

Class: VII

Subject: English

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/PR ACTICALS	OUTCOME
4 periods	Ch – Three Questions	Three Questions	<ul style="list-style-type: none">• Listening Skills• Speaking Skills• Reading Skills• Writing skills• Vocabulary• Creative Thinking• Imaginative Skills	<ul style="list-style-type: none">• Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes.• Brief introduction to the author.• Discussion on the significance of the topic that they would be studying.• Explanation of the story will be done passage wise.• New/difficult words will be searched using dictionary in the class.• Techniques used -: Group Discussion, Questioning, MCQs & Peer assessment.	<ul style="list-style-type: none">• Exercise Discussion• Oral Questioning• Assessment through HW	<ul style="list-style-type: none">• Understanding & comprehension of the lesson.• Students will learn the importance of wisdom, knowledge & Present time.• Inculcating value of dedication.• Sequencing events
3 periods	Poem – The Squirrel	The Squirrel	<ul style="list-style-type: none">• Listening Skills• Speaking Skills• Reading Skills• Writing skills• Vocabulary• Creative Thinking• Imaginative Skills• Observational	<ul style="list-style-type: none">• Brain Storming – Class would start with the discussion & recapitulation session on the animal Squirrel.• Discussion on the significance of nature.• Recitation of the poem in proper intonation will be done.	<ul style="list-style-type: none">• Exercise Discussion• Oral Questioning• Assessment through HW	<ul style="list-style-type: none">• Understanding & comprehension of the theme of the poem.• Students will learn the importance of animals & nature.

			Skills	<ul style="list-style-type: none"> • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using dictionary in the class. • Techniques used -: Group Discussion, Questioning Activity – Draw a picture of a squirrel & find what it eats. 		
4 periods	Ch - A gift of Chappals	A gift of Chappals	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Imaginative Skills 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Brief introduction to the author. • Discussion on the significance of the topic that they would be studying. • Explanation of the story will be done passage wise. • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance of children’s innocence & simplicity. • Inculcating value of kindness. • Sequencing events
2 periods	Poem – The Rebel	The Rebel	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Decision Making 	<ul style="list-style-type: none"> • Discussion on the role of a Rebel. • Recitation of the poem in proper intonation will be done. • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the theme of the poem. • Students will learn the importance of accepting new

				<p>dictionary in the class.</p> <ul style="list-style-type: none"> Techniques used -: Group Discussion, Questioning <p>Creative writing Activity – Write a passage on ‘Is it good for one to be a rebel or not.’</p>		ideas.
3 periods	Ch – Gopal & the hilsa fish	Gopal & the Hilsa fish	<ul style="list-style-type: none"> Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Problem Solving 	<ul style="list-style-type: none"> Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. Discussion on the significance of challenges in life. Explanation of the story will be done passage wise. New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> Exercise Discussion Oral Questioning Assessment through HW 	<ul style="list-style-type: none"> Understanding & comprehension of the lesson. Students will learn the value & importance of curiosity. Students will learn to think of alternatives for the problems or challenges they face. Sequencing events
2 periods	Poem – The Shed	The Shed	<ul style="list-style-type: none"> Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Critical thinking 	<ul style="list-style-type: none"> Revision of the content taken up in previous class. Discussion on the ‘Shed.’ Recitation of the poem in proper intonation will be done. Explanation of the poem will be done stanza wise. New/difficult words will be searched using dictionary in the class. Techniques used -: Group Discussion, Questioning <p>Creative writing Activity – Write about your experience if you have visited a place like a shed that</p>	<ul style="list-style-type: none"> Exercise Discussion Oral Questioning Assessment through HW 	<ul style="list-style-type: none"> Understanding & comprehension of the theme of the poem. Students will learn the importance of firm resolve and determination.

				looks to be haunted.		
4 periods	Ch- The Ashes that made the Trees Bloom	The Ashes that made the Trees Bloom	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Problem Solving • Observational skills • Imaginative Skills 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on the significance of honesty & generosity. • Explanation of the story will be done passage wise. • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance of honesty, kindness & generosity. • Students will think and be thinking of how honesty is an important part of one's character. • Students will develop affection towards animals. • Sequencing events
2 periods	Poem - Chivvy	Chivvy	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Critical thinking 	<ul style="list-style-type: none"> • Revision of the content taken up in previous class. • Discussion on the topic – 'Role of adults in our lives' • Recitation of the poem in proper intonation will be done. • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using dictionary in the class. • Techniques used -: Group 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the theme of the poem. • Students will acknowledge the role of adults & elders in their lives. • Students will understand the need of

				Discussion, Questioning Activity – Make some rules & regulations that adults should follow.		independence & decision making in their lives.
4 periods	Ch - Quality	Quality	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Problem Solving 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on the significance of dedication, honesty, truthfulness. • Explanation of the story will be done passage wise. • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through • HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance of honesty & dedication. • Students will think and be thinking of how honesty is an important part of one's character. • Students will develop sympathy toward poor. • Sequencing events
2 periods	Poem - Trees	Trees	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking 	<ul style="list-style-type: none"> • Revision of the content taken up in previous class. • Discussion on the topic – 'Role of trees in our lives' & Various usage of trees. • Recitation of the poem in proper intonation will be done. • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the theme of the poem. • Students will acknowledge the role & importance of trees in their lives. • Students will

				<p>dictionary in the class.</p> <ul style="list-style-type: none"> Techniques used -: Group Discussion, Questioning <p>Activity – Write a poem on any natural element – Fire/Air/Water.</p>		<p>be aware & be more empathetic towards the nature.</p>
4 periods	Ch – Expert Detectives	Expert Detectives	<ul style="list-style-type: none"> Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Problem Solving Critical Thinking 	<ul style="list-style-type: none"> Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. Discussion on the significance of being an expert or having an expertise. Explanation of the story will be done passage wise. New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> Exercise Discussion Oral Questioning Assessment through HW 	<ul style="list-style-type: none"> Understanding & comprehension of the lesson. Students will learn the importance of expertise & dedication towards one’s profession. Students will develop curiosity. Sequencing events
2 periods	Poem – Mystery of the talking fan	Mystery of the talking fan	<ul style="list-style-type: none"> Listening Skills Speaking Skills Reading Skills Writing skills Vocabulary Creative Thinking Problem Solving 	<ul style="list-style-type: none"> Revision of the content taken up in previous class. Recitation of the poem in proper intonation will be done. Explanation of the poem will be done stanza wise. New/difficult words will be searched using dictionary in the class. Techniques used -: Group Discussion, Questioning <p>Activity – If Fan had emotions? (think & write)</p>	<ul style="list-style-type: none"> Exercise Discussion Oral Questioning <p>Assessment through HW</p>	<ul style="list-style-type: none"> Understanding & comprehension of the theme of the poem.

4 periods	Ch – The Invention of Vita Wonka	The Invention of Vita Wonk	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Problem Solving • Critical Thinking 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on the significance of Inventions. • Explanation of the story will be done passage wise. • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p>	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance & need of inventions with the growing age. • Students will develop curiosity. • Sequencing events
2 periods	Poem – Dad & the cat & the tree.	Dad & the cat & the tree	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Problem Solving • Critical Thinking 	<ul style="list-style-type: none"> • Revision of the content taken up in previous class. • Recitation of the poem in proper intonation will be done. • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using dictionary in the class. • Techniques used -: Group Discussion, Questioning 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the theme of the poem. • Students will enjoy the humor element in the poem.
3 periods	Ch – Fire Friend & Foe	Fire friend and Foe	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Problem Solving 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on importance of fire. • Explanation of the lesson 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance & precautions to be taken with Fire.

			<ul style="list-style-type: none"> • Critical Thinking 	<p>will be done passage wise.</p> <ul style="list-style-type: none"> • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p>		<ul style="list-style-type: none"> • Students will develop curiosity. • Students will develop scientific temperament. • Sequencing events
2 periods	Poem – Meadow Surprises	Meadow Surprises	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Imagination • Observational skills • Communication • collaboration 	<ul style="list-style-type: none"> • Revision of the content taken up in previous class. • Discussion on Nature. • Recitation of the poem in proper intonation will be done. • Explanation of the poem will be done stanza wise. • New/difficult words will be searched using dictionary in the class. • Techniques used -: Group Discussion, Questioning 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the theme of the poem. • Students will acknowledge to discover & enjoy nature we must have keen eye. • Students will be appreciative towards the nature.
3 periods	Ch- A bicycle in good repair	A bicycle in good repair	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Imagination • Observational skills • Communication • collaboration 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on importance of lending a helping hand. • Explanation of the lesson will be done passage wise. • New/difficult words will be searched using dictionary in the class. 	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will learn the importance moral values. • Students will develop a sense of empathy & helpfulness. • Sequencing

				Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.		events
3 periods	Ch – The Story of Cricket	The Story of Cricket	<ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing skills • Vocabulary • Creative Thinking • Observational skills • Communication • collaboration 	<ul style="list-style-type: none"> • Brain Storming – Class would start with the discussion & recapitulation session on what the students have learnt in the previous classes. • Discussion on the famous sport – Cricket & its evolution. • Explanation of the lesson will be done passage wise. • New/difficult words will be searched using dictionary in the class. <p>Techniques used -: Group Discussion, Imitation method, Questioning, MCQs & Peer assessment.</p> <p>Activity – Find interesting Facts on Indian Cricket team & their records.</p>	<ul style="list-style-type: none"> • Exercise Discussion • Oral Questioning • Assessment through HW 	<ul style="list-style-type: none"> • Understanding & comprehension of the lesson. • Students will be able to know about cricket much better from the perspective of history. • Students will develop interest towards sports & Physical activities. • Sequencing events

Class: VII

Subject: HINDI

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	OUTCOME
5	हम पछी उन्मुक्त गगन के	पाक्षिका स्वतन्त्रता प्रिय है	चितन कौशल लेखन कौशल वाचन कौशल श्रवण कौशल	कावे का पारेचय देते हुए पाठ का विस्तार करना। पाठ का उद्देश्य प्रस्तुत करते हुए अर्थ स्पष्ट करना। पाठ के शब्दार्थ स्पष्ट करना। पाठ के अभ्यास प्रश्न कार्य कराना।	पाठ में आए विशेषण शब्दों और उसके भेदों के नाम लिखो। मानव की वर्तमान जीवन शैली और शहरीकरण से जुड़ी योजनाएं पक्षियों के लिए घातक है। सामाजिक चिन्ह के 10 अन्य उदाहरण खोज कर लिखें	पाक्षियों के प्रांते भावनात्मक। शब्द भंडार में वृद्धि करना। पिंजरे में बंद पक्षी किस प्रकार पर्यवरण को प्रभावित करते हैं की समझ
7	हिमालय की बेटियां	नदियों को मां,बहन,बेटी, प्रेमिका,पत्नी रूप में देखना	चितन कौशल लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	लेखक पारेचय देते हुए पाठ का उद्देश्य स्पष्ट करना। पाठ की व्याख्या प्रस्तुत करना। पाठ के शब्दार्थ स्पष्ट करना। पाठ से जुड़े अभ्यास प्रश्न कराना।	प्रस्तुत पाठ किस विधा में है। हिंदी गद्य विधाओं के नाम लिखिए। संख्यावचक विशेषण और गुणवाचक विशेषण के उदाहरण लिखिए।	नादियों के उद्गम से लेकर उनके मुहाने तक के सफर की जानकारी। सरयू नदी कहां से कहां तक जाती है। गद्य विधा की जानकारी।
10	कठपुतली	कठपुतली को दृढ़ इच्छा	चितन कौशल लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	कावे पारेचय देते हुए कावेता का वाचन करना और उद्देश्य स्पष्ट करना। कविता में कठपुतलियों की मनोदशा का वर्णन करना। कठिन शब्द निवारण करना। पाठ के प्रश्न अभ्यास कार्य कराना।		परतत्रता की मनःस्थिति का परिचय। कवि परिचय प्राप्त करना। शब्द भंडार में वृद्धि

