

D.A.V. PUBLIC SCHOOL
UPPAL'S SOUTHEND
SECTOR 49, GURUGRAM



ACADEMIC PLANNER
2022-2023

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Academic Planner- 2022-2023

CLASS VII

TERM-I

Learning Outcomes:

Students will be able to-

- Answers questions orally and in writing on a variety of texts.
- Reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
- Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations.
- Engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
- Responds to different kinds of instructions, requests, directions in varied contexts viz. School, bank, railway station.
- Speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites.
- Reads textual/non-textual materials in English/Braille with comprehension.
- Identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material.
- Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- Reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
- Takes notes while teacher teaches /from books / from online materials.
- Infers the meaning of unfamiliar words by reading them in context.
- Refers dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing.
- Uses appropriate grammatical forms in communication (e.g. Noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc).
- Reads a variety of texts for pleasure e.g. Adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)

- Organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience.
- Writes formal letters, personal diary, list, email, SMS, etc.
- Writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity
- Writes dialogues from a story and story from dialogues.
- Visits a language laboratory.
- Writes a Book Review.

At the end of this stage, learners will be able to do

Sub topic: Prose- Vocabulary, plot, theme, message, characters, reference to context

Poem- Vocabulary, theme, message, about the poet, literary devices, rhyming scheme

Integrated Grammar: Editing, Omission, gap filling, Sentence Transformation (Jumbled words, process writing, narration)

Writing Skills: Informal Letter, Email writing, Speech, Diary Entry.

Teaching Aid: PPT, Text book, videos, flash cards, assignment, Microsoft Teams, White board, Story board, Jam board.

Assessment Strategy: Student Reflection Checklist, Mind Map, Quiz, Group Discussion, Oral Test, Pen and Paper Test, Graphic Organiser, Google Forms, Padlet, Mentimeter, Quizzes, Word Wall, Kahoot.

APRIL

Vocabulary Enhancement:

Idioms and Feeling Words

(Periods-2)

The students are able to:-

- understand the uses of idioms.
- enhance their vocabulary skills

Skill enhanced: Uses of idioms in daily life

Literature Reader:

Lesson – 1 Monkey Trouble

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skill enhanced: Social skill, thinking skills

Literature Reader:

Lesson 2 Birdie, Will You Pet?

(Periods-3)

Learning outcome:

The students are able to:-

- Read and enjoy the poem.
- Comprehend the poem.

Skill enhanced: Thinking skills, poetic skills

PRACTICE BOOK

Unit 1 Articles

(Periods-3)

Learning outcome:

The students are able to:-

- understand the uses of article.
- enhance their grammar skills

Skill enhanced: Uses of article in daily life

WRITING:

Diary Entry

(Periods-2)

Learning outcome: Expression of the learners is enhanced.

Skill enhanced: Writing skill, creative thinking.

READER:

Unit -1 People at Work

(Periods-2)

Learning outcome:

The students are able to:-

- do reading comprehension passages.
- Summarize the text properly

Skill enhanced: Social skills, comprehension skills.

ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY

ACTIVITY 1 – THANK YOU CARD

The students will prepare a thank you card for their grandparents thanking them for everything they have done for them. They will write a personal message too.

Learning outcome:

The students are able to:-

- expand their imagination.
- Relate the story as well as characters strongly.

Skills enhanced: Critical thinking and Creative skills

MAY

Literature Reader

Lesson –3 A Hero by R. K. Narayan

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Social skills, creative skills

Literature Reader:

Lesson - 4 Fight Manju Fight

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Social skills, creative skills

PRACTICE BOOK

Unit 2 The Sentence

(Periods-3)

Learning outcome:

The students are able to:-

- Identify different type of sentences.
- Convert the sentences.

Skills enhanced: Use of different types of sentences.

WRITING:**(Periods-2)**

Informal Letter

Learning outcome: Expression of the learners is enhanced.**Skills enhanced:** Writing skill, creative thinking.**READER****UNIT 2 Relationship****(Periods-2)****Learning outcome:**

The students are able to:-

- understand and comprehend the text.
- summarize the text properly

Skills enhanced: Social skills, comprehension skills.**ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY****ACTIVITY 2 – PICTURE ILLUSTRATION**

The students will draw a Picture Illustration depicting the well-known proverb “Where there is a will, there is a way”.

Skills enhanced: Social skills, creative skills.**JULY****Literature Reader:****Lesson – 5: I Dream A World (By Langston Hughes)****(Periods-2)****Learning outcome:**

The students are able to:-

- Read and enjoy the poem.
- Comprehend the poem.

Skills enhanced: Appreciation of nature, poetic skills.**PRACTICE BOOK****Unit - 3 The Compound Sentences****(Periods-3)****Learning outcome:**

The students are able to:-

- Identify the compound sentences.
- Join the simple sentences.

Skills enhanced: Use of joining simple sentences and comprehend them.**PRACTICE BOOK**

Unit - 4 Phrases and Clauses

(Periods-4)

Learning outcome:

The students are able to:-

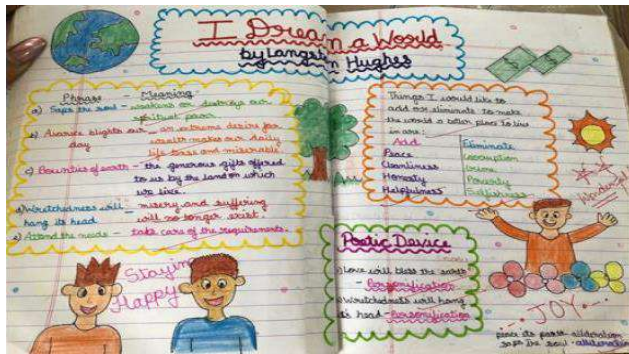
- Identify the main clause and subordinate clause.
- Identify the types of subordinate clause

Skill enhanced: Use of phrases and clauses in daily life.

ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY

ACTIVITY 3 – GRAPHIC ORGANISER

The students will design a graphical organiser of the poem I Dream a World with the following headings – theme, message, poetic devices, poet’s name, rhyme scheme.



Learning outcome:

The students are able to :-

- Understand the poem and the various poetic devices better.
- Comprehend the rhyme scheme well.

Skills enhanced: Writing and Creative skills.

AUGUST

Literature Reader:

Lesson - 6 Stone Soup in Bohemia

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Social skills, comprehension skills

PRACTICE BOOK

Unit - 6 Modals

(Periods-3)

Learning outcome:

The students are able to:-

- use modals.
- enhance their grammar skills

Skills enhanced: Uses of modals in daily life.

READER

Unit – 3 Attitude

(Periods-2)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly

Skills enhanced: Social skills, comprehension skills.

SUBJECT ENRICHMENT ACTIVITY

ACTIVITY 4 –

Informative Videos are shown and Role plays are conducted to assess the Listening and Speaking skills of the students.

Learning outcome:

The students are able to:-

- enhance their concentration power
- increase their academic understanding

Skills enhanced: Listening, Communication, Adaptability and Interpersonal skills

SEPTEMBER

Revision and Half-yearly examination.

TERM – 1

Reading Section : Unseen Passage(Discursive & Factual)

Writing Section : Diary Entry, Informal Letter

Grammar Section : The Sentence, Article, Compound Sentences, Transitive and Intransitive Verbs, Phrases and Clauses, Modals

Literature Section : Monkey Trouble, Birdie, Will you pet?, A Hero, Fight Manju Fight!, I Dream a World, Stone Soup in Bohemia

TERM – II

OCTOBER

Literature Reader

Lesson – 8 The Spider and the Fly (By Mary Howitt)

(Periods-3)

Learning outcome:

The students are able to:-

- Read and enjoy the poem.
- Comprehend the poem.

Skill enhanced: poetic skills, thinking skills.

PRACTICE BOOK

Unit - 7 The Passive Voice

(Periods-3)

Learning outcome:

The students are able to:-

- change active voice into passive voice.
- enhance their grammar skills

Skills enhanced: Use of writing the recipe of your favourite dish in passive form.

PRACTICE BOOK

Unit-8 Reported Speech

(Periods-4)

Learning outcome:

The students are able to:-

- Change direct speech into indirect speech.
- enhance their grammar skills

Skills enhanced: Listening, speaking, reading and writing are enhanced.

Writing

E-mail

(Periods-2)

Learning outcome: Expression of the learners is enhanced.

Skills enhanced: Writing skill, creative thinking.

READER

Unit - 4 Achievers

(Periods-2)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly

Skills enhanced: Social skills, comprehension skills.

ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY

ACTIVITY 5 – POEM TO FABLE

The students will convert the poem ‘The Spider and the Fly’ to a fable.

Learning outcome:

The students are able to:-

- expand their imagination
- relate to the story as well as characters strongly

Skills enhanced: Critical Thinking and Creative skills

NOVEMBER

Literature Reader

Lesson - 9 The Human Robot (By Ira Saxena.)

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Social skills, creativity

PRACTICE BOOK

Unit-9 Future Time Reference

(Periods-3)

Learning outcome:

The students are able to:-

- Use various ways of describing future.
- enhance their grammar skills

Skill enhanced: Listening, speaking, reading and writing are enhanced.

PRACTICE BOOK

Unit – 10. Perfect Progressive Tense

(Periods-3)

Learning outcome:

The students are able to:-

- Use perfect progressive tense.

- enhance their grammar skills

Skills enhanced: Listening, speaking, reading and writing are enhanced.

WRITING:

Article Writing

(Periods-2)

Learning outcome:

The students are able to:-

- Expression of the learners is enhanced.
- Enhance their writing skills.

Skills enhanced: Writing skill, creative thinking.

