular intervals</li> <li>• Provide grade-up classes</li> </ul> |
| Marks | The weightage would be given by CBSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|       | <p>Q 1. Write an activity to show that sound can travel through liquids.</p> <p>Q 2 How is sound produced in humans? Support your answer with a diagram.</p> <p>Q 3 A pendulum oscillates 100 times in 5 seconds. Find its time period and frequency.</p> <p>Q 4 By how much will the loudness of a sound change when the amplitude of vibration is:</p> <p>(i) Doubled?</p> <p>(ii) Halved?</p> <p>Q 5 List any three sources of noise pollution.</p>                                                                                                                                    |

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| Unit                                                                   | Day 1 (Sound is produced by vibrating body)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Class Transaction                                                      | approx. 40 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Pre-requisite for the course                                           | This lesson requires<br>Basic knowledge of sound.<br>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assessment of qualifying knowledge                                     | Written test<br>Group Discussion<br>Quiz<br>HW Notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Objectives                                                             | Given the content (chapter) the learners will be able to describe the characteristics of sound with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                        | DOL- D2, D3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Outcomes                                                      | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• What is sound</li> <li>• What are the various aspects of sound</li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relation between sound and hearing.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b> Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life. Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</li> </ul> <p>Attitudes and beliefs- <i>Students will be able to</i></p> <p>Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p> |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p> <p>Questioning- Multiple <i>level question-</i> Teacher will prepare a list of question about the sound and will ask these questions during discussions. (<b>Critical thinking, Communication</b>)</p> <p><b>Brain Storming-</b>The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p>                                                                                                                                                                                                                                             |

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|                                    | <p><b><i>Introduction of the topic-</i></b> PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.</p> |
| Resources                          | <p>Text Book:<br/>NCERT text book</p> <p>Reference Books<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/><i>Assessment Parameters:</i> The total marks for the activity is 5</p> <p><b>Rubrics</b><br/>On time submission.....1 mark<br/>Presentation/ Neatness.....1 mark<br/>Content (<b>critical thinking and creativity</b>).....3 marks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|         | It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above. |
| Closure | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                            |

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| Unit                                                                   | Day 2 (Vibrating vocal cord produce sound)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Class Transaction                                                      | approx. 40 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pre-requisite for the course                                           | This lesson requires<br>Basic knowledge of sound.<br>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessment of qualifying knowledge                                     | 5. Written test<br>6. Group Discussion<br>7. Quiz<br>8. HW Notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Objectives                                                             | Given the content (chapter) the learners will be able to describe the characteristics of sound and various aspects of sound energy and list them in their notebook with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                        | DOL- D2, D3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learning Outcomes                                                      | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• How sound is produced in humans?</li> <li>• What are the various aspects of sound</li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to<br/>Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life.<br/>Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</p> <p>Attitudes and beliefs- <i>Students will be able to</i> develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p> |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-</p> <p>Questioning- Multiple <i>level question-</i> Teacher will prepare a list of question about the sound and will ask these questions during discussions. <b>(Critical thinking, Communication)</b></p> <p><b><i>Brain Storming-</i></b>The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that</p>                                                                                                                                                                                                                                                                                                           |

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|                                    | <p>they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic-</b> PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/> The facilitator will enable the learners to understand the fundamental concept of sound<br/> He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/> The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.</p> |
| Resources                          | Text Book:<br>NCERT text book<br>Reference Books<br>CBSE Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5</p> <p><b>Rubrics</b><br/> On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|         | <p>Content (<b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p> |
| Closure | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                                                                                                        |