						करना। संघर्ष के महत्व को जानना।
12	मिठाई वाला	फेरीवाला ।	लेखन कौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	पाठ का उद्देश्य बताना। पाठ का वाचन करते हुए व्याख्या स्पष्ट करना। कठिन शब्दार्थ को बताना। पाठ से संबंधित प्रश्न अभ्यास कार्य कराना।	वर्तनी में सुधार। कठिन शब्द एवम् शब्दार्थ की समझ। विभिन्न फेरीवाले बनकर आप अपने सामान को बेचें।	लेखक पारेचय प्राप्त करना। फेरीवालों के प्रति भावनात्मक लगाव। शब्द भंडार में वृद्धि होना।
06	पापा खो गए	नाटक(मुख्य पात्र एवम् गौड़ पात्र)	श्रवण कौशल वाचन कौशल व्याख्या कौशल लेखन कौशल	लेखक पारेचय देते हुए नाटक का उद्देश्य बताना। पाठ का आदर्श वाचन और पाठ की संक्षिप्त व्याख्या प्रस्तुत करना। पाठ से जुड़े कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्नोत्तर कार्य कराना। नाटक का विस्तृत स्पष्टीकरण मुख्यपात्र एवम् गौड़पात्र में अंतर स्पष्ट करना।	पाठ के लेखक का नाम बताओ। कुछ समाचार पत्रों के नाम बताओ।। पाठ का उद्देश्य स्पष्ट कीजिए। खिड़की दरवाजे का संवाद	आशावादी बनने को प्रेरणा। मानवीय नैतिक मूल्यों की जानकारी। नैतिकता पर बल। हिंदी नाट्य विधा की जानकारी।
08	शाम एक किसान	प्राकृतिक वर्णन	वाचन कौशल व्याख्या कौशल लेखन कौशल श्रवण कौशल	कवि पारेचय देते हुए पाठ का उद्देश्य और वाचन करना। वाचन करते हुए कविता का अर्थ प्रस्तुत करना। पाठ में आए कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य कराना।	कवि का नाम बताओ। पाठ का अर्थ स्पष्ट करो। पाठ का उद्देश्य स्पष्ट करो। शब्दार्थ एवम् प्रश्न निर्माण द्वारा	तुकबंदों के माध्यम से प्रातः की कविता का निर्माण। पाठ के सार को समझना। शब्द भंडार में वृद्धि। व्याख्या कौशल
06	अपूर्व अनुभव	संस्मरण	लेखनकौशल श्रवण कौशल वाचन कौशल व्याख्या कौशल	पाठ का उद्देश्य स्पष्ट करते हुए आदर्श वाचन कराना। आदर्श वाचन के माध्यम से पाठ का सार स्पष्ट करना।। पाठ में आए शब्दार्थ स्पष्ट करना। पाठ से जुड़े प्रश्नोत्तर कार्य कराना।	पाठ के लेखक का नाम बताओ। पाठ से जुड़े शब्दार्थ पूछना पाठ से जुड़े महत्वपूर्ण प्रश्न का उत्तर लिखिए।	गद्य विधा के नाम जानना । दूरदर्शन एक वरदान विषय पर अनुच्छेद संख्यावाची शब्दों से दो दो शब्द बनाइए।
05	रहीम के दोहें	कवि का पारेचय पाठ का सार प्राकृतिक सौंदर्य का वर्णन	श्रवण कौशल वाचन कौशल व्याख्या कौशल चितन कौशल लेखन कौशल	रहीम दास का जीवन पारेचय । रहीमदास के भाषा शैली को स्पष्ट करना। पाठ से जुड़े शब्दार्थ कार्य कराना। दोहों की बात एवं भाषा से आगे पर चर्चा	रहीमदास के रचनाओं के नाम लिखिए। कविता की पंक्तियों को सामान्य वाक्य में बदलना पाठ के विस्तृत स्पष्टीकरण से पाठको समझना।	आत्मविश्वास में वृद्धि। बच्चों में स्पष्ट वचन में सुधार। बच्चों में रचनात्मक कार्य करने की छमता। वर्तनी में सुधार



05	एक तिनका	लेखक परिचय पाठ का सार	वाचन कौशल व्याख्या कौशल चिंतन कौशल लेखन कौशल	पाठ का आदर्श वाचन करते हुए अर्थ प्रस्तुत करना। पाठ में आए कठिन शब्दों के अर्थ स्पष्ट करना। इस पाठ से किसी में भेद भाव नहीं करेंगे। पाठ से जुड़े प्रश्न अभ्यास कार्य कराना।	पानी से जुड़े तथ्य एकत्र कीजिए। जल ही जीवन है पर एक लेख लिखिए। जल की तीन अवस्थाओं को स्पष्ट कीजिए। पर्यावरण संकट के बारे में लेख लिखिए।	जल सबंधी वैज्ञानिक समझ विकसित होना। शब्द भंडार में वृद्धि। जल चक्र के बारे में जानना। गद्य विधा के बारे में जानना।
04	खान पान की बदलती तस्वीर	लेखक परिचय पाठ का सार	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	लेखक परिचय देते हुए पाठ का सार स्पष्ट करना। पाठ का आदर्श वाचन करते हुए पाठ की व्याख्या प्रस्तुत करना। कठिन शब्दों के अर्थ स्पष्ट करना। पाठ से जुड़े प्रश्न अभ्यास कार्य कराना।	पाठ के माध्यम से विभिन्नता में एकता को स्पष्ट कीजिए। पाठ का उद्देश्य स्पष्ट करते हुए लेखक परिचय दीजिए। शब्दों के अर्थ स्पष्ट कीजिए।	गद्य विधा की जानकारी प्राप्त करना। संघर्ष शील स्वभाव की प्रेरणा प्राप्त करना। शब्द भंडार में वृद्धि करना। व्याख्या कौशल का विकास होना।
05	नीलकण्ठ	पशु पाक्षियों के माध्यम से आत्मीयता को दर्शाना	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	पाठ का सारांश बताना पाठ का आदर्श वाचन करते हुए अर्थ स्पष्ट करना। कठिन शब्दों का अर्थ बताना। पाठ से जुड़े प्रश्नों का उत्तर लिखाना।	मोरनी कुब्जा के स्वभाव की विशेषताएं स्पष्ट कीजिए। पाठ का उद्देश्य स्पष्ट करते हुए लेखिका परिचय दीजिए। शब्दों के अर्थ स्पष्ट कीजिए।	महादेवी वर्मा को अन्य रचनाओं के विषय में जानकारी प्राप्त करना। चिंतन मनन कौशल का विकास
04	भार और बरखा	भाक्तेकाल को दर्शाना	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	पाठ का सारांश बताना पाठ का आदर्श वाचन करते हुए अर्थ स्पष्ट करना। कठिन शब्दों का अर्थ बताना। पाठ से जुड़े प्रश्नों का उत्तर।	कावे का नाम बताओ। पाठ का अर्थ स्पष्ट करो। पाठ का उद्देश्य स्पष्ट करो। शब्दार्थ एवम् प्रश्न निर्माण द्वारा बच्चों में विकास	कावे को जानकारों प्राप्त करना। संघर्ष शील स्वभाव की प्रेरणा प्राप्त करना। शब्द भंडार में वृद्धि करना। व्याख्या कौशल का विकास होना।
05	वीर कुंवर सिंह	१८५७ की क्रांति	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	स्वतंत्रता संग्राम का मूल्य समझते हुए विद्यार्थियों को स्वाभिमान से जीने के लिए प्रेरित करना। ओजस्विता पूर्ण पाठ वाचन के माध्यम से पूर्व पठित अंश के विद्यार्थियों को जोड़ा	बच्चों जीवनों का सार अध्यापक अभिभावक को सुनाएंगे। आवश्यकता अनुसार कार्य प्रपत्र उचित	किसी एक स्वतंत्रता संग्राम सेनानी के बारे में बताइए। स्वतंत्रता संग्राम पर एक अनुच्छेद लिखिए।

				जाएगा। समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे। पाठ में आए विषय पर अपनी प्रक्रिया लिखने में सक्षम होंगे।।	संबंध लघु उत्तरीय प्रश्नों के माध्यम से पथ पर आधारित लिखित आकलन किया जाएगा। कुछ प्रश्नों के उत्तर बच्चे शिक्षक और अभिभावक के मार्गदर्शन में लिखेंगे।	एकवचन और बहुवचन से संबंधित प्रश्न दिन पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।
05	संघर्ष के कारण में तुनुक मिजाज हो गया	साक्षात्कार	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	राष्ट्रीय खेल हॉकी से जोड़ते हुए छात्रों द्वारा अपने जीवन में मनोरंजन के स्रोतों का विश्लेषण करना। ओजस्विता पूर्ण पाठ वचन के माध्यम से पूर्व पठित अंश से विद्यार्थियों को जोड़ा जाएगा। समूह में बैठे विद्यार्थी निर्धारित अंश का पाठन करेंगे। पाठ में आए विषय पर अपनी प्रतिक्रिया लिखने में सक्षम होंगे।	बच्चे साथ साथ कर का सारा अध्यापक अभिभावक को सुनाएं। आवश्यकता अनुसार कार्य प्रपत्र उचित संबंध लघु उत्तरीय प्रश्नों के माध्यम से पथ पर आधारित लिखित आकलन किया जाएगा	ऐसे व्यक्तियों का साक्षात्कार लीजिए जिनसे आपको प्रेरणा मिलती हो दो ऐसे व्यक्तियों के बारे में सचित्र जानकारी एकत्र कर लिखिए जिन्होंने अभाव में जीवन जीते जीते हुए सफलता प्राप्त की। पाठ में शामिल व्याकरण से संबंधित प्रश्न दिन पाठ आधारित अन्य प्रश्न पत्र भी दिए जा सकते हैं।
05	आश्रम का अनुमानित व्यय	गांधी जी के किए गए कार्यों पर चर्चा करते हुए विद्यार्थियों को गांधी जी द्वारा किए गए कार्यों से अवगत करवाना। पाठ से संबंधित प्रश्नों के लिखित मौखिक उत्तर दे सकेंगे। गांधी जी के पूर्व ज्ञान के आधार पर छात्रों को पाठ से जोड़ जाएगा। पाठ का सारांश लिख सकेंगे।	व्याख्या कौशल श्रवण कौशल लेखन कौशल चिंतन कौशल	उचित उतार-चढ़ाव के साथ पाठ का आदर्श वाचन। अनुकरण वाचन कठिन निवारण और भाव विस्तार।	बच्चे लेखा-जोखा का सर अध्यापक अभिभावक को सुनाएं। आवश्यकता अनुसार कार्य प्रपत्र उचित चित्र से संबंध लघु उत्तरीय प्रश्नों के माध्यम से पाठ पर आधारित लिखित आकलन किया जाएगा।	अपने घर के मासिक खर्चों का अनुमानित बजट तैयार कीजिए रसोई में काम आने वाले किन्हीं 10 बर्तनों के नाम और चित्र के साथ वर्णन करें। इक और इत प्रत्यय और तत्पुरुष समास से संबंधित प्रश्न दें। पाठ आधारित अन्य प्रश्न भी दिए जा सकते हैं।