READER

Unit - 5 The Future World

(Periods-2)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly

Skill enhanced: Scientific skills, thinking skills

ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY

ACTIVITY 6- DOODLE ART

The students will read a story written by Ira Saxena and frame a story line describing the events of the story.

Learning outcome:

The students are able to:-

- enhance their knowledge and vocabulary
- develop a love for the stories

Skills enhanced: Writing and Creative skills

DECEMBER

Literature Reader

Lesson -11 Chocolates in Your Dreams too (A Play by Dilip M. Salwi) (Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Comprehension and Creative skills

PRACTICE BOOK

Unit - 11. The Linker

(Periods-2)

Learning outcome:

The students are able to:-

- to understand the use of correct linkers.
- enhance their grammar skills

Skills enhanced: Listening, speaking, reading and writing are enhanced.

WRITING:

Speech Writing

(Periods-2)

Learning outcome: Expression of the learners is enhanced.

Skills enhanced: Writing skills, creative thinking.

READER

Unit – 6 Unity in Diversity

(Periods-2)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly

Skills enhanced: Social skills, creative skills

ART INTEGRATION AND MULTIPLE ASSESSMENT ACTIVITY

ACTIVITY 6-BALANCED DIET CHART

The students will make A Balanced Diet Chart and put it in their home. (Be Creative).

Learning outcome:

The students are able to:-

- enhance their knowledge and vocabulary
- develop an understanding for balanced diet.

Skills enhanced: Thinking and Creative skills

JANUARY

Literature Reader

Lesson - 7 A Stormy Adventure (By Nita Berry)

(Periods-3)

Learning outcome:

The students are able to:-

- understand and comprehend the text.
- summarize the text properly
- formulate the answers

Skills enhanced: Comprehension and Creative skills

Literature Reader

Unit - 10 Friends and Flatterers (Poem) by William Shakespeare

(Periods-3)

Learning outcome:

The students are able to:-

- Read and enjoy the poem.
- Comprehend the poem.

Skill enhanced: Poetic skills, comprehension skills.

PRACTICE BOOK

Unit – 5 Transitive and Intransitive Verbs

(Periods-2)

Learning outcome:

The students are able to:-

- Identify the transitive and intransitive verbs.
- enhance their grammar skills

Skills enhanced: Listening, speaking, reading and writing are enhanced.

WRITING:

Message Writing

(Periods-2)

Learning outcome: Expression of the learners is enhanced.

Skills enhanced: Writing skills, creative thinking.

WRITING:

Notice writing

(Periods-2)

Learning outcome: Expression of the learners is enhanced.

Skills enhanced: Writing skills, creative thinking.

SUBJECT ENRICHMENT ACTIVITY

ACTIVITY 8

Informative Videos are shown and Role plays are conducted to assess the Listening and Speaking skills of the students.

Learning outcome:

The students are able to:-

- strengthen their vocabulary
- improve their concentration and memory

Skills enhanced: Listening, Communication, Time management and Team building skills

FEBRUARY

Literature Reader: Revision

Reader: Revision

**Practice Book: Unit -12 Reading Comprehension
Preparing for Class VIII**

Writing : Revision

TERM– II

Reading Section : Unseen passage(Discursive & Factual)

Writing Section : Speech, Article Writing, Email Writing, Message Writing

Grammar Section : The Passive Voice ,Reported Speech, Perfect Progressive Tense,
Future time reference, Linkers

Literature Section : A Stormy Adventure ,The Spider And The Fly, The Human Robot,
Friends and Flatterers, Chocolates in your Dreams Too.

Reader : Unit-IV, Unit-V, Unit- VI

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वार्षिक पाठ्यक्रम योजना 2022-23

विषय - हिंदी, कक्षा - सातवीं

(अप्रैल)

पाठ - 1 बारहमासा

कालांश : 6

उपविषय : संयुक्त व्यंजन एवं उच्चारण

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर)

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास

कौशल वृद्धि : सामाजिक कौशल, प्रकृति परिवर्तन के विषय की जानकारी

कला संयोजन : सस्वर कविता गायन



अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों में प्रकृति के प्रति प्रेम भाव उत्पन्न होगा ।
- विद्यार्थी भारतीय ऋतुओं के अनुसार प्रकृति परिवर्तन के विषय में भी समझ पाएँगे ।

पाठ - 2 नाटक में नाटक

कालांश : 5

उपविषय : संयुक्त व्यंजन एवं उच्चारण

सहायक सामग्री : कहानी सुनाना

मूल्यांकन : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख

कौशल वृद्धि : तार्किक कौशल

कला संयोजन : नाट्य मंचन



अपेक्षित अधिगम प्राप्ति :

- क्रोध और शांत व्यवहार का तुलनात्मक अध्ययन करना सीख सकेंगे ।
- संवाद लेखन व नाटक एवं अभिनय जैसी विधाओं से छात्र अवगत हो सकेंगे ।

पाठ - 3 निर्मला, साँप और सयाल

कालांश : 6

उपविषय : संज्ञा और भेद

सहायक सामग्री : माइंड मैप, शिक्षण आरेख

मूल्यांकन : प्रश्नोत्तरी, अधिन्यास, कक्षा परीक्षा

कला एकीकरण : नाट्य मंचन

कौशल वृद्धि : मैत्रीपूर्ण व्यवहार, सामाजिक कौशल

कला एकीकरण : नाट्य मंचन

अपेक्षित अधिगम प्राप्ति :

- क्रोध और शांत व्यवहार का तुलनात्मक अध्ययन करना सीखे सकें ।
- संवाद लेखन व नाटक एवं अभिनय जैसी विधाओं से छात्र अवगत हो पाए ।
- छात्रों में अखंडता की भावना पैदा हुई ।

(मई)

पाठ - 4 बातूनी

कालांश : 6

उपविषय : उपसर्ग और प्रत्यय

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : सामाजिक कौशल, चिंतन कौशल

कला एकीकरण : अपने किसी परिचित व्यक्ति या मित्र को चिट्ठी लिखकर चिपकाइए ।

अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से छात्रों में चिंतन कौशल का विकास होगा ।
- आवश्यकता से अधिक बोलने के दुष्परिणामों से अवगत होंगे ।

पाठ - 5 राजू का सपना (केवल पठन के लिए)

अधिगम प्राप्ति :

- वृक्षों की महत्ता के प्रति विद्यार्थियों में जागरूकता उत्पन्न करना तथा उन्हें चिपको आंदोलन के महत्त्व से अवगत हो पाए ।

(जुलाई)

पाठ - 6 समय

कालांश : 6

उपविषय : विसर्ग चिह्न

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : तुलनात्मक कौशल

कला एकीकरण : कविता गायन

अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से छात्रों का प्रकृति के साथ आत्मीय सम्बन्ध जोड़ सकेंगे ।
- विद्यार्थियों में तुलनात्मक कौशल का विकास हो सकेगा ।

विषय - पत्र लेखन

संभावित कालांश - 2

सह शिक्षण सामग्री : अभ्यास अधिन्यास

मूल्यांकन पद्धति : कक्षा परीक्षा

कौशल वृद्धि : लेखन कौशल

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों में पत्र लेखन की क्षमता विकसित हो पाई ।

पाठ - 7 स्कूल की छुट्टियाँ
कालांश : 6

उपविषय : विसर्ग चिह्न

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : अधिन्यास, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : तुलनात्मक कौशल, चिन्तन कौशल

कला संयोजन : शिक्षण आरेख



अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से छात्रों का प्रकृति के साथ आत्मीय सम्बन्ध जोड़ सकेंगे ।
- विद्यार्थियों में तुलनात्मक कौशल का विकास हो सकेगा ।

पाठ - 8 एवरेस्ट की चुनौती

कालांश : 6

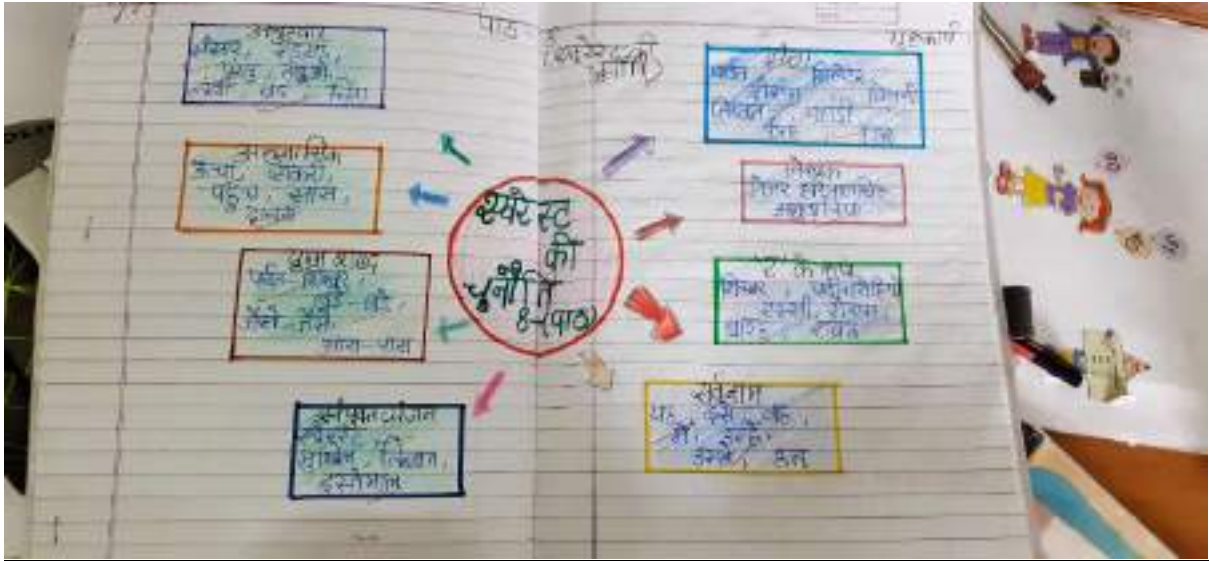
उपविषय : विशेषण व भेद

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : आत्मविश्वास, परिश्रम व मनन चिंतन कौशल

