

FORMAT FOR DESIGNING KPIS:

SHEET 1-

What are the problems?	Compilation of problems	Categorisation of Problems (Subjective & Behavioural)
1.Unable to memorize writing skill formats	Due to lack of vocabulary unable to express themselves and commit spelling mistakes	SUBJECTIVE:
2.Unable to frame answers		1.Unable to memorize writing skill formats
3. Lack of vocabulary		2.Unable to frame answers
4.Commit spelling errors		3. Lack of vocabulary
5 Lack of expressions		4.Commit spelling errors
6.Less interaction because of lack of fluency	Due to lack of concentration, fail to comprehend resulting in less interaction.	5 Lack of expressions7. Unable to comprehend
		12. unable to identify literary devices
7. Unable to comprehend		BEHAVIORAL: 8. Lack of concentration & confidence 6.Less interaction because of lack of fluency
8. Lack of concentration & confidence		9.Late work submission
9.Late work submission	Irregularity leads to laid back attitude hence work submission is delayed.	10.Don't invest time in self-study at home due to laid back attitude
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11. Absenteeism		
12. unable to identify literary devices	Due to lack of understanding of figures of speech unable to appreciate the beauty of the poem.	

ANNUAL PEDAGOGICAL PLAN (Grade SUBJECT-English)

KPI NAME	KPI DEF. NO	KPI DEFn.	WHERE ARE WE NOW? (scale & description)	KPI GOAL	KPI LIMIT	WHAT WE NEED TO DO?	HOW WILL IT BE ACHIEVED?	KPI MEASUREMENT	REVIEW	KPI REPORTING	KPI ACHIEVEMENT	KPI IMPROVEMENT
Enriching Vocab.& honing expressions	1	Enhancing literary expressions	40% students are able to transform their ideas to expressions.	50%	+_3	<ol style="list-style-type: none"> Will provide them new words, phrases, idioms and proverbs. Random topics to express views for practice purpose. 	<ol style="list-style-type: none"> By providing word world in form of table. WS will be given to the students. 	<ol style="list-style-type: none"> Spell bee Dictation para writing 	After 1 month	PT 1		
Articulation	2	Improving speaking skills	45% students are able to express	55%	+_2	Allowing them chance to speak in class/ assembly	Extempore, JAM, role play, speech,	Impromptu speech	After a month	End of Term 1		

			themselves freely and fluently				declamation etc		
Sharpening writing skills	3	Smoothing the language	50% students are able to construct thoughtful formations	60%	+_2	1. Provide them with word power, phrasal verb, idioms 2. Syntax check	1. PPT based on formats of writing skills 2. Dialogue writing based on given situation	1. WS based on writing skills 2. supporting them with HOTS, VBQs	After Term 1
Figurative adornment	4	Understanding and identifying the poetic devices	50% students are able to identify and use the literary devices such as simile, personification, alliteration, repetition, hyperbole etc	60%	+_2	1. Explanation and recap of commonly used poetic devices in poem/prose/drama. 2. More number of periods will be dedicated for better clarity of concept.	1. Through PPT and practice WS. 2. Asking students to give eg.	Unseen poem	After Half yearly

LESSON PLAN 2
CLASS SUBJECT

(BLOOM'S LEVELS AND SUB CATEGORIES TO BE PUT, ACCORDINGLY, THE TABLE TO BE FILLED)

TOPIC-

Class IX, Poem 2: The Road not Taken

BRIEF DESCRIPTION- 'The main theme of the poem is making the right decisions at the right time..'

UN SUSTAINABLE GOALS TO BE DISCUSSED (if applicable; otherwise, not to be written)

OBJECTIVES:

I- Specific Objectives-

To enable the students to-

- SP 1 be able to discuss Frost's literal and figurative ideas.
- SP 2 To enable the students to appreciate the poem (U)
- SP 3 To write a short summary of each stanza (App) KPI – Def – 4

II - Behavioural Objectives

To enable the students to-

- B 1 realize that the web of life consists of many paths and sub-ways. (U)
- B 2 understand that one should be ready to face risks and challenges in life (U)

PROCESS /ACTIVITIES

(these can be put under- activity to introduce, activity to support learning, activity to assess learning)

ACT 1 : Warm up activity- a short discussion on if they have come across such situation in their life (K)

ACT 2 : stanza wise reading and explanation (App)

ASSESSMENT:

A 1 through Discussion of the images in each stanza: (Syn)

A 2 Brainstorm idea: What choices have they made that had made an impact on their life? (Analysis)

DIGITAL CONTENT TO BE USED: (if applicable)

EXPECTED LEARNING OUTCOME–

Students will be able to:

1. Appreciate the poet's expressions
2. Identify the figure of speech
3. Express themselves in writing
4. Understand the importance of choosing the right path wisely
5. Accept the consequences of the decisions taken by them

Placement of Objectives, Instructional Activities and Assessment						
Topic: CHAPTERNAME						
	KNOWLEDGE	UNDERSTANDING	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Objectives		SP 1, SP 2, B 1, B 2	SP 3			
Activities	ACT 1	ACT 3	ACT 2 , ACT 3			
Assessment			A 1,	A 2		

REVIEW OF THE LESSON PLAN
(TO BE DONE WHEN THE LESSON GETS OVER)

Problems faced –

Success-

Failure-

Real Learning Outcomes

ELO-

Students' response/ participation

Teacher's Learning

TO INCORPORATE IN TERM 2-