Class/Section:-VII Subject:-MATHS Chapter: - 1 - INTEGERS No. of periods:- 08 Date of Commencement: - Expected date of completion: - Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
Representing the integers on a number line.	Understands the representation of integers on number line like whole numbers by plotting equidistant points to the left side of 0 for –ve integers	Demonstrate the representation of integers on a number line on the black board and make the children understand to locate an integer on a number line	1-By asking oral question. 2- Home work 3-By solving questions on black board. 4- Class test
Addition and Subtraction of Integers	To add and subtract two integers when they are (i) both +ves(ii) both –ves (iii) one is +ve and other is –ve.	Make the children understand addition and subtraction by doing different examples on the black board	Lab Activity:- Representation of integers on a number line
Properties of subtraction and addition of integers	Identify the properties closure, commutativity and associativity.	Verify the properties by using different integers and make the children understand verification.	
Multiplication and division of Integers.	Understand the method to multiply two integers and generalises the rules to multiply a+ve integer by a –ve integer, a -ve integer by a +ive integer, and two-ve integers. Evolves methods and algorithms to divide two integers by using and forms rules to perform division in integers.	Involve children in discussion to find their ways of multiplying integers Give proper time to children to appreciate why product of two negative integers is positive. Many examples will help the children to make their own rule like +ve÷-ve = -ve, -ve÷+ve= -ve and -ve÷-ve=+ve.	H/W (Qns from exercises) Oral test Class test-2
Properties of multiplication and division of Integers.	Identify the properties closure, commutativity , associativity and distributivity.	Verify the properties by using different integers and make the children understand verification.	
Word problems including integers.Solves problems using operations on integers	Converting word problems in terms of integers and solve them by using different operations	Take different situations from daily life to make word problems and make them understand the method of solving	H/W (Qns from exercises) Oral test Class test-3

Name and Signature of the Teacher: -

PRINCIPAL

**Class/Section: - VII Subject: - MATHS Chapter:- 2-Fractions and Decimals No. of periods: - 12
Date of Commencement: - Expected date of completion: - Actual date of completion:-**

Gist Of The lesson	Targeted learning outcomes	Teaching learning activities planned for achieving the TLO	ASSESSMENT STRATEGIES
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Focused skills/Competencies	(TLO)	using suitable resources and classroom management strategies	PLANNED
FRACTIONS: Introduction Addition and subtraction of fractions.	Addition and subtraction of any type of fractions by using LCM	Recall like fractions, equivalent fractions etc and show the method of addition and subtraction by doing different problems on the black board.	H/W (Qns from exercises) Oral test Class test-1
Multiplication of fractions	Understand the meaning of 'times', 'of' in terms of multiplication and apply the method of multiplication in a general way.	Use patterns to make understand the meaning of multiplication and let the children allow to make a general rule to find the product of any two fractions	1-By asking oral question. 2- Home work 3-By solving questions on black board. 4- Class test
Division of fractions	Finds rules to divide fractions by using patterns/visualisation/picture and forms rules.	$\frac{1}{2} \div \frac{1}{4}$ means the number of one-fourths in onehalf. Simple visualisation is required to find that One-half contains two one-fourths. Let children observe pattern and find their own ways of dividing a fraction by another fraction.	
Decimals: Multiplication of decimals	To understand the rules to multiply decimal numbers by 10 or 100 or 1000 etc. and the multiplication of two decimal numbers.	Show a pattern of multiplication of decimal numbers with 10 or 100 or 1000 and let the children to say the rules of multiplication with 10 or 100 or 1000. Demonstrate the multiplication of two decimal numbers by using different examples.	H/W (Qns from exercises) Oral test Rapid test for multiplication and division.
Division of decimal numbers	To understand the rules to divide decimal numbers by 10 or 100 or 1000 etc. and the division of two decimal numbers.	Show a pattern of division of decimal numbers by 10 or 100 or 1000 and let the children to say the rules of division by 10 or 100 or 1000. Demonstrate the division of two decimal numbers by using different examples.	H/W (Qns from exercises) Oral test Class test-3 Lab Activity:Patterns of fractions

Name and Signature of the Teacher:

PRINCIPAL

Class/Section: - VII Subject: - MATHS

Chapter: -3- Data Handling

No. of periods: - 12

Date of Commencement: -

Expected date of completion:

Actual date of completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED																		
Focused skills/Competencies																					
Data Handling Collects and organises data – choosing the data to collect for a hypothesis testing.	Finds various representative values for simple data from her/his daily life.	<p>Explain how to organize a collected data by using tally marks.</p> <p>a, e, a, i, o, e, a, u, u, e, a, i, o, e, a, i, o, e, a, i, o, a</p> <table border="1"> <thead> <tr> <th>letter</th> <th>tally mark</th> <th>freq</th> </tr> </thead> <tbody> <tr> <td>a</td> <td> 11</td> <td>7</td> </tr> <tr> <td>e</td> <td> </td> <td>5</td> </tr> <tr> <td>i</td> <td> </td> <td>4</td> </tr> <tr> <td>o</td> <td> </td> <td>4</td> </tr> <tr> <td>u</td> <td> </td> <td>2</td> </tr> </tbody> </table>	letter	tally mark	freq	a	11	7	e		5	i		4	o		4	u		2	<p>1-By asking oral question.</p> <p>2- Home work</p> <p>3-By solving questions on black board.</p> <p>4- Class test</p>
letter	tally mark	freq																			
a	11	7																			
e		5																			
i		4																			
o		4																			
u		2																			
Finds mean, median and mode of ungrouped data– understanding what they represent.	Find the range, mean, median and mode of a simple data	Using different examples explain how to use the following methods to find range, mean, median and mode. Range= H-L, Mean = Sum/Number, Median= the middlemost number when the data is arranged in the ascending or descending order and Mode is the most frequented number	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test-2</p>																		
Constructs bar graphs.	Represents data by simple bar graphs and interprets them. Represent data in a double bar graph	Recollect the simple bar graph through different example. Introduce double bar graph and practice the children to represent a data in the form of a double bar graph.	Lab Activity:- Representing a data in double bar graph..																		
Gets a feel of probability using data.	Understand the three types of situations certain, uncertain and impossible. Understand the meaning of probability and how to find it for a given event.	Explain daily life situations connected with certain or uncertain or impossible events. And $P(A)$ = no. of results favour to A/ total no. of results	H/W and work sheet																		

Name and Signature of the Teacher:

PRINCIPAL

Class/Section:-VII Subject: - MATHS

Chapter: - 4-SIMPLE EQUATIONS

No. of periods: - 8

Date of Commencement:-

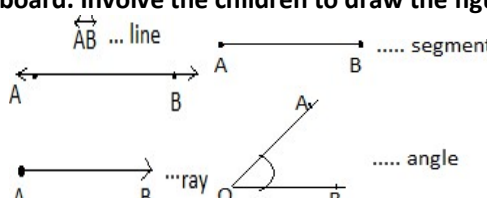
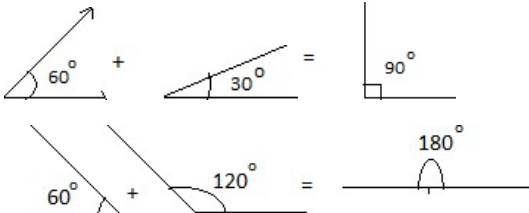
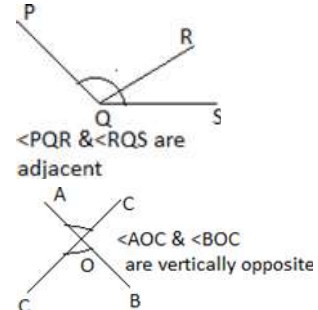
Expected date of completion:-

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
What an equation is?	To understand variables and constants. To identify an equation.	'If two algebraic expressions which contains at least one variable, have equal values we can write them by putting an equal sign between them'. It is called an equation. Show different equations on the black board like $2x + 3 = 5$, $5y = 10$, $\frac{z}{5} = 3$ etc.	1-By asking oral question. 2- Home work 3-By solving questions on black board. 4- Class test Assignments
Converting a statement into an equation Converting an equation into a statement	To frame an equation from a given statement by using one variable which is called simple equation. To know how to write the statement form of an equation.	Demonstrate the methods by showing different examples. 'The sum of numbers x and 4 is 9'. The corresponding equation is $x + 4 = 9$ Consider the equation $-5 =$. The corresponding statement is 'subtracting 5 from x gives 7.	
Solution of an equation.	To understand the method of finding the solution of an equation which is known as 'solving'	Meaning of solution- The value of the variable for which LHS=RHS Explain the method of transposing the terms from one side to the other side. Ie when we transpose a term the operation will be changed. $+\leftrightarrow-$, $\times\leftrightarrow\div$. $x + 3 = 5 \rightarrow x = 5 - 3 = 2$ $y - 5 = 10 \rightarrow y = 10 + 5 = 15$ $3x = 21 \rightarrow x = \frac{21}{3} = 7$ $\frac{z}{2} = 5 \rightarrow z = 5 \times 2 = 10$	H/W (Qns from exercises) Oral test Class test-2
More equations and applications of simple equations in daily problems.	To solve an equation containing different operations together. To make an equation from daily life situation and solve it.	Consider the equation $2(3x + 5) = 28$ $3x + 5 = \frac{28}{2} = 14$ $3x = 14 - 5 = 9 \rightarrow x = \frac{9}{3} = 3$ One-fourth of a number is 3 more than 7 find the number $\frac{1}{4} x = 3 + 7 \rightarrow \frac{1}{4} x = 10 \rightarrow x = 10 \times 4 = 40$	

Name and Signature of the Teacher: -

PRINCIPAL

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION	Understand the basic terms of geometry like point, line, line segment, ray and angles.	Explain the basic terms by drawing the figures on the black board. Involve the children to draw the figures. 	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test Assignments
COMPLEMENTARY AND SUPPLEMENTARY ANGLES	Understand the conditions of two angles to be complementary and supplementary $\angle A + \angle B = 90^\circ \Rightarrow \angle A$ and $\angle B$ are complementary $\angle A + \angle B = 180^\circ \Rightarrow \angle A$ and $\angle B$ are supplementary.	Demonstrate the conditions by showing different pairs of angles. 	
ADJACENT ANGLES AND LINEAR PAIRS VERTICALLY OPPOSITE ANGLES	Understand when a pair of angles become adjacent angles and linear pairs. A pair of angles become adjacent if (i) they have a common vertex (ii) they have a common arm (iii) thenon common arms lie in the opposite sides of the common arm. A pair of adjacent angles become linear pair if they are supplementary. How to form vertically opposite angles	Demonstrate different adjacent angles , linear pairs and vertically opposite angles on the black board. 	H/W (Qns from exercises) Oral test Class test-2 Assignments

<p>ANGLES MADE BY A TRANSVERSAL</p>	<p>Identify the different angles formed by the transversal on a pair of parallel lines the properties of the angles .</p>	<p> $\angle 1 = \angle 5$, $\angle 2 = \angle 6$, $\angle 4 = \angle 7$, $\angle 3 = \angle 8$..corresponding angles. $\angle 4 = \angle 5$, $\angle 3 = \angle 6$ alternate interior angles $\angle 4 + \angle 6 = 180^\circ$ and $\angle 3 + \angle 5 = 180^\circ$ co interior angles. </p>	<p>Lab Activity:- Verify the properties Of angles made by a transversal on two parallel lines.</p>
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Name and Signature of the Teacher:

PRINCIPAL

Class/Section: - VII Subject:-MATHS

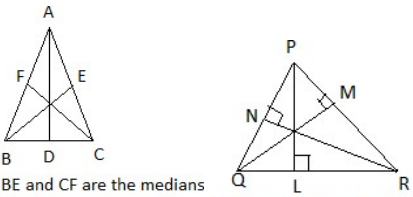
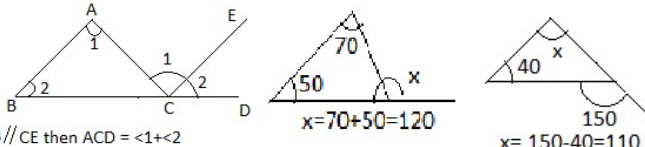
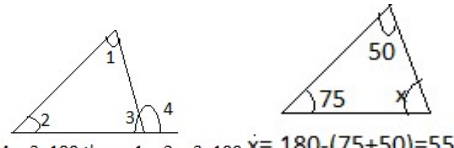
Chapter: - 6-TRIANGLES AND ITS PROPERTIES