कला एकीकरण : एवरेस्ट के शिखर पर चढ़ने के लिए किस-किस सामान की आवश्यकता होगी उनकी सूची बनाइए ।



अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से छात्र पहाड़ी जीवन में उत्पन्न होने वाली कठिनाइयों से परिचित हो पाएँगे ।
- विद्यार्थियों में आत्मविश्वास, परिश्रम व मनन चिंतन कौशल का विकास होगा ।

(अगस्त)

पाठ - 9 सवाल का जवाब

कालांश : 6

उपविषय : क्रिया व भेद

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : चिंतन कौशल, सामाजिक कौशल

कला एकीकरण : भारत के विभिन्न त्योहारों पर बनने वाले विशिष्ट व्यंजनों और बाज़ार की रौनक के बारे में विस्तार से चर्चा परिचर्चा



अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से छात्रों में चिंतन कौशल का विकास होगा ।
- छात्र समाज में फैली ऊँच-नीच की भावना से ऊपर उठकर सोच सकेंगे और आत्मीयता का विकास होगा ।
- छात्र गरीबों की मज़बूरी व अमीरों की अमानवीयता को समझ पाएँगे ।

अनुच्छेद लेखन

कालांश : 1

सह शिक्षण सामग्री : अभ्यास अधिन्यास

मूल्यांकन पद्धति : कक्षा परीक्षा

कौशल वृद्धि : लेखन कौशल

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों में अनुच्छेद लेखन की क्षमता का विकास हो पाई ।

पाठ - 10 झंडा ऊँचा रहे हमारा (केवल पठन के लिए)

अधिगम प्राप्ति :

- छात्रों में देशभक्ति का विकास हो होगा ।
- सभी पाठों का अभ्यास (भाषा अभ्यास) ।
- श्रवण कौशल / वाचन कौशल मूल्यांकन हेतु गतिविधि

सितम्बर

पुनरावृत्ति तथा प्रथम सत्रीय परीक्षा

प्रथम सत्रीय पाठ्यक्रम

द्वितीय सत्र

अक्टूबर

पाठ - 11 उस रात की बात

कालांश : 6

उपविषय : क्रिया विशेषण और भेद

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), चलचित्र, अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : चिंतन कौशल, सामाजिक कौशल

कला संयोजन : शिक्षण आरेख

अपेक्षित अधिगम प्राप्ति :

- जीवन में जरूरतमंदों की मदद करने के लिए प्रेरित हुए ।
- पाठ के माध्यम से छात्र वास्तविकता से परिचित हुए ।

पाठ - 12 दोहे

कालांश : 6

उपविषय : विविध शब्द (अनेकार्थी, समानार्थी, विलोम, पर्यायवाची)

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : तुलनात्मक कौशल, सामाजिक कौशल, चिंतन कौशल, गायन कौशल

कला एकीकरण : दोहा गायन



अपेक्षित अधिगम प्राप्ति :

- किसी के द्वारा हमसे मदद माँगने पर हमें क्या करना चाहिए, जैसे नैतिक मूल्यों को अपने व्यक्तित्व में लाने का प्रयास कर सकेंगे ।
- दोहों के माध्यम से छात्र जीवन की वास्तविकता से परिचित होंगे ।

पाठ - 13 साहस को सलाम

कालांश : 6

उपविषय : काल व भेद

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर)

मूल्यांकन पद्धति : अधिन्यास, कक्षा परीक्षा

कौशल वृद्धि : सामाजिक कौशल, लगनशीलता, चिंतन कौशल

कला एकीकरण : अपने किसी पसंदीदा खिलाड़ी का चित्र चिपकाकर उसके बारे में जानकारी एकत्रित कीजिए |

अपेक्षित अधिगम प्राप्ति :

- जीवन में दृढ़ निश्चय और संकल्प की भावना का विकास होगा |
- पाठ के माध्यम से छात्र वास्तविकता से परिचित होंगे |
- मेहनत, परिश्रम, लगनशीलता, और दृढ़संकल्प जैसी भावनाओं का छात्रों में विकास करना|

(नवम्बर)

पाठ - 14 एस. रामानुजन (केवल पठन के लिए)

अधिगम प्राप्ति :

- श्रीनिवास रामानुजन के जीवन परिचय से अवगत हो पाए |
- विद्यार्थियों में दृढ़ निश्चयी बनने की भावना जागृत करना तथा जीवन के प्रति सकारात्मक दृष्टिकोण अपनाने के लिए प्रेरित करना |

पाठ - 15 अन्नदाता कृषक

कालांश : 6

उपविषय : रूढ़, यौगिक, योगरूढ़ शब्द

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : तुलनात्मक कौशल, सामाजिक कौशल

कला संयोजन : सस्वर कविता गायन

अपेक्षित अधिगम प्राप्ति :

- छात्र जीवन में विभिन्न उदाहरणों द्वारा समाज में कृषक की स्थिति के बारे में बताना|
- किसानों की आर्थिक और सामाजिक स्थिति, प्रकृति से प्रेम, किसानों के प्रति आदर का भाव, संवेदनशीलता |

पाठ - 16 देशभक्त पुरु

कालांश : 6

उपविषय : संयुक्त क्रिया एवं रंजक क्रिया, समुच्चय बोधक अव्यय

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर)

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, आत्म निरीक्षण सूची, कक्षा परीक्षा

कौशल वृद्धि : तुलनात्मक कौशल, सामाजिक कौशल, चिन्तन कौशल

कला संयोजन : नाट्य मंचन

अपेक्षित अधिगम प्राप्ति :

- जीवन में किसी भी परिस्थिति का निडरता एवं साहस के साथ सामना करना सीखेंगे ।

(दिसम्बर)

पाठ - 17 काकी

कालांश : 6

उपविषय : शब्द भेद (तत्सम, तदभव, देशज, आगत शब्द)

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), चलचित्र, अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, आत्म निरीक्षण सूची, कक्षा परीक्षा

कौशल वृद्धि : चिंतन कौशल, सामाजिक कौशल

कला संयोजन : नाट्य मंचन, अखबार से पतंग निर्माण



अपेक्षित अधिगम प्राप्ति :

- जीवन में किसी भी परिस्थिति का निडरता एवं साहस के साथ सामना करना सीखना।

पाठ - 18 बाल-लीला और कुण्डलिया

कालांश : 6

उपविषय : अनुप्रास अलंकार

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), चलचित्र, अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कला संयोजन : माता और पुत्र के बीच संवाद अभिनय

कौशल वृद्धि : सामाजिक कौशल, तुलनात्मक कौशल, चिंतन कौशल

अपेक्षित अधिगम प्राप्ति :

- श्रीकृष्ण की बाल सुलभ शरारतों का विद्यार्थी रसोस्वादन कर पाए।
- माता-पुत्र और बड़े भाई के साथ होने वाले संवादों का आनन्द ले पाए।

पाठ - 19 गणेशोत्सव

कालांश : 6

उपविषय : विराम चिह्न

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कौशल वृद्धि : सामाजिक कौशल

कला संयोजन : चित्र के माध्यम से जल प्रदूषण की रोकथाम के उपाय सुझाना।



अपेक्षित अधिगम प्राप्ति :

- त्योहार सदभावना के प्रतीक होते हैं-इस विषय पर प्रकाश डालते हुए गणेशोत्सव से परिचित हो पाए।

(जनवरी)

पाठ - 20 कर्मवीर

कालांश : 6

उपविषय : कारक

सह शिक्षण सामग्री : पाठ्य पुस्तक (ज्ञान सागर), अभ्यास अधिन्यास

मूल्यांकन पद्धति : प्रश्नोत्तरी, अधिन्यास, शिक्षण आरेख, आत्म निरीक्षण सूची, समूह चर्चा, कक्षा परीक्षा

कला संयोजन : देश भक्ति से ओत-प्रोत कोई कविता कक्षा में सुनाइए।

कौशल वृद्धि : तुलनात्मक कौशल, चिंतन कौशल, सामाजिक कौशल

अपेक्षित अधिगम प्राप्ति :

- जीवन में किसी भी परिस्थिति का निडरता एवं साहस के साथ सामना करना सीखना।
- पाठ के माध्यम से छात्र वास्तविकता से परिचित होंगे ।

(फरवरी)

पुनरावृत्ति तथा द्वितीय सत्रीय परीक्षा

बहुविध मूल्यांकन गतिविधि - 2022-23 (SUBJECT ENRICHMENT ACTIVITY)

	गतिविधि	पाठ के नाम	कौशल	अधिगम प्राप्ति
1.	अपने किसी पसंदीदा त्योहार का चित्र बनाकर या चिपकाकर उस त्योहार से संबंधित किसी विशेषता (व्यंजन, पोशाक आदि) का वर्णन कीजिए।	बारहमासा	रचनात्मकता एवं भावाभिव्यक्ति	छात्र अपने भावों की अभिव्यक्ति चित्रों के माध्यम से प्रस्तुत करना सीख पाए।
2.	छोटी सी हूँ लेकिन फिर भी बड़े काम की मानी जाती सदा समय की पाबन्दी में रखना सबको हूँ सिखलाती कभी जेब में पड़ी ठुमकती कभी कलाई पर बंध जाती कभी मेज़ पर बैठ ठाठ से टिक टिक टिक टिक राग सुनती	समय	कल्पना शक्ति, चित्रात्मकता	छात्रों की रंगों से पहचान हो पाई।