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| Unit                                 | Day 3 (Sound needs medium to travel)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Class Transaction                    | approx. 40 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Pre-requisite for the course         | <p>This lesson requires Basic knowledge of sound.</p> <p>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment of qualifying knowledge   | <p>9. Written test</p> <p>10. Group Discussion</p> <p>11. Quiz</p> <p>12. HW Notebook</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Objectives                           | Given the content (chapter) the learners will be able to understand the various aspects of sound energy and list them in their notebook with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                      | DOL- D1, D2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Learning Outcomes                    | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• What is sound</li> <li>• What are the various aspects of sound</li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relation between sound and hearing.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b> Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life.</li> </ul> <p>Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic.</p> <p>Attitudes and beliefs- <i>Students will be able to</i></p> <p>Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p> |
| Transaction Methodology (Approaches, | <p>Transaction would proceed in the following manner-</p> <p>Active learning- <i>Frayer Model</i> on sound. (<b>Critical thinking</b>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| Strategies, Tools and Techniques) | <p>Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the audible and inaudible sound who knows the answer will stand at the various corners of the room. (<b>Communication, Collaboration</b>)</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p> <p>Questioning- Multiple <i>level question</i>- Teacher will prepare a list of question about the sound and will ask these questions during discussions. (<b>Critical thinking, Communication</b>)</p> <p><b>Brain Storming</b>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic</b>- PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.</p> |
| Resources                         | Text Book:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                    | <p>NCERT text book</p> <p>Reference Books</p> <p>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5<br/> <b>Rubrics</b><br/> On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark<br/> Content ( <b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p> |
| Closure                            | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Unit                               | Day 4 (Structure of human ear)                                                                                                                                                                                                                                                                                                                                                                                          |
| Class Transaction                  | approx. 40 min                                                                                                                                                                                                                                                                                                                                                                                                          |
| Pre-requisite for the course       | <p>This lesson requires</p> <p>Basic knowledge of sound.</p> <p>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII</p>                                                                                                                                                                                                                                         |
| Assessment of qualifying knowledge | <ol style="list-style-type: none"> <li>1. Written test</li> <li>2. Group Discussion</li> <li>3. Quiz</li> <li>4. HW Notebook</li> </ol>                                                                                                                                                                                                                                                                                 |
| Objectives                         | Given the content (chapter) the learners will be able to explain the working of human ear, understand the various aspects of sound energy with 90% accuracy.                                                                                                                                                                                                                                                            |
|                                    | DOL- D3, D4                                                                                                                                                                                                                                                                                                                                                                                                             |
| Learning Outcomes                  | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• Working of human ear</li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relation between sound and hearing.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b></li> </ul> |

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|                                                                        | <p>Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life.</p> <p>Answer knowledge, understanding, application and diagrammatic skill based questions based on the topic.</p> <p>Attitudes and beliefs- <i>Students will be able to</i> Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-</p> <p>Active learning- <i>Frayer Model</i> on sound. (<b>Critical thinking</b>)</p> <p>Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the audible and inaudible sound who knows the answer will stand at the various corners of the room. (<b>Communication, Collaboration</b>)</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p> <p>Questioning- Multiple <i>level question</i>- Teacher will prepare a list of question about the sound and will ask these questions during discussions. (<b>Critical thinking, Communication</b>)</p> <p><b>Brain Storming</b>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic</b>- PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.</p>                                                                                                                                                                                                                                                                                                            |
| Resources                          | Text Book:<br>NCERT text book<br>Reference Books<br>CBSE Exemplar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5<br/> <b>Rubrics</b><br/> On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark<br/> Content ( <b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p> |
| Closure                            | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Unit                                      | Day 5 (Characteristics of sound)                                                                                                                                 |
| Class Transaction                         | approx. 40 min                                                                                                                                                   |
| Pre-requisite for the course              | This lesson requires<br>Basic knowledge of sound.<br>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII |
| <b>Assessment of qualifying knowledge</b> | 5. Written test<br>6. Group Discussion<br>7. Quiz<br>8. HW Notebook                                                                                              |

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| Objectives                                                             | Given the content (chapter) the learners will be able to describe the characteristics of sound, with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                        | DOL- D1, D3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning Outcomes                                                      | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i><br/>Time period, Frequency and amplitude</p> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the characteristic of sound.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b> Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life. Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</li> </ul> <p>Attitudes and beliefs- <i>Students will be able to</i></p> <p>Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-<br/>Active learning- <i>Frayer Model</i> on sound. (<b>Critical thinking</b>)</p> <p>Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage-</i> The question will be asked by the teacher about the audible and inaudible sound who knows the answer will stand at the various corners of the room. (<b>Communication, Collaboration</b>)</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p> <p>Questioning- Multiple <i>level question-</i> Teacher will prepare a list of question about the sound and will ask these questions during discussions. (<b>Critical thinking, Communication</b>)</p> <p><b>Brain Storming-</b>The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic-</b> PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> |