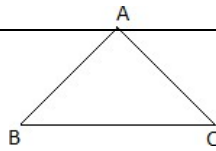
No. of periods: -

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGI PLANNED
Focused skills/Competencies			
MEDIANS AND ALTITUDES	Understand that median is join of vertex to the midpoint of opposite side and altitude is the perpendicular from the vertex to line containing opposite side	<p>Explain the concepts with the use of diagrams.</p>  <p>AD, BE and CF are the medians and they intersect at a point PL, QM and RN are altitudes</p> <p>Explain the medians and altitudes in the case of acute angles , right and obtuse angled triangles.</p>	<p>1-By asking oral question. 2- Home work 3-By solving questions on bl board. 4- Class test</p> <p>Assignments</p>
EXTERIOR ANGLES OF A TRIANGLE	Able to identify the exterior angle and its interior opposite angles. Understand that an exterior angle is the sum of interior opposite angles.	<p>Demonstrate the exterior angle property by drawing the figure on the black board</p>  <p>AB//CE then $\angle ACD = \angle 1 + \angle 2$ $x = 70 + 50 = 120$ $x = 150 - 40 = 110$</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test-1</p> <p>Assignments</p>
ANGLE SUM PROPERTY OF A TRIANGLE	Understand that the sum of the three angles of a triangle is 180°	<p>Show the angle sum property by using exterior angle property.</p>  <p>$\angle 4 + \angle 3 = 180$ then $\angle 1 + \angle 2 + \angle 3 = 180$ $x = 180 - (75 + 50) = 55$</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Assignments</p>
SUM OF THE LENGTHS OF TWO SIDES OF A TRIANGLES	To understand the necessary and sufficient conditions of three lengths to be the three sides of a triangle.	<p>Verify the conditions in different cases and make the children understand that if the sum of any two sides is greater than the third side, then only the triangle will exist.</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test-2</p>



$$AB+AC>BC$$

$$AC+BC>AB$$

$$AB+BC>AC$$

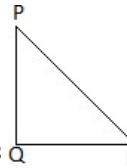
Also every side will be more the difference between the other two sides. Explain with different examples.

Assignments

PYTHAGOREAN PROPERTY

To understand the Pythagoras theorem In a right triangle and its applications.

Explain a right angled triangle and statement of Pythagoras theorem.



$$(Hyp)^2 = (alt)^2 + (base)^2 \quad PR^2 = PQ^2 + QR^2$$

Use the property in different problems to find the third side if two sides are given in a right angled triangle.

Assignments

Cumulative Test(LAT)

Name and Signature of the Teacher: -

PRINCIPAL

Class/Section: - VII

Subject: - MATHS

Chapter: - 7-COMPARING QUANTITIES

No. of periods: - 10

Date of Commencement: -

Expected date of completion: -

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
<p>INTRODUCTION: RATIO AND PROPORTION AND UNITARY METHOD</p>	<p>Understand the concepts <i>Ratio</i> and <i>Proportion</i>. Application of unitary method to do the problems</p>	<p>Recollect the concepts of Ratio and Proportion from the children discuss them by using different examples. Ratio means comparison of two quantities in the same unit to say one is "how many times" the other. The ratio of a to b is denoted by a:b or $\frac{a}{b}$ If a:b = c:d then they are said to be equivalent ratios and a, b, c and d are said to be in proportion. Unitary method means 'find the value of one from many and then find the value of required many'. Show the unitary method in different situations.</p>	<p>H/W (Qns from exercises) Oral test</p>
<p>PERCENTAGE: MEANING OF PERCENTAGE, PERCENTAGE WHEN THE TOTAL IS NOT 100, CONVERTING FRACTIONS AND DECIMALS TO PERCENTAGES AND VICE VERSA, CONVERTING PERCENTAGE TO 'HOW MANY'</p>	<p>Understand the concept 'Percentage'. To know how to convert fractions and decimals to fractions and how to convert percentage to fraction or decimal.' How to find the given percentage of a given quantity.</p>	<p>Make the children understand how to find the percentage and the conversions through different examples $35 = 35\%$, $28 \text{ mark out of } 40 = \frac{28}{40} \times 100 = 70\%$. $\frac{100}{8} = \frac{8}{20} \times 100\% = 40\%$, $0.25 = 0.25 \times 100\% = 25\%$ $75\% = \frac{75}{100} = \frac{3}{4} = 0.75$ $50\% \text{ of } 164 = \frac{50}{100} \times 164 = 82$ $25\% \text{ of } x = 20 \Rightarrow \frac{25}{100} \times x = 20 \Rightarrow x = \frac{20 \times 100}{25} = 80k$ Do more exs from the text book make the children getting more practice.</p>	<p>Class test-1 Assignments Dictation</p>
<p>RATIOS TO PERCENTS</p>	<p>Able to know how to separate a ratio into the original terms if the whole part is given</p>	<p>Show the example: Rs. 150 is to be divided in the ratio 2:3 which means 150 should be divided into 5 equal parts and from them 2 parts and 3 parts are to be separated. $1^{\text{st}} \text{ part} = \frac{2}{5} \times 150 = 60$ and $the 2^{\text{nd}} \text{ part} = \frac{3}{5} \times 150 = 90$ Let the children to do more problems.</p>	

<p>INCREASE OR DECREASE PERCENT PROFIT AND LOSS AS PERCENTAGE</p>	<p>Understand the increase or decrease percent is percentage of the ratio of amount of change to the base. In the case of profit percent change is the amount of profit and base is the CP and in the case of loss change is amount of loss and base is the CP</p>	<p>Make the children understand increase or decrease percent $= \frac{\text{amount of change}}{\text{base}} \times 100\%$ The cost of an item is increased from 1000 to 1200 then the increase percent=$\frac{200}{1000} \times 100\% = 20\%$ If CP=50 , SP=75 the Profit%=$\frac{25}{50} \times 100\% = 50\%$ Do different types of questions to get more practice.</p>	<p>H/W (Qns from exercises) Oral test</p>
<p>SIMPLE INTEREST</p>	<p>Understand the terms principal, rate, period(time) and how to calculate the Simple Interest on a given amount.</p>	<p>Explain the terms Principal—the amount borrowed or deposited, Rate—the percentage of the principal which we get as the interest, time—for how many years (or months) Simple interest of P at the rate R% for 1 year = R% of $P = \frac{R}{100} \times P$ So the S I for T years = $\frac{R}{100} \times P \times T$ Hence S I = $\frac{PRT}{100}$ S I on an amount 1000 at 5% for 3 years is given by $\frac{1000 \times 5 \times 3}{100} = 150$ Take more questions from the egs. as well as the exercise</p>	<p>Class test-2 Assignments LAT</p>

Name and Signature of the Teacher: -

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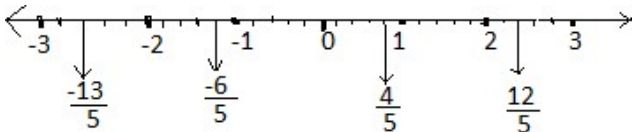
Class/Section :- VII
Subject :- MATHS

Chapter:-8- RATIONAL NUMBERS
No. of periods:- 08

Date of Commencement:-

Expected date of completion:-

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGI PLANNED
Focused skills/Competencies			
INTRODUCTION:- RATIONAL NUMBERS Skill:- Understanding	Understand the rational numbers and their difference from fractions	Make the children understand what is a rational number- the number which can be expressed in the form of $\frac{p}{q}$ where p and q are integers. In rational numbers negatives are also there. Egs:- $\frac{1}{2}$ $\frac{-3}{4}$ $\frac{5}{1}$ $\frac{5}{-7}$ $\frac{-3}{1}$ etc are rational numbers. Hence all integers are rational numbers with the denominator 1	1-By asking oral question. 2- Home work 3-By solving questions on bl board. 4- Class test H/W (Qns from exercises)
POSITIVE AND NEGATIVE RATIONAL NUMBERS EQUIVALENT RATIONAL NUMBERS	Understand which can be considered as positive rational numbers and which are negative rational numbers	If the numerator and the denominator have same sign then number is positive otherwise negative. Multiply or divide the numerator and denominator by the same number to make equivalent rational numbers. $\frac{2}{3}$, $\frac{-2}{-5}$ are positives and $\frac{-3}{4}$, $\frac{2}{-5}$ are negatives. $\frac{2}{3} = \frac{2 \times 3}{3 \times 3} = \frac{6}{9}$ is an equivalent fraction of $\frac{2}{3}$	Oral test Class test-1
RATIONAL NUMBERS ON A NUMBER LINE Skill:- Understanding, Drawing	Understand the method to represent rational numbers on a number line	Make the children understand how to represent rational numbers on a number line like fractions. 	Assignments Dictation
RATIONAL NUMBERS IN THE STANDARD FORM	Understand how to make the standard form of a rational number.	Make the children understand the meaning of standard form of a rational number and how to make the standard form of a given rational number. $\frac{-15}{75} = \frac{-15 \div 5}{75 \div 5} = \frac{-3}{15}$, is the standard form of $\frac{-15}{75}$	

<p>RATIONAL NUMBERS BETWEEN GIVEN RATIONAL NUMBERS.</p>	<p>Understand that there are infinite rational numbers between the given rational numbers and to know the method of inserting rational numbers between given rational numbers.</p>	<p>Explain how to insert a given number of rational numbers between a given pair of rational numbers by making the denominators the same.</p> $\frac{-1}{-1} \text{ and } \frac{1}{-15}$ $\frac{2}{-1} = \frac{3}{-15}$ $\frac{1}{3} = \frac{10}{30}$ <p>Then $\frac{-14}{30}, \frac{-13}{30}, \frac{-12}{30}$ etc. are rational numbers between $\frac{-1}{2}$ and $\frac{1}{3}$</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test-2</p> <p>Assignments</p>
<p>OPERATIONS OF RATIONAL NUMBERS</p>	<p>Understand the addition, subtraction, multiplication and division of rational numbers.</p>	<p>Make the children understand how to add, subtract, multiply and divide rational numbers by using the same method of fractions.</p> $\frac{-3}{5} + \frac{2}{3} = \frac{-9}{15} + \frac{10}{15} = \frac{-9+10}{15} = \frac{1}{15}$ $\frac{3}{4} - \left(\frac{-2}{5}\right) = \frac{15}{20} - \frac{-8}{20} = \frac{15 - (-8)}{20} = \frac{23}{20}$ $\frac{-3}{5} \times \frac{-15}{7} = \frac{3}{7}$ $\frac{3}{10} \div \frac{-9}{20} = \frac{3}{10} \times \frac{20}{-9} = \frac{-2}{3}$	<p>LAT</p>

Name and Signature of the Teacher:

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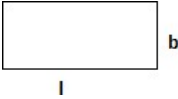
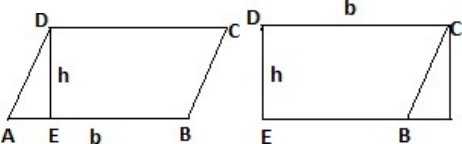
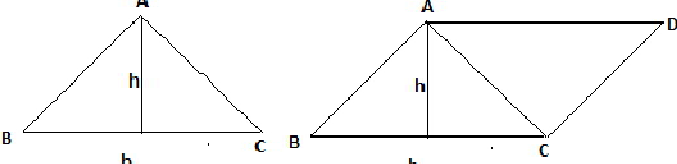
Class/Section:-VII Subject:-MATHS Chapter: - 9-PERIMETERS AND AREA

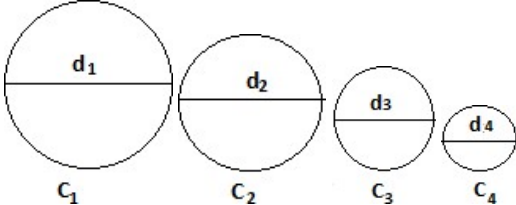
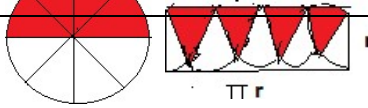
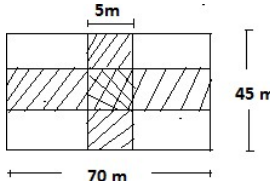
No. of periods: - 14