3.	पाठ में दिए गए दोहों में से किसी एक दोहे का चित्रांकन कीजिए।	दोहे	रचनात्मकता एवं भावाभिव्यक्ति।	दोहों में कही गई बात को चित्र के माध्यम से अभिव्यक्त करना सीख पाए।
4.	कोई ऐसा व्यक्ति या खिलाड़ी जो आपको जीवन में आगे बढ़ने की प्रेरणा देता है उसकी तस्वीर बनाकर/ चिपकाकर उसके बारे में कुछ पंक्तियाँ लिखिए।	साहस को सलाम	चिंतन कौशल, शोध कार्य, ज्ञानात्मक वृद्धि	छात्र अपने पसंदीदा खिलाड़ियों के बारे में जानकारी प्राप्त कर पाए।
5.	फ्लो चार्ट के माध्यम से बीज बोने से लेकर फसल की कटाई तक के चरणों का चित्र लगाकर नाम भी लिखिए-	अन्नदाता कृषक	रचनात्मकता, अनुभवात्मक कौशल	छात्र पौधे के जीवन चक्र के बारे में जानकारी प्राप्त कर पाए।
6.	छात्र कक्षा में अखबार से पतंग निर्माण करके उस पर अपने किसी प्रियजन के लिए एक संदेश लिखेंगे।	काकी	रचनात्मक कौशल, भावाभिव्यक्ति में वृद्धि	छात्रों में कलात्मकता का विकास हो पाएगा। छात्र अपने भावों की अभिव्यक्ति कर पाएँगे।

SUBJECT ENRICHMENT ACTIVITY

(विषय संवर्धन गतिविधि)

श्रवण कौशल एवं वाचन कौशल

पोर्टफोलियो

उत्तर पुस्तिका मूल्यांकन, कक्षा में खेले जाने वाले मूल्यांकन खेल एवं अन्य गतिविधि

वार्षिक – परियोजना
संस्कृतम्
(सुरभिः) कक्षा- 7
पाठ्यक्रमः – (2022-23)

मासः – अप्रैल

विषयः पाठ- 1- बुद्धिः एव अस्माकम् बलम्

संभावितकालांशाः – पञ्च

उपविषयः – लट् लङ् लृट् लकारयोः प्रयोगः

सहायकसामग्री – पाठ्यपुस्तकम्, चार्टपत्रम्, अभ्यासः, अधिन्यासः।

मूल्याङ्कनविधिः – आत्मनिरीक्षणसूची, कक्षापरीक्षा, प्रश्नोत्तरविधिः, प्रश्नांत्याक्षरी च।

कलाएकीकरणम्– अभिनय-सहकथावाचनम् (प्रथमः वाचनं करिष्यति द्वितीयः अभिनयम्)

कौशलानि – लेखन-पठनकौशलयोः विकासः।

अधिगमप्राप्तिः-छात्रेषु कथामाध्यमेन पठने रुचिः वर्धते। वर्णसंयोजने समर्थाः भविष्यन्ति। संख्यायाः प्रयोगे नैपुण्यमागमिष्यति।

विषयः पाठ -2 अभ्यासः परमो गुरुः

संभावितकालांशाः – पञ्च

उपविषयः-अव्यय-पदानि उपसर्गाः च

सहायकसामग्री- पाठ्यपुस्तकम्, अभ्यासपुस्तिका, पी.पी.टी.च।

मूल्याङ्कनविधिः-वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची, कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि – चिन्तनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।

कला-एकीकरणम्- पाठे आगतानां क्त्वा प्रत्ययान्तपदानां संकलनम्।

अधिगमप्राप्तिः-छात्राः चिन्तने समर्थाः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः बालक, लता, राम, छात्र, बालिका

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः-आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् – कक्षायाः विभाजनं कृत्वा प्रश्नोत्तरी भविष्यति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |

धातुरूपाणि -

संभावितकालांशौ – द्वौ

उपविषयः – भू,पठ्, गम् (पञ्चसु लकारेषु)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माण द्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम् – छात्राः कर्तानुसारं क्रियायाः चयनं करिष्यन्ति ।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचितं प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

संख्या

संभावितकालांशौ – द्वौ

उपविषयः - 1-50

सहायक-सामग्री- कक्षायां विद्यमानानि वस्तुनि, छात्राः, पुस्तकानि, अभ्यासपत्रम्, चित्राणि पी. पी. टी. च।

मूल्याङ्कनविधिः- संख्या क्रीडा, अभ्यासपत्रैः च।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, स्मरणशक्तेः, तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् - कक्षायां संख्या क्रीडा भविष्यति।

अधिगम-प्राप्तिः -एकाग्रतायाः वर्धनम्, (संख्याक्रीडया) संख्या ज्ञानम्, समये तस्य प्रयोगश्च।

मासः – जून

विषयः पाठ-3 उपकारकाः वृक्षाः

संभावितकालांशाः – पञ्च

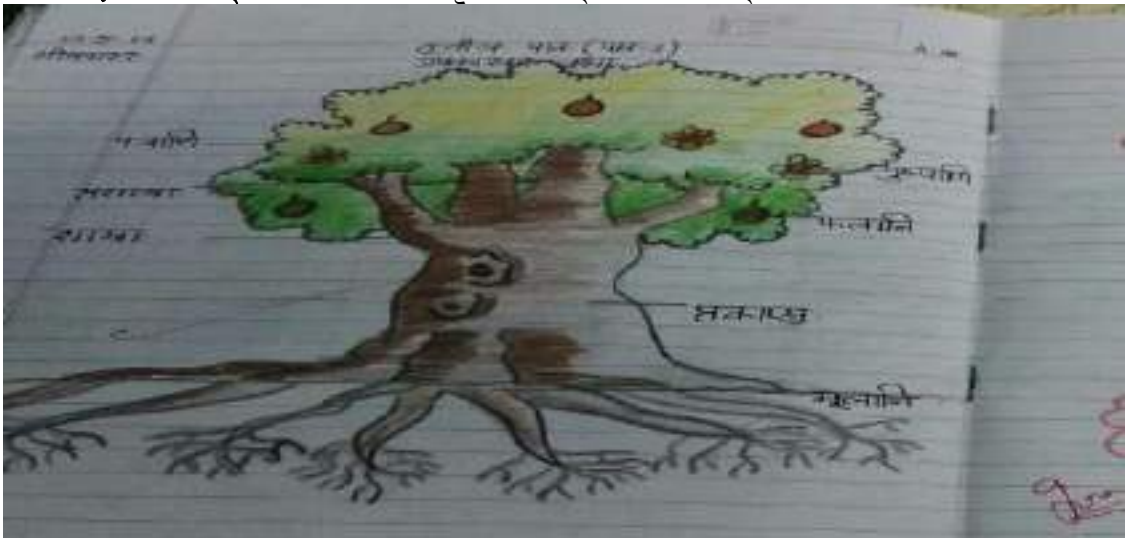
उपविषयः - क्त्वा प्रत्ययः

सहायकसामग्री- पाठ्यपुस्तकम्, अधिन्यासपुस्तिका, अभ्यासपुस्तिका, चलचित्रगीतञ्च।

मूल्याङ्कनविधिः- वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची, कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि - चिन्तनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।

कला-एकीकरणम् चित्रनिर्माणेन वृक्षस्य अङ्गानां ज्ञानम्।



अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः फलम् ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् – कक्षायाः विभाजनं कृत्वा प्रश्नोत्तरी भविष्यति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

धातुरूपाणि -

संभावितकालांशौ – द्वौ

उपविषयः – वद्, चल्, लिख् (पञ्चसु लकारेषु)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम् – धातुरूप-स्मरणार्थं छात्राः पुनः पुनः कक्षायां उच्चारणं करिष्यन्ति।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

प्रत्ययः

संभावितकालांशौ – द्वौ

उपविषयः – क्त्वा तुमुन्

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः– माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः

स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम्– संख्या क्रीडा कक्षायां भविष्यति।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

मासः - जुलाई

विषयः पाठ-4 आगच्छ ! भोजनं कुर्याम

संभावितकालांशाः – पञ्च

उपविषयः 1)लकार-परिवर्तनम् 2)वचन-परिवर्तनम् 3) लोट् लकारः

सहायकसामग्री– अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका, पी.पी.टी.च।

मूल्याङ्कनविधिः–वाक्यप्रयोगविधिः,आत्मनिरीक्षणसूची,कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि – आधुनिकसमये उचितानुचित चिन्तनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।

कलाएकीकरणम्–पौष्टिकभोजनस्यविषयेपरिचर्चा(प्रत्येकःछात्रःउत्थायवैशिष्ट्यं वक्ष्यति)

अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

पाठ-5 सुवचनानि

संभावितकालांशाः – पञ्च

उपविषयः सुभाषितानि

सहायकसामग्री–श्लोक-गायनम्, अधिन्यासपत्रम् पाठ्यपुस्तकम्,अभ्यासपुस्तिका ।

मूल्याङ्कनविधिः–वाक्यप्रयोगविधिः,आत्मनिरीक्षणसूची,कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि– आधुनिकसमये भोजनविषये उचितानुचित-चिन्तनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।