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|                                    | <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.</p> |
| Resources                          | <p>Text Book:<br/>NCERT text book</p> <p>Reference Books<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p> <p>HW notebooks to be marked as per the given plan:<br/><i>Assessment Parameters:</i> The total marks for the activity is 5</p> <p><b>Rubrics</b><br/>On time submission.....1 mark<br/>Presentation/ Neatness.....1 mark<br/>Content (<b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p>                                          |
| Closure                            | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Unit                               | Day 6 (Noise pollution)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Class Transaction                                                      | approx. 40 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Pre-requisite for the course                                           | This lesson requires<br>Basic knowledge of sound.<br>Basic knowledge of the terms Sound, amplitude, frequency which students had already learnt in class VI, VII                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment of qualifying knowledge                                     | Written test<br>Group Discussion<br>Quiz<br>HW Notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Objectives                                                             | Given the content (chapter) the learners will be able explain noise pollution and the ways to minimize pollution with 90% accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                        | DOL- D1, D2, D3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning Outcomes                                                      | <p><b><u>Knowledge-</u></b> <i>Students will know and understand</i></p> <ul style="list-style-type: none"> <li>• <i>Differentiate in between noise and music.</i></li> <li>• <i>What is noise pollution?</i></li> <li>• <i>What sources in home may lead to noise?</i></li> <li>• <i>What are the harms of noise pollution?</i></li> <li>• <i>How can we achieve the purpose of controlling noise pollution?</i></li> <li>• <i>How can the noise pollution be controlled in a residential area?</i></li> </ul> <p><b><u>Skills &amp; Competencies-</u></b> Students would be able to</p> <ul style="list-style-type: none"> <li>• <b>Critically analyse</b> the relation between noise and pollution.</li> <li>• Appreciate the importance of sound. <b>Collaboratively</b> Built <b>character</b> amongst themselves by discussing /<b>communicating</b> the importance of <i>sound</i> in their daily life. Answer knowledge, understanding, application and diagrammatic skill-based questions based on the topic.</li> </ul> <p>Attitudes and beliefs- <i>Students will be able to</i> Develop <b>citizenship</b> by visualizing and observing day to day phenomena and present it in form of a skit to <b>sensitize others</b></p> |
| Transaction Methodology (Approaches, Strategies, Tools and Techniques) | <p>Transaction would proceed in the following manner-<br/>Active learning- <i>Frayer Model</i> on sound. (<b>Critical thinking</b>)</p> <p>Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage-</i> The question will be asked by the teacher about the audible and inaudible sound who knows the answer will stand at the various corners of the room. (<b>Communication, Collaboration</b>)</p> <p>Differentiation- The students in a group of 10 will be demonstrating the production of sound (<b>Character, Citizenship</b>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                    | <p>Questioning- Multiple <i>level question</i>- Teacher will prepare a list of question about the sound and will ask these questions during discussions.<br/><b>(Critical thinking, Communication)</b></p> <p><b>Brain Storming</b>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.</p> <p><b>Introduction of the topic</b>- PPT and Digital Content would be shared</p> <p><b>Facilitation of content</b><br/>The facilitator will enable the learners to understand the fundamental concept of sound<br/>He will be able to define frequency, amplitude, etc.</p> <p><b>Approaches</b><br/>The facilitator should apply some or all of the approaches while administering the teaching learning process</p> <ul style="list-style-type: none"> <li>• Didactic approach</li> <li>• Summarizing approach</li> <li>• Feedback approach</li> </ul> <p><b>Techniques to be used:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• PPT</li> <li>• Computer aided simulation/3D pictures</li> <li>• Skit/Role playing</li> <li>• Group discussion</li> <li>• HOTS questions</li> <li>• Peer Assessment</li> <li>• Lab Activities</li> </ul> <p><i>Guided practice to be followed by Independent Practice</i>- NCERT questions to be discussed in the classroom.</p> |
| Resources                          | <p>Text Book:<br/>NCERT text book</p> <p>Reference Books<br/>CBSE Exemplar</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Self-Study, Home Work, Assignments | <p><b>Independent Practice:</b> Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their <b>critical thinking and creativity</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|         | <p>HW notebooks to be marked as per the given plan:<br/> <i>Assessment Parameters:</i> The total marks for the activity is 5</p> <p><b>Rubrics</b></p> <p>On time submission.....1 mark<br/> Presentation/ Neatness.....1 mark<br/> Content (<b>critical thinking and creativity</b>).....3 marks</p> <p>It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.</p> |
| Closure | Involving students in summarizing by asking them to prepare questions based on the topic.                                                                                                                                                                                                                                                                                                                                                                                         |