Date of Commencement: -

Expected date of completion: -

Actual date of Completion: -

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANN
Focused skills/Competencies			
PERIMETER AND AREA OF SQUARES AND RECTANGLES	To understand the formula for finding the perimeter and area and their applications.	<p>Recollect the formulae from the children that they have learned in the previous year.</p>  <p>perimeter of a rectangle = $2(l+b)$ Area of a rectangle = lb</p> <p>Perimeter of a square = $4a$ Area of a square = a^2</p> <p>Apply the formulae in various problems and make the children understand when and where the formulae can be used</p>	<p>1- By asking oral question. 2- Home work 3- By solving question on black board. 4- Class test</p> <p>H/W (Qns from exercises)</p>
AREA OF A PARALLELOGRAM	Understand how the formula for the area of a parallelogram is derived. How it can be used in the problems?	 <p>If the $\triangle ADE$ is cut and pasted as in the second figure it becomes a rectangle. Hence area of $\parallel^m ABCD$ = area of the rectangle = bh, where b is the base and h is the height.</p> <p>Demonstrate problems from the text and exercise.</p>	<p>Oral test</p> <p>Class test-1</p> <p>Assignments</p> <p>Dictation</p>
AREA OF A TRIANGLE			

		<p>Area of a triangle $\triangle ABC = \text{Half of the } \parallel^m ABCD = \frac{1}{2}bh$</p> <p>Use the formula in various problems from the egs and exercise.</p>	
<p>CIRCLES:- CIRCUMFERENCE OR PERIMETER OF A CIRCLE</p>	<p>Able to understand the concept of the value of π the formula for finding the circumference of a circle.</p>	 <p>Use different circles (coins) of different radii measure the circumference and the diameter using a thread . It can be observed that $\frac{C_1}{d_1} = \frac{C_2}{d_2} = \frac{C_3}{d_3} = \frac{C_4}{d_4} = 3.14$ or $\frac{22}{7}$ approximately. This is universal constant and it is denoted by π.</p> <p>Hence if C is the circumference and d is the diameter then $\frac{C}{d} = \pi$</p> <p>$C = \pi d = \pi \times 2r = 2\pi r$, where r is the radius.</p> <p>Explain the application of the formula in different problems.</p>	<p>H/W (Qns from exercises)</p> <p>Oral test</p> <p>Class test-2</p> <p>Assignments</p>
<p>AREA OF CIRCLES</p>	<p>Understand the formula and the application of the formula for finding the area of a circle.</p>	 <p style="text-align: center;">$\text{area} = \pi r \times r = \pi r^2$</p> <p>Do egs as well as exercise questions to make understand the formula</p>	<p>LAT</p> <p>Lab Activity:- Verify area of a parallelogram/circle cutting and pasting</p>
<p>APPLICATIONS: THE COMBINATION OF PLANE FIGURES</p>	<p>Able to do the problems for finding the area of a combined figure</p>	<p>Demonstrate some examples from the text book like cross road problems.</p>  <p>The area of the crossed path = area of the horizontal road + area of the vertical road – area of the common square = $70 \times 5 + 45 \times 5 - 5 \times 5 = 350 + 225 - 25 = 550 m^2$</p> <p>Do more problems from exercise</p>	

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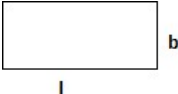

PRINCIPAL

Class/Section:-VII Subject: - MATHS

Chapter:-10-PERIMETER AND AREA

No. of periods:- 2

TOPIC: - AREA AND PERIMETER OF RECTANGLES AND SQUARES

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANN
Focused skills/Competencies			
<p>PERIMETER AND AREA OF SQUARES AND RECTANGLES</p>	<p>To understand the formula for finding the perimeter and area and their applications.</p>	<p>Recollect the formulae from the children that they have learned in the previous year.</p>  <p style="text-align: center;">l b</p> <p style="text-align: center;">perimeter of a rectangle = $2(l+b)$</p> <p>Area of a rectangle = lb</p>  <p style="text-align: center;">a a</p> <p style="text-align: center;">Perimeter of a square = $4a$</p> <p>Area of a square = a^2</p> <p>Apply the formulae in various problems and make the children understand when and where the formulae can be used</p>	<p>1-By asking oral question. 2- Home work 3- By solving question on black board. 4- Class test</p> <p>H/W (Qns from exercises)</p>
<p>APPLICATIONS OF THE FORMULAE IN DIFFERENT PROBLEMS</p>	<p>Able to apply the formulae in the given problems</p>	<p>Egs; Find the area of a rectangle if its perimeter is 44cm and length 5 cm.</p> $2(l + b) = 44$ $l + b = \frac{44}{2} = 22$ $5 + b = 22$ $b = 22 - 5 = 17\text{cm}$ <p>Area = $lb = 5 \times 17 = 85 \text{ cm}^2$</p> <p>Egs:- Find the perimeter of a square park whose area is 400m^2.</p> $\text{area} = 400$ $a^2 = 400 = 20^2$ <p>$a = 20 \text{ cm}$</p> <p>Perimeter = $4a = 4 \times 20 = 80 \text{ cm}$</p> <p>Do the egs and exercise questions and make the children able to apply the formulae to do the problems.</p>	<p>Oral test</p> <p>Assignments</p> <p>Dictation</p>

Name and Signature of the Teacher:

PRINCIPAL

Class/Section: - VII

Subject: - MATHS

Chapter: - 11-ALGEBRAIC EXPRESSIONS

No. of periods: - 12

Date of Commencement:-

Expected date of completion: -

Actual date of Completion:-

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION:- VARIABLES AND CONSTANTS ALGEBRAIC EXPRESSIONS	To understand the difference between variables and constants. To be able to make algebraic expressions.	Variables:- Those whose value is changing Constants:- Those whose value is fixed. Make the children understand the concepts of variables and constants through different examples. The combination of variables and constants by using addition, subtraction, multiplication and division. Egs:- $2x + 3$, $x - 5$, $x^2 + 2x - 4$, $y^2 + 1$ etc.	1-By asking oral question. 2- Home work 3-By solving questions on black board. 4- Class test
TERMS OF AN EXPRESSION, FACTORS OF A TERM AND COEFFICIENTS.	To understand terms, factors and coefficients in an algebraic expression. To know how to identify the terms, factors and coefficients.	Terms are separated by addition. In the algebraic expression $x^2 + 2x - 4$ the terms are x^2 , $2x$ and -4 because $x^2 + 2x - 4 = x^2 + 2x + (-4)$ The factors of the constant and the variables are the factors of the term. $2xy + 3x^2$ The term $2xy$ is the product of 2, x and y which are the factors of $2xy$. The term $3x^2$ is the product of 3, x and x . The coefficient of a variable in a term is the remaining factor of that term. The coefficient of x in the term $2xy$ is $2y$. The numerical coefficient is the numerical factor of the term. The coefficient of x in the term $5x$ is 5. Do more problems from the text book.	H/W (Qns from exercises) Oral test Class test-1 Assignments
LIKE AND UNLIKE TERMS	To identify the like and unlike terms	The terms having the same variables with the same power are called like terms otherwise they are called unlike terms. $2x$ and $5x$ are like terms. But $3x$ and $3x^2$ are unlike terms. Demonstrate more examples from the text book.	Dictation

<p>MONOMIALS, BINOMIALS, TRINOMIALS AND POLYNOMIALS</p>	<p>To identify the monomials, binomials, trinomials and polynomials from a given collection of algebraic expressions.</p>	<p>Polynomials are the algebraic expressions in which all the variables have positive integral powers. $x^2 + 3x - 4$ is polynomial but $\frac{1}{x} + 3, \sqrt{x} + y$ etc are not polynomials. If the polynomial has only one term it is called monomial. If it has two terms binomial and if it has three terms it is trinomial. $2xy, x^2, 5x, 4$ etc. are monomials. $x^2 + 5, y - 7$ etc are binomials. $x + y + z, x^2 + 4x - 2$ are trinomials</p>	<p>Dictation H/W (Qns from exercises) Oral test</p>
<p>ADDITION AND SUBTRACTION OF ALGEBRAIC EXPRESSIONS</p>	<p>To understand that only like terms can be added or subtracted. Two algebraic expressions can be added by adding their like terms together.</p>	<p>Make the children understand that while adding two like terms the coefficients are added without any change in the Variable. Egs: $-2x + 3x = 5x, 5x^2 - 2x^2 = 3x^2$ $(2xy + 4x^2) + (4xy - 3x^2) = (2xy + 4xy) + (4x^2 - 3x^2)$ $= 5xy + x^2$</p>	<p>Class test-2</p>
<p>THE VALUE OF AN EXPRESSION</p>	<p>To find the value of an expression for the given values of the variables.</p>	<p>To find the value of an expression for the given value of the variable, substitute the value of the given variable in the expression and simplify. $2x + x^2$ when $x = 2 = 2 \times 2 + 2^2 = 4 + 4 = 8$ $4mn + m^2$ when $m = 2$ and $n = -1$ $4(2)(-1) + 2^2 = -8 + 4 = -4$ Do more problems from the text book.</p>	<p>Assignments LAT</p>
<p>USING ALGEBRAIC EXPRESSIONS-FORMULAS AND RULES</p>	<p>To understand the applications of algebraic expressions in different formulas and rules</p>	<p>The perimeter of rectangle = $2(l+b)$ and its area = lb etc. Patterns of numbers like 2,4,6,8, then the n^{th} term is $2n$ Give more patterns from the book.</p>	

Name and Signature of the Teacher:

PRINCIPAL

Class: 7

Subject: History

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	Tracing changes through Thousand years	New and old terminologies, Historians and their resources, Region and Empire Old and new religions, Language and region	Students will be able: to understand the changes that occurred during the thousand years	Relates key historical developments during medieval period occurring in one place with another and describes them in order to reflect on the changes in society during medieval period and compare it with present day time	A free hand outline map of India will be drawn by the students.	key words of the chapter will be questioned in an mcq form. Map activity (pg 9) live worksheet should be used for immediate learning.
6	Kings and kingdoms	The emergence of new dynasties, Administration in the Kingdom, Prashsti and land grants, Warfare for wealth, A closer look: the cholas, From Uraiyyur to	The emergence of new dynasties, it ,Analyses socio-political and economic	time. Identify the images of different	A quiz will be planned for the dynasties and their king	map activity (pg 16).