कला-एकीकरणम् – श्लोकानां साभिनयं सस्वरगायनं कक्षायां भविष्यति।

अधिगमप्राप्तिः – छात्रेषु सामाजिकभावनायाः विकासः। छात्राः चिन्तने समर्थाः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः__मुनि, अस्मद्, युष्मद् | तत्-(त्रिषु लिङ्गेषु) ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् – छात्रेषु शब्दरूपाणां प्रयोगकलार्थं स्वपरिचयात्मक-संवादः।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति |

धातुरूपाणि -

संभावितकालांशौ – द्वौ

उपविषयः – हस्, नी, जि, स्था, क्रीड् (पञ्चसु लकारेषु)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम्-नवीन-धातुरूपाणां निर्माणकलार्थं

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान् ज्ञास्यन्ति |वाक्यनिर्माणे समर्थाः भविष्यन्ति |

अव्ययपदानि -

संभावितकालांशाः – द्वौ

उपविषयः - पुरा विना ऋते अद्य आदयः

सहायक-सामग्री - अभ्यासपत्रम् च पाठ्यपुस्तकम्

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिना, अभ्यासपत्रैः च | लेखनकौशलयोः

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचनम्

कला-एकीकरणम् अव्ययवृक्षस्य निर्माणम्।

अधिगम-प्राप्तिः - अव्ययानाम् अर्थैः सह अवगमनम्, नूतनशब्दान् ज्ञास्यन्ति |
वाक्यनिर्माणे समर्थाः भविष्यन्ति।

मासः- अगस्त

विषयः व्याकरणम्

संभावितकालांशाः- पञ्चदश

1)उपपद विभक्तिः, 2) अपठित गद्यांश, 3)अशुद्धि संशोधनम्, 4)चित्र माध्यमेन
वाक्यनिर्माणम्

5)शब्दरूपाणि - छात्रा , किम् (त्रिषु लिङ्गेषु) 6) धातुरूपाणि- रक्ष, कथ् (पञ्चषु
लकारेषु)

सहायकसामग्री- अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका, पुनःपुनः अभ्यासश्च।

मूल्याङ्कनविधिः-वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची, कक्षापरीक्षा, प्रश्नोत्तरविधिः च।

कौशलानि- आधुनिकसमये भोजनविषये उचितानुचित-चिन्तनशक्तेः विकासः, लेखन-
पठनकौशलयोः विकासः।

कला-एकीकरणम् जी.ओ. निर्माणम्।

अधिगमप्राप्तिः - छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण
वाक्यनिर्माणे निपुणाः भविष्यन्ति।

कारक-उपपदविभक्तयः

संभावित-कालांशाः – त्रयः

उपविषयः - द्वितीया तृतीया चतुर्थी

सहायक-सामग्री- माइंड मैप, पाठ्यपुस्तकम्, अभ्यासपत्रम् च |

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

जीवनकौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, विकासः स्मरणशक्त्याः

तर्कशक्तेः विकासः, आत्मविश्वासस्य च विकासः।

कला-एकीकरणम्- जी. ओ. निर्माणम्

अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

प्रत्ययः

संभावितकालांशौ – द्वौ

उपविषयः – क्त्वा, तुमुन्

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः- माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः

स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् - प्रत्ययान्त-पदानां वाक्यप्रयोगक्रीडा

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

सितम्बर (पुनरावृत्तिः परीक्षा च)

प्रथम-सत्रीय-पाठ्यक्रमः

पाठ- १-बुद्धिः एव अस्माकम् बलम्

पाठ-२-अभ्यासःएव परमोगुरुः

पाठ- ३ उपकारकाः वृक्षाः

पाठ- ४ आगच्छ ! भोजनं कुर्याम

पाठ- ५ सुवचनानि

वर्ण-विन्यासं एवम् वर्ण-संयोजनं, संयुक्त अक्षर

शब्दरूप-बालक,छात्र,राम,लता,बालिका,फल, कवि, अस्मद्,युष्मद् , तत्, किम्(तीनों लिंगों में)

धातुरूप - भू, पठ, गम्, वद्, चल्, लिख्, क्रीड्, स्था, हस्, जि, नी, रक्ष्, कथ्, (5लकारों में)

संख्या - 1 से 50 (1-4 तीनों लिंगों में)

अव्यय शब्द, लकार परिवर्तन, वचन परिवर्तन

प्रत्यय क्त्वा (निर्धारित 25 धातु)

उपपद विभक्तिः - द्वितीया – अभितः, उभयतः, परितः, प्रति, विना

तृतीया – सह, अलम् ,काणः, बधिरः

वचन परिवर्तन

लकार परिवर्तन

अशुद्धि संशोधन

अपठित गद्यांश

चित्रं दृष्ट्वा वाक्य निर्माण

गतिविधिः – श्लोक-गायनम्, श्रुतलेखम्, वाचनम्

द्वितीय-सत्रीयपाठ्यक्रमः

मासः अक्टूबर

पाठ- ६ यस्य बुद्धिः तस्य बलम्

संभावितकालांशाः – पञ्च

उपविषयः- धातुरूपाणि शब्दरूपाणि

सहायकसामग्री- दृष्टान्तः, अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका ।

मूल्याङ्कनविधिः-वाक्यरचना, वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची, कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि-बुद्धेः महत्वम्, उचितानुचित चिन्तनशक्तेः विकासः,

लेखनपठनकौशलयोः विकासः।

कला-एकीकरणम्- भावानुरूपं कथावाचनम्। (भावं प्रदर्शयन् वाचनम्)

अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण वाक्यनिर्माणे निपुणाः भविष्यन्ति।

पाठ -७ बुद्धिः एव उत्तमा

संभावितकालांशाः – पञ्च

उपविषयः- संख्या, उपपद विभक्ति (चतुर्थी-, पञ्चमी)

सहायकसामग्री-पाठसदृशमुदाहरणम्,अधिन्यासपत्रम्,पाठ्यपुस्तकम्,अभ्यासपुस्तिका,
पी.पी.टी.च।

मूल्याङ्कनविधि:- संख्यायाः वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची, कक्षापरीक्षा,
प्रश्नोत्तरविधिः, प्रश्नांताक्षरी च।

कौशलानि- उचितानुचित-चिन्तनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।

कला-एकीकरणम् अभिनयमाध्यमेन कथायाः अभिनयम्।

अधिगमप्राप्तिः - छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण
वाक्यनिर्माणे निपुणाः भविष्यन्ति।

शब्दरूपाणि

संभावित-कालांशाः - त्रयः

उपविषयः तत् (त्रिषु लिङ्गेषु) ।

सहायक-सामग्री - अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधि:-

आत्मनिरीक्षणसूची,वाक्यनिर्माणद्वारा,प्रश्नोत्तरविधिना,अभ्यासपत्रैः च

कला-एकीकरणम् शब्दरूप क्रीडा ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्,
चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः
भविष्यन्ति।

अधिगम-प्राप्तिः -समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान्
ज्ञास्यन्ति ।

मासः - नवम्बर

धातुरूपाणि -

संभावितकालांशौ - द्वौ

उपविषयः - नम्, स्था, दृश् पा, दा/यच्छ (पञ्चषु लकारेषु)

सहायक-सामग्री - अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना,
अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम् धातुरूपक्रीडा एवं वाक्यनिर्माणम्
अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः
क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति ।
नूतनशब्दान् ज्ञास्यन्ति |वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

पाठ -८ अविवेकः परमापदां पदम् संभावितकालांशाः – पञ्च
उपविषयः – प्रत्ययः – ल्यप्, तुमुन् (निर्धारित-धातु)
सहायकसामग्री- अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका, नूतनकथा ।
मूल्याङ्कनविधिः – समस्यात्मकविधिः, वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची,
कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।
कौशलानि- छात्राः विवेकेन कार्यं कुर्युः, उचितानुचित-चिन्तनशक्तेः विकासः, लेखन-
पठनकौशलयोः विकासः।
कला-एकीकरणम् – अभिनयपूर्वकं कथा वाचनं ।
अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण
वाक्यनिर्माणे निपुणाः भविष्यन्ति।

पाठ-९ बुद्धिमान् गोपालकः संभावितकालांशाः – पञ्च
अधिगम-प्राप्तिः- छात्राः बुद्धेः महत्त्वम् अवगमिष्यन्ति । छात्राः पाठस्य भावार्थकरणे
समर्थाः भविष्यन्ति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति।
उपविषयः – 1)धातुरूपाणि 2)शब्दरूपाणि 3) सन्धिः 4) प्रत्ययः
सहायकसामग्री- अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका,
अन्यत्समानोदाहरणम्।
मूल्याङ्कनविधिः:वाक्यप्रयोगविधिः,आत्मनिरीक्षणसूची,कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।
कौशलानि- सृजनशक्तेः विकासः, लेखन-पठनकौशलयोः विकासः।
कला-एकीकरणम् – स्वकल्पना-आधरेण गोपालकस्य चित्रनिर्माणम्।
अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दरूपाणां धातुरूपाणां प्रयोगेण
वाक्यनिर्माणे प्रत्यानां प्रयोगे निपुणाः भविष्यन्ति।

शब्दरूपाणि संभावित-कालांशाः – त्रयः
उपविषयः - सर्व, एतत् (त्रिषु लिङ्गेषु) ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधि:- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

कला-एकीकरणम् कारकानुसारं शब्दरूपस्य चयनम्।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

धातुरूपाणि -

संभावितकालांशौ – द्वौ

उपविषयः – सेव् ,लभ् (लट् लृट्) कृ, अस् पञ्चसु लकारेषु

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

कला-एकीकरणम् कर्तानुरूपं क्रियया वाक्य पूर्तिः।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः

क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति ।

नूतनशब्दान् ज्ञास्यन्ति |वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

स्वरसन्धिः

संभावितकालांशौ – द्वौ

उपविषयः – दीर्घ सन्धिः

सहायक-सामग्री – माइंड मैप, अभ्यासपत्रम्, आदर्शप्रश्नपत्रं, संधियुक्तपदचयनाय पाठ्यपुस्तकम् ।

मूल्याङ्कनविधि:- आत्मनिरीक्षणसूची, माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः,
स्मरणकौशलस्य वर्धनम् |
कला-एकीकरणम् जी. ओ निर्माणम्
अधिगम-प्राप्तिः - संधि एवं संधि-विच्छेदे निपुणाः भवन्ति | नूतनशब्दान् ज्ञास्यन्ति |
वाक्यनिर्माणे समर्थाः भविष्यन्ति|

प्रत्ययः

संभावितकालांशौ – त्रयः

उपविषयः – क्त्वा, तुमुन्, ल्यप्

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः- माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः

स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः|

कला-एकीकरणम् पाठ्यपुस्तके आगतानां प्रत्ययान्तपदानां चयनं कुरुत।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान्
ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

मासः - दिसंबर

संभावितकालांशाः –

पञ्च

पाठ-१० मधुरवचनानि (अन्वय सहित)

उपविषयः संधि -1)दीर्घसंधि, 2)उपपद विभक्तिः(षष्ठी- सप्तमी)

सहायकसामग्री- अधिन्यासपत्रम् पाठ्यपुस्तकम्, अभ्यासपुस्तिका, पुनःपुनः
अभ्यासश्च।

मूल्याङ्कनविधिः – शब्दसंयोजनविधिः, वाक्यप्रयोगविधिः, आत्मनिरीक्षणसूची,
कक्षापरीक्षा, प्रश्नोत्तरविधिः, च।

कौशलानि- वर्णसंयोजने सन्धिकार्यस्य विकासः, लेखन-पठनकौशलयोः विकासः।

कला-एकीकरणम्- श्लोकानां सस्वर-अभिनयसहित-गायनम्

अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दयोः योजने वाक्यनिर्माणे च निपुणाः भविष्यन्ति।



कारक-उपपदविभक्तयः

सम्भावित-कालांशाः – त्रयः

उपविषयः – पञ्चमी षष्ठी सप्तमी

सहायक-सामग्री- माइंड मैप, पाठ्यपुस्तकम्, अभ्यासपत्रम् च ।

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

जीवनकौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, विकासः स्मरणशक्त्याः

तर्कशक्तेः विकासः, आत्मविश्वासस्य च विकासः।

कला-एकीकरणम् जी.ओ. निर्माणम्

अधिगमप्राप्तिः – छात्राः चिन्तने समर्थाः भवेयुः शब्दयोः योजने वाक्यनिर्माणे च निपुणाः भविष्यन्ति।

मासः - जनवरी

वार्षिक परीक्षार्थं सम्पूर्णपाठ्यक्रमस्य पुनरावृत्तिः ।

वार्षिक-पाठ्यक्रमः

पाठ- ६ यस्य बुद्धिः तस्य बलम्

पाठ- ७ बुद्धिः एव उत्तमा

पाठ- ८ अविवेकः परम् आपदा पदम्

पाठ- ९ बुद्धिमान् गोपालकः

पाठ- १० मधुरवचनानि

धातुरूप – भू, पठ्, गम्, वद्, चल्, क्रीड्, हस्, नी, जि, लिख्, रक्ष्, कथ्, स्था, दृश् पा, (5लकारों में)

लभ्, सेव्, (लट्, लृट्)

संख्या 51-100 (1-4 तीनों लिङ्गों में)

शब्दरूप-नदी, राम, लता, कवि, मुनि, छात्रा, एतत्, सर्व, तत् (तीनों लिङ्गों में)

उपपद विभक्ति- चतुर्थी- रुच्, नमः, दा(यच्छ्), अलम्

पञ्चमी- बहिः, पृथक्, ऋते, विना, षष्ठी- उपरि, अधः, सप्तमी- स्निह्, वि+श्वस्

संधि – दीर्घ- संधि

प्रत्यय –ल्यप्, तुमुन्

चित्रं दृष्ट्वा वाक्य निर्माणं

अपठित गद्यांशः

वचन परिवर्तन

लकार परिवर्तन

अशुद्धि संशोधन

गतिविधिः – श्लोकोच्चारणम्, श्रुतलेखः, वाचनम् च।

नोट – किञ्चित् पाठ्यक्रमः प्रथमसत्रतः भविष्यति ।

ACADEMIC PLANNER (2022-2023)

MATHEMATICS

CLASS - VII

MONTH: APRIL

NO. OF PERIODS: 11

TOPIC: CH -1, RATIONAL NUMBERS —————>

LEARNING OUTCOMES:

The learner:

1. understands the meaning and definition of Rational Numbers.
2. applies various properties of Rational Numbers.
3. understands the meaning of standard form and Absolute value of a Rational Number.
4. compares Rational Numbers on Number Line and without Number Line.

SUBTOPICS:

1. Rational numbers
2. Properties of rational numbers
3. Standard form of rational numbers
4. Absolute value of a rational number
5. Ordering of rational number

TEACHING AID: E board, Text book, Assignment, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student

Reflection checklist

ART INTEGRATION: FRAYER'S MODEL —————>

SKILL ENHANCED: Problem solving

NUMBER OF PERIODS: 15

TOPIC: CH – 2, OPERATIONS ON RATIONAL NUMBERS

LEARNING OUTCOMES:

The learner -

1. Uses fundamental arithmetic operators in rational numbers to simplify a given expression.
2. Finds reciprocal of a rational number.
3. Inserts rational numbers between two given rational numbers.

SUB TOPICS:

1. Addition of rational number
2. Subtraction of rational number
3. Multiplication of rational number
4. Division of rational number



5. Reciprocal of rational number
6. To find rational number between two rational numbers

TEACHING AIDS: E board, Text book, Assignment, Foldable, Mind map

ASSESSMENT STRATEGY: Pen paper test

SKILL ENHANCED: Problem solving, Quantitative reasoning

ART INTEGRATION: MANDALA (COLOUR ME QUICK) BASED ON THE FOUR OPERATIONS

MAY

TOPIC: CH – 2, OPERATIONS ON RATIONAL NUMBERS (CONTD.)

NUMBER OF PERIODS: 15

TOPIC: CH – 5, APPLICATION OF PERCENTAGE

LEARNING OUTCOMES:

The learner -

1. understands the terms profit, loss, S.P and C.P.
2. correlates the concepts of percentage in day to day life.
3. calculates interest for better decision making.

SUBTOPICS:

1. Percent
2. Profit and loss
3. Simple interest and amount

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

ART INTEGRATION: Foldable on formulae →

SKILL ENHANCED: Problem solving, Quantitative reasoning



JULY

TOPIC: CH – 5, APPLICATION OF PERCENTAGE (CONTD.)

NUMBER OF PERIODS: 15

TOPIC: CH – 8, TRIANGLE AND ITS PROPERTIES

LEARNING OUTCOMES:

The learner -

1. Understands the various properties of triangles.
2. Applies the knowledge of Pythagoras theorem.

SUB TOPICS:

1. Properties of isosceles triangle.
2. Pythagoras theorem.
3. Converse of Pythagoras theorem.
4. Pythagorean triplets.
5. Medians and centroid.
6. Altitude and orthocenter.
7. Perpendicular bisector and circumcenter of a triangle.
8. Angle bisectors and incenter of a triangle.
9. Relation between exterior angle and interior opposite Angles.
10. Angle sum property of Triangles.
11. Triangular inequality.
12. An exterior angle and interior adjacent angle form a linear pair.

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity

LAB ACTIVITY: 1. To verify that sum of any two sides of a triangle is greater than third side.

2. To verify Pythagoras theorem for any right angled triangle.

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

ART INTEGRATION: Activity On Exterior Angle Property using cutting and pasting method

SKILL ENHANCED: Problem solving, Quantitative reasoning

NUMBER OF PERIODS: 8

CH- 10 CONSTRUCTION OF TRIANGLES

LEARNING OUTCOMES:

The learner -

1. understands the different components required to construct a triangle.
2. demonstrates the knowledge of constructing triangles in different components.

SUB TOPICS:

1. SSS – Construction of triangle when 3 sides are given.
2. SAS – Construction of triangle when 2 sides and the included angle are given.
3. ASA - Construction of triangle when 2 angles and the included side are given.
4. RHS – Construction of triangle when hypotenuse and one side of a triangle are given.

TEACHING AID: E board, Text book, Assignment, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Problem solving, Spatial reasoning

MONTH: AUGUST

NUMBER OF PERIODS: 8

CH- 10 CONSTRUCTION OF TRIANGLES (CONTD.)

NUMBER OF PERIODS: 10

TOPIC: CH – 3, RATIONAL NUMBERS AS DECIMALS

LEARNING OUTCOMES:

The learner -

1. Understands the decimal representation of a rational number.
2. Classifies rational numbers terminating and non-terminating decimal numbers.
3. Evaluates expression based on rational numbers.