		<p>Thanjavur, Splendid temples and bronze sculpture Agriculture and irrigation The administration of the Empire</p>	<p>changes during medieval period in order to compare it with present day time.s</p>	<p>monuments given in the chapter and write any two features of each</p>		
6	Delhi: 12th to 15th century	<p>The rulers of Delhi, Delhi saltnates, Understanding Delhi under the sultans, A closer look: administration and consolidation under the khaljis and tughluqs. The saltnate in the 15th and 16th centuries</p>	<p>To understand that the transformation of Delhi into a capital that controlled vast areas of the subcontinent.</p>	<p>Analyses administratives measures and strategies for military control adopted by different kingdoms, e.g. the khaljis, Tughluqs and Mughals etc.</p>	<p>map work (pg 35) https://diksha.gov.in/resource/s/play/collection/d_o_3131034 751269273601141 2?contentT ype=TextBook this link can be used to mcq</p>	<p>Compare Figures 2, 3, 4 and 5. What similarities and differences doyou notice amongst the mosques? (pg 36 and 37)</p>
6	The Mughals 16th to 17th century	<p>Who were the Mughals? Mughal military champions Mughal traditions of succession Mughal relations with other rulers Mansabdars and Jahangir Dars Zabt and zamindars The Mughal empire in the 17th century and after</p>	<p>Mughals their ancestors and successors Analyses administrative measures and strategies for military control adopted</p>	<p>coin of mughal empire will be made using foil paper.</p>	<p>A quiz will be framed on the content of the chapter.</p>	<p>map work pg 50 Make a list of places annexed by the Mughal emperor (</p>

			<p>by different kingdoms, e.g., the Khiljis,</p> <p>and Tughluqs, Mughals, etc.in order to</p> <p>compare and contrast them</p>			<p>from Akbar to aurangzeb.</p>
6	<p>Tribes, ,nomads and settled communities</p>	<p>Beyond big cities: tribal societies</p> <p>Who were tribal people?</p> <p>How nomads and mobile people lived?</p> <p>Changing: new caste and hierarchies</p> <p>A closer look:</p> <p>The gondes</p> <p>The Ahoms</p>	<p>To understand the societies in the subcontinent which did</p> <p>not follow the social rules and rituals prescribed by the Brahmins called tribal.</p>	<p>Describes, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to</p> <p>explain the relationship between livelihood pattern and geography</p>	<p>A video of Munda tribe will be shown then a group discussion on the life of tribes.</p>	<p>Poster making on the life of tribal people. (house, ornaments, utensils, cloth etc..)</p> <p>On a physicalmap of thesubcontinent, identify the areasin which tribalpeople may have lived.</p>

						Map work pg 93
6	Devotional paths to the divine	The idea of supreme God, A new kind of bhakti in South India: Naina and Alwars Philosophy and bhakti Basavana virashaivism Nathpanthi Siddhas and yogis Islam and Sufism A new releases development in North India A closer look Kabir and Baba Guru Nanak	To understand the idea of a supreme god. • To be familiar with the emergence of religious movements Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi)	https://diksha.gov.in/resources/play/collection/do_31310347512692736011412?contentType=TextBook . By playing this slide the questions will be discussed	Mcq will be framed.	Find out more about the works of ny other saint poet whose compositions have been included in this chapter. Note down few poems written by them. https://diksha.gov.in/play/content/do_31280561856022937615518 C 9 A shirt in the Market 4 6

						<p>To be able to know about that in markets opportunities are highly unequal.</p> <p>Traces how goods travel through various market places in order to differentiate between different kinds of markets</p> <p>Create a flowchart and discuss the steps on an A4 size sheet on the journey of a shirt from a farm to factory.</p>
6	The making	The Cheras and the development of	To understand	Analyses administrative measures and	students of	To make a

	of regional cultures	Malayalam, Rulers and religion traditions: the Jagannath The rajputs and traditions of heroism Beyond reasonal frontiers: the story of Kathak Paintings for petrons.	regional cultures that grew around religious traditions	strategies for military control adopted by different kingdoms, e.g., the Khiljis, and Tughluqs, Mughals, etc.in order to compare and contrast them	different cultural backgrounds will be instructed to speak few sentences in their language	brochure, recognize the picture and fillthe observation table.
6	18th century the political formation	The crisis of the Empire and later Mughals. Nadir Shah attacked Delhi. Emergence of new States. The old Mughal provinces: Hyderabad, Avadh, Bengal The watan jangirs of the rajputs. Seizing independence The sikhs, The Marathas The jats	The crisis of the empire and the later Mughals. The ceasing Independence: <ul style="list-style-type: none"> • The Sikhs • The Marathas • The Jaats 	Draws comparisons between policies of different rulers in order to demonstrate evaluation skills. Students willwork in pair and Identify the prominentregiona l Kingdoms who took to armed struggle against the Mughals MCq based google form. Collect popular tales	MCq based google form	Collect popular tales about-rulers from any one of thefollowing groups of people: the Rajputs, Jats, Sikhsor Marathas

				about-rulers from any one of thefollowing groups of people: the Rajputs, Jats, Sikhsor Marathas.		
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Class: 7

Subject: civics

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	On equality	Meaning of equality Equal right to vote Other kinds of equality Recognising dignity Equality in Indian democracy Issues of equality in other democracies Challenge of democracy Article 15 of Indian constitution	To understand the concept of equality and challenges of a democratic country	Interprets social, political and economic issues in one's own region with reference to the right to equalit	If you were one of the Ansarishow would you have responded tothe suggestion that you changeyour name? (Group discussion)	True/ false and Fill ups will be framed on the basis of the concept. certain situations (includingineq ulities) will be given and asked to write a short story.
6	Role of government in health	What is health? Healthcare in India, Story of Hakim sheik, The story-the cost of a cure Public and private healthcare services Healthcare and equality The Kerala experience The costaRican approach	To understand that health not only refers to physical health but also the mental and social health	Explains the roles, functions, salient features of local government and state government in order to differentiate between the two.	Pg(20) , a titlle to the coloumns will be suggested by the students. Where do you go when you	make a collage of picture relate dto health

					are ill?Are there any problems that youface? Write a paragraph based onyour experience.	
6	How the state government works?	A story board :whose responsibility? Who is an MLA? What is constituency? A debate in the legislative assembly, Work of the government.	To understand the organization of the state Government includes the Governor, The State Legislature and the state Council of Ministers	Explains the roles, functions, salient features of local government and state government in order to differentiate between the two. Describes the process of election to the legislative assembly	Dramatisation of Assembly elections.	Providing situations and telling the students to provide the correct word. Construct a table, similar to theone given for Himachal Pradesh,for your state. Pg 33
6	Growing up as boys and girls	Growing up in Samoa in the 1920 Growing up male in the Madhya Pradesh in the 1960	To understand that gender roles refer to how an individual	Identifies women achievers and their achievements in different fields from	Why do you think that men andboys generally do not	Make a list of occupation occpied by thegirls and boys.

		<p>A story board: my mother does not work Valuing house work Women's work and equality</p>	<p>adopts himself to the role prescribed for his or her sex by the society</p>	<p>various regions of India</p>	<p>do housework? Do you think they should?</p>	<p>Make a drawing of a street or a park in your neighbourhood. Show the different kinds of activities young boys and girls may be engaged in. https://www.youtube.com/watch?v=F0GiARq-slo https://diksha.gov.in/play/collection/do_31307361013385625612749?contentId=do_3</p>
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						<p>12991123316662</p> <p>2721165</p> <p>G 3</p> <p>Our</p> <p>Changing</p> <p>Earth</p> <p>4 6</p> <p>1. To familiarize with</p> <p>the basics of</p> <p>lithospheric plates</p> <p>and plate tectonics.</p> <p>2. endogenic forces</p> <p>and exogenic forces.</p> <p>Explains preventive actions to be</p> <p>undertaken in the event of disasters.</p> <p>Unscramble the</p>
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						<p>jumbled words.</p> <p>And find the hidden Value from the underlined letters.1. GCDNEOENI2. IECNTREPE3. TGWRENAEHI</p>
6	Women change the world	<p>Few opportunities and rigid expectations</p> <p>Breaking stereotypes</p> <p>Learning for change</p> <p>Rukaiya Shekhawat</p> <p>Hussain and her dreams about lady land</p> <p>Schooling and education today</p> <p>Women's movement</p> <p>company rising awareness</p> <p>protesting and showing solidarity</p>	<p>To understand the inequality and injustice faced by females</p>	<p>Illustrates contribution of women to different fields with appropriate examples</p>	<p>Text book pg 55</p> <p>Online MCQ will be conducted.</p>	<p>Write an article on any of the great women and her achievement.</p>
6	Understanding Media	<p>Media and technology</p> <p>Media and money</p> <p>Media and democracy</p> <p>What does TV do to us and what can we do to with TV?</p> <p>Setting agendas</p> <p>Local media</p>	<p>To understand what is media, what is print media, electronic media and the comparisons</p>	<p>Examines various forms, etc. Of media - newspapers /TV /electronic media, etc.</p> <p>– in order to explain the functioning of media with appropriate examples.</p>	<p>Take a newspaper and count the number of advertisements in it. Some people</p>	<p>online Cross word Puzzle with the help of hints. Individually, students will make print or</p>

			of all media and its role.		say that newspapers have too many advertisements. Do you think this is true and why discussion	electronic media.
6	Markets around us.	Different types of market Weekly market Shopping in the neighbourhood Shopping complex and malls Chain of the market Markets everywhere Market and equality	To understand the markets around us. Traces how goods travel through various market places in order to	Traces how goods travel through various market places in order to differentiate between different kinds of markets.	The teacher could write a few words on the board and ask the students to come up with a 'single word' that could be used as a suffix. For example: Vegetable Farmer's Stock Hyper Super	Short Questions will be framed about the types of market and trade process. Collect the information of markets of the world having distinctive feature... eg Floating market
6	A shirt in the Market	A cotton farmer in Kurnool The cloth market of Erode Putting out system:	To be able to know about that in	Traces how goods travel through various market places in order to	Create a flowchart and	Lets recycle the used and

		Weavers producing cloth at home Weavers cooperation The garment exporting factory near Delhi The shirt in the United States Who are the gainers in the market? Market and equality	markets opportunities are highly unequal	differentiate between different kinds of markets	discuss the steps on an A4 size sheet on the journey of a shirt from a farm to factory	wasted rugs, bags, face mask etc
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Class: 7

Subject: Geography

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/P RACTICALS	OUTCOME
6	Environment	Components of environment, Natural, human made and human Domains of environment Atmosphere, hydrosphere, lithosphere, biosphere Natural environment: biotic and abiotic	To understand the different components of Natural environment. 2. To know about the problems of human environment	Describes different components of the environment in order to show understanding of the interrelationship between them.	Discuss and share their observations and experiences regarding various aspects of the environment,	Imagine an ideal environment where you would love to live. Draw the picture of your ideal environment.
6	Inside the earth	Interior of the earth Layers of the earth Rock types of rocks Igneous rock: intrusive and extrusive igneous Sedimentary rock Metamorphic rock Rock cycle Minerals and its use.	To understand the layered structure of the earth. 2. To	Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth An onion will be	An onion will be opened layered by layer by the students to understand the layers of the earth.	draw a labelled diagram of interior of earth For fun.(i) What are the minerals most commonly used in the

			familiarize with types of rocks , their uses and properties.	opened layered by layer by the students to understand the layers of the e		following (pg 11)objects? (ii)Identify some more objects made up of different minerals.
6	Our changing Earth	Earth movements: Endogenic and exogenic forces Volcanoes Earthquake Major landforms Work of rivers work of sea waves, Work of wind.	. To familiarize with the basics of lithospheric plates and plate tectonics. 2. endogenic forces and exogenic forces	Explains preventive actions to be undertaken in the event of disasters.	Unscramble the jumbled words. And find the hidden Value from the underlined letters.1. GCDNEOENI2. IECNTREPE3. TGWRENAEHI	Textbook pg 19 (Q 6) Prepare models to display different types of landforms.
6	Air	Green house gas, global warming Composition of atmosphere Structure of atmosphere:	To understand the importance of atmosphere.	Analyses factors contributing to pollution in their surroundings and lists	Text book pg 28 and 29 will be assigned.	Diagram practice of layers of atmosphere, wind system and

		troposphere Stratosphere Mesosphere Thermosphere Exosphere Weather and climate Temperature Air pressure Wind Type of rainfall		measures to prevent it in order to understand how to protect and conserve the environment.		types of rainfall. Diagram practice of layers of atmosphere, wind system and types of rainfall.
6	Water	The distribution of water Ocean circulation Waves, Tides currents some important ocean currents name The gulf stream The labrador stream	To understand the classification and distribution of major water bodies. 2. To understand how waves are formed in the ocean or seas when wind blows across the water surface	Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna - in order to describe how to protect and conserve the environment	Textbook activity pg 32	List out the causes and solutions to the water scarcity in ones locality.
6	Human environment	Life in the Amazon basin (climate, rainforest, people of the rainforest)	To understand by tropical and	Draw interrelationship between climatic	List some handicrafts	Map work pg (63). MCQ will be

	<p>interactions</p> <p>Tropical and subtropical region</p>	<p>Life in the Ganga brahmaputra basin</p>	<p>subtropical areas and the features of both region.</p>	<p>regions and life of people living in different climatic regions of the world, including India</p>	<p>made from jute, bamboo and silk.</p> <p>An online quiz will be conducted by showing the images of different regions.</p>	<p>framed in google form</p> <p>text book Pg 64 activity.</p> <p>Students will make the video while doing the activity.</p>
6	<p>Life in the desert</p>	<p>The hot desert: Sahara desert: climate Flora and fauna, People The cold desert: Ladakh Climate Flora and fauna People</p>	<p>To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India</p>	<p>Analyses factors that impact development of specific regions</p>	<p>Mind Map (half filled with hints) will be done.</p>	<p>On the map, mark the deserts and describe the life in the Sahara and Ladakh deserts</p> <p>Question Bank (VSQ, S Q AND LQ) will be given.</p>

Class: VII

Subject: COMPUTER

No. of period	Topics	Sub Topics	LEARNING OBJECTIVES / SKILLS TO BE DEVELOPED	Innovative Pedagogy	ASSESSMENT EXERCISES/ ACTIVITIES/ PRACTICALS	OUTCOME
5	Ch-1 Number System	1) Understand Number Systems 2) Decimal Number System 3) Binary Number System	<ul style="list-style-type: none">• Audio/video• Listening Skill• Reading Skill• Writing Skill• Technical Skills• Life Skills	<ul style="list-style-type: none">• Discuss that a number system is a set of values used to represent different quantities.• Discuss that the decimal number system consists of ten digits 0 to 9 with base 10.	<ul style="list-style-type: none">• Exercise Discussion• Discuss about the early counting systems like abacus.	Student will be able to: <ul style="list-style-type: none"><input type="checkbox"/> know about decimal, binary, octal and hexadecimal number systems.<input type="checkbox"/> know about computer arithmetic.
7	Ch-2 Advanced Features of Excel	1) Components of a Chart. 2) Commonly Used Chart Types. 3) Creating a Chart in Excel.	<ul style="list-style-type: none">• Audio/video• Listening Skill• Reading Skill• Writing Skill• Technical Skills• Life Skills	<ul style="list-style-type: none">• Discuss that Excel provides a facility to create an embedded chart.<ul style="list-style-type: none"><input type="checkbox"/> Discuss and demonstrate how to add Chart Title, Axis Title, Data Labels, Data Table, Legend and Gridlines.<input type="checkbox"/> Discuss that formatting improves the appearance of a chart.	<ul style="list-style-type: none">• Exercise Discussion• Take the students to the computer lab and let them perform the activity<ul style="list-style-type: none">• Project Work.	Student will be able to: <ul style="list-style-type: none"><input type="checkbox"/> know about components of a chart.<input type="checkbox"/> explore about types of charts.<input type="checkbox"/> know how to create and format a chart.<input type="checkbox"/> explore about Combo Charts.
7	Ch-3	1) Creating a New	<ul style="list-style-type: none">• Audio/video	<ul style="list-style-type: none">• Discuss and	<ul style="list-style-type: none">• Exercise	Student will be

	More on GIMP	<p>Layer</p> <p>2) Renaming a Layer</p> <p>3) Duplicating a Layer</p> <p>4) Making Layers Visible/Invisible</p> <p>5) Merging Layers</p> <p>Deleting a Layer</p>	<ul style="list-style-type: none"> • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<p>demonstrate how to create a new layer</p> <ul style="list-style-type: none"> • Discuss and demonstrate how to rename a layer • Discuss that the duplicate layer option adds a new layer to the image, which is an identical copy of the active layer. And also demonstrate how to do it. 	<p>Discussion</p> <ul style="list-style-type: none"> • The students can be asked to do the project work as home assignment or it can be done in the lab. 	<p>able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know how to create, rename, and duplicate a new layer. <input type="checkbox"/> know how to make the layers visible/invisible. <input type="checkbox"/> know how to merge and delete the layers.
6	Ch-4 Introduction to HTML 5	<p>1) HTML</p> <p>2) Brief History Of HTML</p> <p>3) Tools to be used.</p> <p>4) Creating an HTML Document.</p> <p>5) Tags, Elements and Attributes.</p>	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss the terms web pages, hyperlinks and Hypertext Markup language • Discuss the brief history of HTML • Discuss that the two tools required to work with an HTML document are i) an HTML editor to create and save the documents and ii) browser for viewing the document. 	<ul style="list-style-type: none"> • Exercise Discussion • Project work • Take the students to the computer lab and let them perform the activity. • Discuss that nowadays websites are browsed using desktops, laptops as well as smart devices. So responsive websites need to be designed which can 	<p>Student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know about HTML and understand its history. <input type="checkbox"/> understand the structure of an HTML document and create it. <input type="checkbox"/> use the various tags, elements, and attributes to design a web page.

					render well on a variety of devices with different screen sizes.	
6	Ch-5 Introduction to Robotics	1) Robot 2) Robots vs Automatic Machines 3) History of Robots 4) Components of Robots Types of Robots	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss that a robot is a machine that is programmed by a computer. • Describe how a robot and an automatic machine differentiate from each other. • Discuss about the history of robots. • Discuss to understand the essential components of robots. 	<ul style="list-style-type: none"> • Exercise Discussion • Discuss how robots are quite helpful in situations that are not defined in advance and keep on changing over time. 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • know about the history of robots. • learn about the various components and types of robots. • classify the robots and know about some famous Indian robots. • state the role of AI in robotics.
6	Ch-6 More on CSS3	1) In-line Style 2) Text Properties 3) Font Properties	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss with examples that in the In-line Style method, style is given with each individual element with the help of Style attribute. • Discuss that Text properties in Cascading Style Sheets provide various formatting options to 	<ul style="list-style-type: none"> • Exercise Discussion • Take the students to the computer lab and let them perform the activity given on the page no. 83. • Discuss how CSS can be 	<p>Student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know about In-line Style. <input type="checkbox"/> know about Text properties. <input type="checkbox"/> know about Font properties. <input type="checkbox"/> know about Border properties.

				style the text in a webpage. Give the syntax, examples and demonstration to discuss the various Text properties.	effectively used to enhance the appearance of a website.	<input type="checkbox"/> know about Margin properties.
7	Ch-7 More on Python	1) Operators in Python 2) Types of Operators 3) Operator Precedence	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss that operators are symbols that are used to perform mathematical, relational and logical operations on operands to give meaningful results. • Using examples, discuss about the types of operators provided by Python. 	<ul style="list-style-type: none"> • Exercise Discussion • Lab Session • Knowledge Enhancement. 	<p>Student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know about operators in Python. <input type="checkbox"/> know about Algorithms and Flowcharts. <input type="checkbox"/> know about control structures and conditional statements.
6	Ch-8 Introduction to App Development	1) Introduction to Apps 2) Types of Apps	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Discuss that an app is also application software which is built for smart phones, tablets and other smart devices. • Discuss about desktop apps which are apps that are downloaded and installed on desktops and laptops and usually do not need web access to work. • Discuss and 	<ul style="list-style-type: none"> • Exercise Discussion • Conduct a group discussion with students on the topics given on page 113. • The online links given on page 113 can be explored in the class on the digital setup or in the lab. 	<p>Student will be able to:</p> <ul style="list-style-type: none"> • understand what are apps. • know about types of apps and their classification. • know about uses of common apps. • know how to download and install apps.

				demonstrate how to design the App window.		
6	Ch-9 Cyber Threats & Security	1) Cybercrime 2) Cybercrimes against an Individual Person 3) Cybercrimes Against Property	<ul style="list-style-type: none"> • Audio/video • Listening Skill • Reading Skill • Writing Skill • Technical Skills • Life Skills 	<ul style="list-style-type: none"> • Giving examples. discuss that Cybercrime is an illegal activity done through internet. • Discuss that cybercrimes can be divided into three main categories – cybercrimes against an individual person. • Discuss about cybercrimes against property like identify theft, phishing and pharming. 	<ul style="list-style-type: none"> • Exercise Discussion • Conduct a group discussion with students on the topics given on page 123. • The students can be asked to do the project work as home assignment or it can be done in the lab. 	<p>student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand what is Cybercrime. <input type="checkbox"/> know about Cybercrimes against an individual person. <input type="checkbox"/> know about Cybercrimes against property. <input type="checkbox"/> know about Cyber Security.

CLASS:- VII (सप्तमी)

NCERT TEXT BOOK- रुचिरा भाग-2

SUBJECT:-संस्कृत

Total Number of Chapters :- 15				TERMI = 8	TERM II = 7						
SNO	TERM	MONTHS	NO OF WORKING DAYS	Unit No./Chapter Number/Name of Chapter	Tentative Number of Hours Available	Tentative Number of Periods Required (40 Minutes /pd.)	Highlights of the General Learning Goals and Core Concepts	Total LO to be covered as per (TRALO)	Teaching Learning Activities	Assessment Planning	Assignments
1	TERM I	अप्रैल	24	प्रथमःपाठः-सुभाषितानि शब्दरूपाणि-किम् (पुं, स्त्री ,न. पुं.) धातुरूपाणि-चरु, कृ (लट्, लृट्, लङ्, लोट्, विधिलिङ् लकारः)	6 Hours	8	श्लोकैः नैतिकमूल्यानां परिचयः	जीवनमूल्य-विषयस्य ज्ञानम्, शब्दनां धातुनां च मूलरूप-ज्ञानम्	सस्वरगानम् अनुगानं च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफॉर्मद्वारा पाठधरित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् श्लोकानां लेखनम् स्मरणम् च
2		मई/जून	10	द्वितीयःपाठः- दुर्बुद्धिः विनश्यति शब्दरूपाणि - तत्शब्दः (पुं, स्त्री ,न. पुं.)	2:40 Hours	4	कथामध्यमेन नैतिक शिक्षा पञ्चतन्त्रस्य परिचयः	विद्यार्थिनः अत्र प्रश्ननिर्माणस्य, कथायाः च विषये जास्यन्ति, लघुगलकारः प्रयोगपरिचयः	आदर्शपाठः, अनुपाठः, शुद्धोच्चारणं च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफॉर्मद्वारा पाठधरित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	स्वयमेव पठनम् , गृहे कथा-श्रावणम् च
3		जुलाई	26	तृतीयः पाठः - स्वावलंबनम् शब्दरूपाणि -एतत्, शब्दः (पुं, स्त्री ,न. पुं.)	4 Hours	6	तत् एतत्शब्दयोः प्रयोगपरिचयः	संस्कृते संख्याज्ञानम् 1-50	आदर्शपाठः, अनुपाठः, च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफॉर्मद्वारा पाठधरित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google	संस्कृते 1-50 पर्यन्तं संख्या लेखनम्, कण्ठस्थीकरणं च