SUBTOPICS:

1. Conversion of rational number into decimal
2. Terminating decimal
3. Non terminating repeating decimal
4. Non terminating non repeating decimal



TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Problem solving, Quantitative reasoning

ART INTEGRATION: →

NUMBER OF PERIODS: 11

TOPIC: CH – 5, DATA HANDLING

LEARNING OUTCOMES:

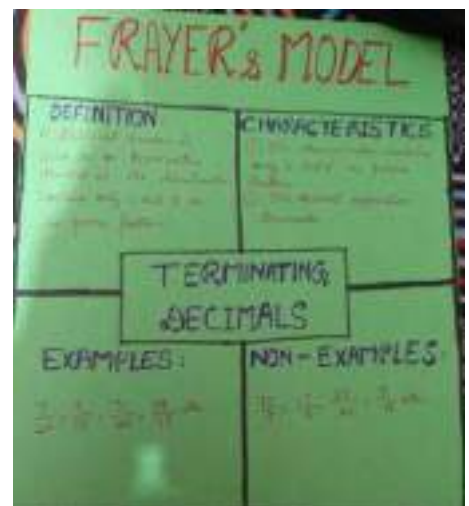
The learner -

1. understands vocabulary for statistics like mean, median, mode.
2. Analyzes and sketches bar graphs and double bar graphs.

SUBTOPICS:

1. Mean
2. Median
3. Mode
4. Bar-graphs And Double Bar Graphs

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity, Student Reflection check list



LAB ACTIVITY: To compare the marks obtained by a student in Periodic test 1 and Periodic test 2, by drawing a bar graph using paper cutting and pasting.

ASSESSMENT STRATEGY: Pen paper test

SKILL ENHANCED: Problem solving, Quantitative reasoning

SEPTEMBER

REVISION FOR TERM - I

SUBJECT ENRICHMENT – MATHEMATICS LAB ACTIVITIES

SYLLABUS TERM-I

1. RATIONAL NUMBERS
2. OPERATIONS ON RATIONAL NUMBERS
3. THE TRIANGLE AND ITS PROPERTIES
4. CONSTRUCTIONS OF TRIANGLES
5. APPLICATION OF PERCENTAGE
6. RATIONAL NUMBERS AS DECIMALS
7. DATA HANDLING

TERM –II

MONTH: OCTOBER

NUMBER OF PERIODS: 15

TOPIC: CH – 4, EXPONENTS AND POWERS

LEARNING OUTCOMES:

The learner -

1. differentiates between expanded form and exponential form.
2. simplifies expressions using laws of exponents
3. expresses large and small numbers using exponents.

SUBTOPICS:

1. Laws of Exponents
2. Scientific notation

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

ART INTEGRATION: EXPONENT SONG

Math, grabs a hold of me tightly,
Study your exponents
daily and nightly, It's
time now, to have some
fun

If something raise to power, then the answer is one
If raise power to one, the
problem is done You multiply
the number by itself ye know
You just squared a number if
you feel my flow

When you see a product, simplify
the components Keep the same
base and add your exponents
Now, what you do for a quotient
Subtract the second, there's powers in one
steady motion. But wait just a second, there's
a little bit more,
When there's coefficient..... Don't
you add them up Just multiply and
that's enough.

Listen..!

Listen...!

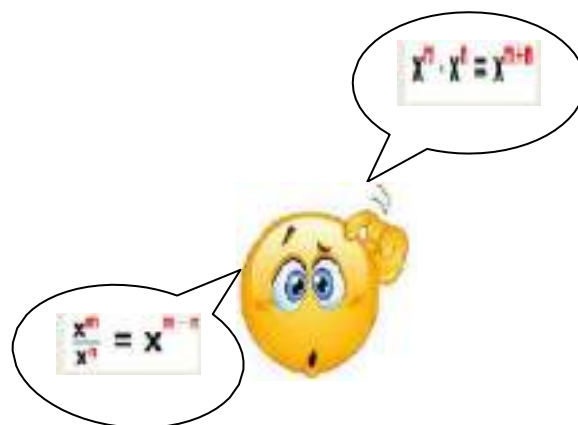
Listen..!

We got
one more
rule.

If there is a power of a power don't
look like a fool, Lets wait, wait,
wait.. give it a try.

You take your exponents
and multiply. There is a
negative exponent in your
way, Don't panic it can't
stay

Flip it over the bar and yeah,
that's the way. Yes we got
that base multiply away.



multiply, add, divide, take
away.

You're bound to get 100 if you practice every day.

SKILL ENHANCED: Problem solving, Quantitative reasoning

**NUMBER OF
PERIODS: 16**

MONTH:

OCTOBER

**TOPIC: CH – 6, ALGEBRAIC
EXPRESSIONS**

LEARNING OUTCOMES:

The learner -

1. Identifies and classifies an algebraic expression.
2. Understands the multiplication of monomials, binomials and trinomials.
3. Practices factorization using the concept of H.C.F.

SUBTOPICS:

1. Multiplication of monomials.
2. Multiplication of a monomial and binomial.
3. Multiplication of two binomials.
4. Factorization of algebraic expressions.
5. H.C.F of monomials.
6. Factorization by taking binomial as common factor.
7. Factorization by regrouping the terms.

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map,

Lab activity **LAB ACTIVITY:** To multiply two linear algebraic expressions

using different strips. **ASSESSMENT STRATEGY:** Pen paper test, Student

Reflection checklist

SKILL ENHANCED: Problem solving, Quantitative reasoning

MONTH: NOVEMBER

TOPIC: CH – 6, ALGEBRAIC EXPRESSIONS (CONTD.)

NUMBER OF

PERIODS: 11

TOPIC: CH – 7, LINEAR EQUATIONS IN

ONE VARIABLE

LEARNING OUTCOMES:

The learner -

1. identifies and classifies an Linear Equation.
2. understands the degree of Linear Equations.
3. solves various applications based on Linear Equations.

SUBTOPICS:

1. The standard form of linear equation in one variable.
2. Solution of a linear equation.
3. Application of linear equations.

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity

LAB ACTIVITY: To solve a linear equation say $2x + 3 = 5$

ASSESSMENT STRATEGY: Pen paper test, Student

Reflection checklist

SKILL ENHANCED:

Problem solving, Quantitative reasoning

MONTH:

DECEMBER

NUMBER OF

PERIODS: 7

TOPIC: CH – 14,

VISUALISING SOLIDS

LEARNING OUTCOMES:

The learner -

1. distinguishes between 2D and 3D shapes.

2. identifies the faces, vertices and edges of 3D shapes.

SUBTOPICS:

1. 2D shapes
2. 3D shapes
3. Vertices, edges and faces of 3D shapes.
4. Various types of prisms and pyramids.

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Problem solving, Quantitative reasoning

TOPIC: CH – 13 SYMMETRY LEARNING OUTCOMES:

The learner -

1. understands the concept of symmetry.
2. correlates the concept of symmetry with nature.

SUBTOPICS:

1. Lines of symmetry in different figures.
2. Lines of symmetry of English alphabets.
3. Lines of symmetry of a line segments, ray, line and angle.
4. Lines of symmetry of different types of quadrilateral.
5. Lines of symmetry of regular polygon.

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity

ASSESSMENT STRATEGY:

Pen paper test, Student Reflection checklist

SKILL ENHANCED:

Problem solving, Quantitative reasoning

NUMBER OF

PERIODS: 14

TOPIC: CH – 9, CONGRUENT

TRIANGLES

LEARNING Outcomes:

The learner understands:

1. the meaning and properties of triangles.
2. they understand the meaning of congruence.

3. they understand why three conditions such as SSS, SAS, ASA, and RHS are necessary for the congruency of two triangles.
4. they use CPCT to symbolize “corresponding parts of congruent triangles are congruent”.

SUBTOPICS:

1. Congruency of line segments, angles, square, rectangles and circles.
2. Congruency of Triangles.
3. Types of Congruence conditions

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map, Lab activity

ASSESSMENT STRATEGY: Pen paper test, Student

Reflection checklist **SKILL ENHANCED:** Problem solving,

Quantitative reasoning

MONTH: JANUARY

NUMBER OF PERIODS: 16

TOPIC: CH – 11, PERIMETER AND AREA

LEARNING OUTCOMES:

The learner -

1. Calculates the area of paths and cross roads.
2. Evaluates the area of parallelogram, triangle, rhombus and circle.
3. Verifies the constant ratio of circumference and diameter.

SUBTOPICS:

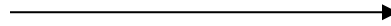
1. Area of rectangular path inside and outside a rectangular field.
2. Area of crossroads
3. Area of parallelogram
4. Area of rhombus
5. Area of triangle
6. Area of an equilateral triangle
7. Circumference of circle
8. Area of circle

TEACHING AID: E board, Text book, Assignment, Foldable, Mind map

ASSESSMENT STRATEGY: Pen paper test, Student Reflection checklist

SKILL ENHANCED: Problem solving, Quantitative reasoning

ART INTEGRATION: MANDALA on formulae of perimeter and area of different geometrical figures.



SUBJECT ENRICHMENT: MATHEMATICS LAB

ACTIVITIES SYLLABUS FOR TERM II

1. APPLICATION OF PERCENTAGE
2. RATIONAL NUMBERS AS DECIMALS
3. PERIMETER AND AREA
4. ALGEBRAIC EXPRESSIONS
5. VISULISING SOLIDS
6. LINEAR EQUATIONS IN ONE VARIABLE
7. CONGRUENT TRIANGLES
8. EXPONENTS AND POWERS
9. SYMMETRY

Some chapters of TERM – 1 will be included in TERM – II

CLASS VII
SCIENCE
TERM I
MONTH: APRIL

NO. OF PERIODS: 10

TOPIC: CH 1 – Nutrition in living Organisms – Plants

Sub-Topics

- Nutrition
- Modes of nutrition : Autotrophic, Heterotrophic, Saprotrophic, Parasitic and Holozoic
- The food making process: Photosynthesis, Raw materials and products of photosynthesis
- Other modes of nutrition : Saprotrophic, Parasitic, Symbiotic relationship
- Replenishment of nutrients in soil

Teaching Activity:

- To prepare bread mould.