4			चतुर्थः पाठः- हास्यबालकविसम्मेलनम् (अव्यय प्रयोगः)	4 Ho urs	6	अव्ययपदानां परिचयः	अव्ययानितेषांप्रयोगः पुरुष-प्रयोगैः वाक्यरचनायाः अभ्यासः		सस्वरगानम् अनुगानं च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		हास्यकवितापठनं संग्रहः च
 FIRST WEEK OF AUGUST, SYLLABUS UPTO 31ST OF JULY WILL BE ASSESSED											
5	अग स्त	23	पञ्चमःपाठः- पण्डिता रमाबाई शब्दरूपाणि - मति (ईकरान्तस्त्रीलिङ्गः)	4 Ho urs	6	रमाबाईमहोदयायाः जीवनपरिचयः	मति , ईकरान्तस्त्रीलिङ्गशब्दस्य प्रयोगः-अभ्यासश्च	आदर्शपाठः, अनुपाठः, च ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प-द्वारा	गूगलफॉर्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	वर्तमानसमये 'मुक्तिमिशन' इति संस्थायाः विषये जानार्जनम् संग्रहः-च 	
6			षष्ठःपाठः- सदाचारः धातुरूपाणि-वसु, इशु (लट्, लृट्, लङ्, लोट्, विधिलि ङ्लकारः)	4 Ho urs	6	श्लोकैः नैतिकमूल्या नां परिचयः	धातुरूपाणांप्रयोगः अभ्यासश्च	सस्वरगानम् अनुगानं च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		सस्वरश्लोकान् Record कृत्वा प्रेषणम् श्लोकानां लेखनम् स्मरणम् च 	
7	सित म्बर	24	सप्तमःपाठः-संकल्पः सिद्धिदायकः (नदी ईकरान्तस्त्रीलिङ्गः)	4 Ho urs	6	माता- पार्वत्याः परिणय- परिचयः, धातुप्रयोगः च	नदी , ईकरान्तस्त्रीलिङ्गशब्दस्य प्रयोगः अभ्यासश्च	आदर्शपाठः, अनुपाठः, च ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफॉर्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	नदी , ईकरान्तस्त्रीलिङ्गश ब्दस्य लेखनं स्मरणं च	
8			अष्टमः पाठः- त्रिवर्णः ध्वजः (पुनरावृत्तिः)	4 Ho urs	6	अस्माकं राष्ट्रध्वजस्य परिचयः	शब्दानां विभक्ति-वचन-अभ्यासः	आदर्शपाठः, अनुपाठः, च ऑनलाइन गूगल क्लासरूम, व्हाट्सएप्प-द्वारा		अस्माकं राष्ट्रध्वजस्य चित्रनिर्माणम्, पञ्चवाक्यलेखनम् च	

9	अक्टूबर	15	नवमः पाठः- अहमपि विद्यालयं गमिष्यामि ।	2:40 Ho urs	4	शिक्षायाः मौलिकाधिकारस्य परिचयः ।	सन्धिः, विलोम-पर्याय-मेलनस्य अभ्यासः ।	आदर्शपाठः, अनुपाठः, सभा[षणम्] ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	भरतस्य विविधराज्यानां साक्षरता विषये जानार्जनं, संग्रहः च ।	
10	नवम्बर	23	दशमः पाठः- विश्वबन्धुत्वम् । (कारकविभक्तिः उपपदविभक्तिश्च)	4 Ho urs	6	कारक- उपपदविभक्तिः परिचयः ।	कारक-चिह्न-विभक्तिः पुनरावृत्तिः । उपपदविभक्ति-पदानां परिशिष्टात् अभ्यासः ।	आदर्शपाठः, अनुपाठः, च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	भरतस्य मित्रदेशानां नामलेखनं, संग्रहः च ।	
			एकादशः पाठः- समवायो हि दुर्जयः शब्दरूपाणि - वारि (इकरान्त नपुं. लिङ्गः)	4 Ho urs		कथामाध्यमेन नैतिकशिक्षा ।	वारि, इकरान्त नपुं. लिङ्गशब्दस्य प्रयोगः अभ्यासः च ।	आदर्शपाठः, अनुपाठः, च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		स्वयमेव पठनम्, गूगल कथा-श्रावणम् च ।	
			द्वादशः पाठः- विद्याधनम् । धातुरूपाणि-स्था, पच, पा, (लट्, लृट्, लङ्, लोट्, विधिलिङ्गकाराः)	2:40 Ho urs		श्लोकैः नैतिकमूल्यानां परिचयः	धातुरूपाणां प्रयोगः अभ्यासश्च ।	सस्वरगानम् अनुगानं च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	सस्वरं श्लोकान् Record कृत्वा प्रेषणम् । श्लोकानां लेखनम् स्मरणम् च ।
11	दिसम्बर	18	<p style="text-align: center;">FIRST WEEK OF JANUARY. SYLLABUS FROM OCTOBER UPTO DECEMBER WILL BE ASSESSED.</p>								
13	जनवरी	24	त्रयोदशः पाठः- अमृतं संस्कृतम् । मधु शब्दरूप (उकारान्तः नपुं लि.) मति इ.स्त्री. ।	4 Ho urs	6	तृतीया-विभक्तिः पुनराभ्यासः ।	मधु उका. नपु. शब्दरूपस्य मति इ.स्त्री. शब्दरूपस्य अभ्यासः ।	आदर्शपाठः, अनुपाठः, च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा	गूगलफार्मद्वारा पाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा (PDF share in WhatsApp or Google Classroom)	संस्कृतभाषायाः महत्वविषये पञ्चवक्त्रय लेखनम् ।	
			चतुर्दशः पाठः- अनारिकायाः जिज्ञासा । शब्दरूपाणि -पितृ (ऋकारान्तः पुं.)	4 Ho urs		पितृकृक्. पु. शब्दरूपस्य परिचयः ।	चित्रं शब्दवा पदानि च स्वीकृत्य वाक्यरचना-अभ्यासः	आदर्शपाठः, अनुपाठः, च । ऑनलाइन गूगल क्लासरूम, व्हाट्स एप्प-द्वारा		पितृकृक्. पु. शब्दरूपस्य लेखनं स्मरणं च ।	

1 5	फरवरी	23	पञ्चदशः पाठः- लालनगीतम् (पुनरावृत्ति)	2:4 0 Ho urs	6	प्रातःकालस्यमनोरम -दृश्यस्य परिचयः	चित्रदृष्ट्वा पदानि च स्वीकृत्या वाक्यरचना-अभ्यासः	सस्वरगानम् अनुगानं च ऑनलाइन..	गूगलफॉर्मद्वारापाठाधारित प्रश्नोत्तरी (Quiz), लिखितपरीक्षा	सस्वरंगीतम् Record कृत्वा प्रेषणम्
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**BHAVDIYA PUBLIC SCHOOL
PEDAGOGICAL PLANNING**

CLASS: 7

SUB: SCIENCE

TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	PEDAGOGICAL PLANNING
1. Nutrition in Plants	<ul style="list-style-type: none"> • different methods of nutrition in order to differentiate between autotrophic and heterotrophic nutrition • Evaluate other plants in their surroundings & classify them as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements • Categorize features of insectivores, saprophytes and symbionts, based on their similarities. 	<ul style="list-style-type: none"> • Differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function • Classifies materials and organisms based on properties • /characteristics, e.g., plant and animal fibres; physical and chemical changes 	<ul style="list-style-type: none"> • Practical demonstrations of photosynthesis. • Field trip to observe different types of plants
2. Nutrition in animals	<ul style="list-style-type: none"> • Illustrate human digestive system with the help of a well labelled diagram & elaborate the process & function of each part • Compare & contrast the features of digestive system of grass-eating animals with those of humans • Classifies animals based on their modes of feeding 	<ul style="list-style-type: none"> • Identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc. • Differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function 	<ul style="list-style-type: none"> • Hands-on activities related to the digestive process. • Guest speaker (nutritionist or veterinarian) to discuss animal nutrition.
3. Heat	<ul style="list-style-type: none"> • Distinguish the Clinical thermometer from laboratory thermometer (range, least count, units of measurement) • List precautions while using a clinical and laboratory thermometer in order to identify the role of a kink. • Devise an activity or elaborate a situation to show the rate of thermal conduction, convection & radiation • Devise an activity to show that woolen 	<ul style="list-style-type: none"> • Differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of 	<ul style="list-style-type: none"> • Conduct experiments on heat transfer. • Demonstrate practical examples of expansion and contraction.

	clothes are insulators/ poor conductors of heat	their properties, structure and function	
4. Acids, Bases and Salts	<ul style="list-style-type: none"> Examine the common substance used at home based on taste and touch and classify them as acidic or basic Summarizes observations with respect to behavior of indicators in acidic and basic solutions Identify neutralization reactions and its characteristics 	<ul style="list-style-type: none"> Conducts simple investigations to seek answers to queries, e.g., can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours 	<ul style="list-style-type: none"> Conduct experiments demonstrating neutralization. Test the pH of various household items.
5. Physical and chemical changes	<ul style="list-style-type: none"> Infer the effects which help you to identify a physical change Summarize various features accompanying chemical change Evaluate a given set of changes (in everyday life) on attributes of physical or chemical changes to distinguish between them Defend why rusting of iron is a chemical change Differentiates physical changes from other changes (periodic changes etc.) in order to characterize the common feature of physical changes 		<ul style="list-style-type: none"> Conduct experiments demonstrating physical and chemical changes. Class discussions on real-life examples.
6. Respiration on organism	<ul style="list-style-type: none"> Define cellular respiration in order to differentiate between aerobic and anaerobic respiration. Examine inhalation, exhalation and breathing rate in own body in order to analyse the effect of various activities on breathing rate. 		<ul style="list-style-type: none"> Hands-on activities demonstrating respiration. Simple experiments on the respiratory system.

7. Transportation in Animals and Plants	<ul style="list-style-type: none"> • Draw a contrast between the functions of arteries and veins, in the functioning of the circulatory system. • Analyse the implications of intermixing of oxygenated and deoxygenated blood in order to explain the existence of four chambers in the heart. • Predict reasons for decreased absorption of water by plants. • Describe the function of blood and its constituents. • Describe the location and function of the heart. • Recall details/functions of parts of the excretory system 	<ul style="list-style-type: none"> • Differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function • Relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc. • Explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc. 	<ul style="list-style-type: none"> • Dissection of plants and animals to observe transport systems. • Practical demonstrations of capillary action.
8. Reproduction in plants	<ul style="list-style-type: none"> • Define reproduction in order to identify its need • Distinguish between any two modes of asexual reproduction, in connection with parts involved, etc. • Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants • Recall details/definitions pertaining to sexual mode of reproduction in plants 	<ul style="list-style-type: none"> • Differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function 	<ul style="list-style-type: none"> • Flower dissection and observation. • Field trip to study different methods of reproduction.
9. Motion and time	<ul style="list-style-type: none"> • Paraphrase the to and fro motion of simple pendulum/metallic bob suspended by a string is known as oscillatory motion • Recall change in position of the body with respect to surroundings as motion. 	<ul style="list-style-type: none"> • Measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc. 	<ul style="list-style-type: none"> • Experiments demonstrating different types of motion. • Measurement activities related to time and motion.

<p>10. Electric current and its effects</p>	<ul style="list-style-type: none"> • Examine how that an electric current can be used as a magnet in order to list its uses • Outline the construction and uses of electromagnets and electric bell. • Translate a circuit with actual components into a circuit diagram. • Observe heating effect of current in order to enlist its uses and compare it for conductors of different material, length and thickness. • Perform a simple activity to demonstrate the magnetic effect of an electric current 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Simple circuit-building exercises. • Demonstrations of electric current effects.
<p>11. Light</p>	<p>Recall reflection as change in direction of light by polished surfaces/mirrors. Observe and describe image formed by a plane mirror in order to enlist its uses. (image/object, erect/inverted, virtual/real, distance from the mirror)</p>	<ul style="list-style-type: none"> • Identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc. 	<ul style="list-style-type: none"> • Experiments demonstrating reflection and refraction. • Shadow play and practical applications of light.
<p>12. Water: A precious resource</p>	<p>Recall process that generate waste water that goes down the drains from sinks, showers, toilets, laundries etc. Examine the role of plants in water management List the means of access to water in order to trace their origin to the water cycle.</p>	<p>Discusses and appreciates stories of scientific discoveries Applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation;</p>	<ul style="list-style-type: none"> • Field trip to a water treatment plant. • Projects on water conservation initiatives.
<p>13. Forests: Our Lifeline</p>	<p>Infer reasons for the aerial appearance of forests (as shown in the chapter), in connection with types of trees/shapes of trees Create a flowchart of the food web, taking into consideration some examples of living beings, used in the chapter Outline features of forests that are responsible for sustenance of life.</p>	<p>Relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.</p>	<ul style="list-style-type: none"> • Tree plantation drives. • Guest speaker from a forestry department.