Bread Mould

TEACHING AID

E content, activities, Photo story, Power point presentation, video clips.

ASSESSMENT STRATEGY

Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist

ASSESSMENT ACTIVITY

Picture observation.

SKILL ENHANCED

Observation, Critical Thinking, Experimentation, Psychomotor skill, Data Interpretation.

LEARNING OUTCOME:

The learner-

- ❖ classifies plants on the basis of mode of nutrition.
- ❖ writes word equation in order to express the process of photosynthesis.
- ❖ conducts simple investigations on his/her own in order to seek answers to queries: Do leaves other than green also carry out photosynthesis?
- ❖ relates the nutritional requirements of pitcher plants with the type of soil.
- ❖ draws concept map or mind map related to modes of nutrition.

MONTH: APRIL

No. of Periods: 10

TOPIC: Nutrition in Living Organisms- Animals and Man

Subtopic: Three main steps in animal nutrition

- Mode of intake of food , food habit, utilization in body
- Food habits of animals -- Saprotrophic, Parasitic and Holozoic
- Nutrition in Humans –Human digestive system, Types and role of teeth. Role of organs of digestive systems
- Nutrition in Ruminants
- Nutrition in Amoeba

TEACHING AID

Specimens of Permanent Slides of various microbes, Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Art Integration:

- Prepare a model of digestive system using clay to make the organs and rubber pipe/ ribbons to make the food pipe and small intestine.



ASSESSMENT STRATEGY

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

ASSESSMENT ACTIVITY-

Crossword puzzle

SKILL ENHANCED

Observation, Critical Thinking, Experimentation, Psychomotor skill.

LEARNING OUTCOME:

The learner-

- ❖ classifies organisms on the basis of mode of nutrition.
- ❖ explains the process of digestion in humans and ruminants.
- ❖ conducts simple investigations on his/her own in order to seek answers to queries:
why is there a change in the taste of chapatti when chewed for sometime?
- ❖ draws labelled diagrams in order to explain digestion in human , amoeba and ruminants

MONTH: JUNE

No. of Periods: 12

TOPIC: Chemical Substances and Processes

Subtopic :

- Pure Substance: Elements, Compounds & Mixtures
- Chemical symbols of elements and ions
- Writing the chemical formula
- Chemical changes : Physical and Chemical
- Chemical Equation
- Balancing of Chemical Equation
- Types of Chemical reactions
- Combination reactions
- Decomposition reactions
- Displacement reactions

- Neutralization reactions

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, concept of atom, molecules, element and compound with the help of clay.

Teaching activity-

Tic – tac – toe games on positive ions and negative ions.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity-

To show different types of atoms or molecules with the help of colourful clay balls.

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ identifies materials into elements and compounds.
- ❖ classifies characteristics of different types of change e.g. physical and chemical changes.
- ❖ writes word equation in order to express chemical reactions.
- ❖ relates processes and phenomena with causes.
- ❖ writes chemical equation in order to express chemical reactions: (such as decomposition of lime stone, electrolysis of water.)

MONTH: JULY

No. of Periods: 13

TOPIC: Acids, Bases and Salts

Subtopic :

- Difference between acids and bases
- Difference between bases and alkali
- Indicators
- Neutralisation and Formation of salts

- Naming of salts
- Properties of salts
- Classification of salts
- Neutral salts
- Acidic salts
- Basic salts

Teaching activity:

- Testing of different samples using indicators.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity-

- Preparation of turmeric card



Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner/

- ❖ differentiates materials such as acidic, basic and neutral substances.
- ❖ conducts simple investigations on his/her own in order to seek answers to queries: such as, Can extract of coloured flowers be used as acid base indicator?

- ❖ writes word equation in order to express chemical reactions: (such as, acid-base reactions).
- ❖ applies learning of scientific concepts in daily life/real life situations in order to solve problems/give solutions/take preventive measures/etc. such as, dealing with acidity.

MONTH: JULY - AUGUST

No. of Periods: 18

TOPIC: Heat

Subtopic :

- Heat and energy
- Effects of heat: Change in temperature, Change in state, Thermal expansion
- Measurement of temperature
- Working and reading of a thermometer
- Modes of transfer of heat
- Conduction
- Convection in liquids and gases
- Wind patterns
- Sea breeze
- Land breeze
- Transfer of heat: Radiation
- Application of modes of transfer of heat in day to day life.

Teaching activity:

- To measure the temperature of any hot object.
- To calculate the least count of clinical and laboratory thermometer.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ Differentiates conductors and insulators of heat on the basis of their properties.
- ❖ Conducts simple investigations on his/her own in order to seek answers to queries such as — Why does cold milk left on the table soon warms up while hot milk cools down?
- ❖ Explains processes and phenomena, e.g. modes of transfer of heat.
- ❖ Measures and calculates in order to demonstrate understanding of measurability of various scientific processes/phenomena: (such as, measurement and calculation of temperature.
- ❖

MONTH: AUGUST

No. of Periods: 5

TOPIC: SOIL

Subtopic :

- Formation of soil by weathering
- Soil profile: Layers/ horizons of soil
- Properties of soil
- Composition of soil
- Soil as resource, Soil pollution, Soil erosion

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Art integration:

- Preparation of soil profile.



Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment, Formation of Soil Profile,

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ identifies materials (soil) on the basis of their properties and its structure.
- ❖ classifies materials (soil) based on properties.
- ❖ conducts simple investigations on his/her own in order to seek answers to queries: What is the reason for different rates of percolation in different types of soil?
- ❖ relates processes and phenomena with causes, e.g. Which characteristics of soil can support a particular type of crop in it?
- ❖ applies learning of scientific concepts in daily life/real life situations in order to solve problems/give solutions/take preventive measures/etc. Such as: What are the consequences of the soil erosion? How to prevent soil erosion?
- ❖ makes efforts to apply to daily life the understanding of environment and steps to conserve it, in order to contribute to the protection of the environment: (such as, minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc.)

MONTH: AUGUST

No. of Periods: 11

TOPIC: Motion and Time

Subtopic :

- Types of motion: Linear, Circular, Periodic, Oscillatory, Rotational
- Speed

- Measurement of time, speed – simple calculation
- Uniform and non-uniform motion
- Distance –Time graph to describe motion.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, Data analysis, Graph plotting.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity:

Plotting of a linear graph of a particular data.

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ conducts simple investigations to seek answers to queries, e.g. Why is thundering sound heard after lightening?
- ❖ explains processes and phenomena e.g. Time period of simple pendulum, average speed and uniform and non-uniform motion.
- ❖ measures and calculates e.g. speed of moving objects; time period of a simple pendulum, etc.
- ❖ plots and interprets graphs e.g., distance time graph.

MONTH: AUGUST

No. of Periods: - Weather, Climate and Adaptations of Animals to Climate

TOPIC: 10

Subtopic:

- Weather elements: Temperature, humidity, cloudiness precipitation, wind, atmospheric pressure
- Climate, climatic zones
- Adaptations: Structural and behavioral

- Polar regions and tropical rain forests
- Animals that lie in these areas

Tinkering Activity:

- Debate on climate change and sustainable development.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity-

Flip learning

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ classifies materials and organisms based on properties /characteristics eg. Categorizes animals in tropical rainforest based on their physical features.
- ❖ relates processes and phenomena with causes, e.g., wind speed with air pressure.
- ❖ explains processes and phenomena in order to relate to science behind the phenomena/processes and develop scientific thinking skills: (such as, patterns of weather that lead to the deduction of a particular type of climate by considering repetitive elements.)
- ❖ plots graphs on the basis of given data, in order to interpret it: e.g. Analyse internet data for temperature variations in a day in order to identify the time periods in which maximum and minimum temperatures occur during a day.
- ❖ applies learning of scientific concepts in daily life/real life situations in order to solve problems/give solutions/take preventive measures/etc.: (such as, suggesting methods for reduction of the damage caused by cyclones by using weather prediction.

SUBJECT ENRICHMENT ACTIVITY

ALL LAB ACTIVITIES WILL BE INCLUDED IN SUBJECT ENRICHMENT ACTIVITY.

SEPTEMBER

REVISION FOR FIRST TERM

SYLLABUS FOR FIRST TERM

1. Nutrition in Living Organisms- Plants
2. Nutrition in Living Organisms- Animals and Man
3. Chemical Substances and Processes
4. Acids, Bases and Salts
5. Heat
6. Soil
7. Motion and Time
8. Weather, Climate and Adaptations of Animals to Climate

MONTH: OCTOBER

No. of Periods: 5

TOPIC: Fabric from fibre

Subtopic:

- Animal fibres
- Wool - Shearing, scouring, sorting, dyeing and spinning of wool fibres
- Silk - Rearing of silkworms, reeling, dyeing, spinning & weaving.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, Role play.

Assessment activity:

- To make a brochure on different breeds of wool- yielding animals found in different countries.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ classifies materials eg. plants and animals fibres.
- ❖ explains processes and phenomena, e.g., processing of animal fibres.
- ❖ explains processes and phenomena in order to relate to science behind the phenomena/processes and develop scientific thinking skills: such as, processing of animal fibres.
- ❖ draws labelled diagrams/flow charts of organisms such as life cycle of silk moth.

MONTH: OCTOBER

No. of Periods: 12

TOPIC: Respiration in Organisms

Subtopic:

- Respiration – aerobic and anaerobic
- Respiration in plants through stomata
- Respiration in animals through organs like trachea, skin, gills, lungs etc.
- Respiration in humans: mechanisms of breathing, human respiratory system

Tinkering activity:

- To find the diseases related to respiratory system. List their causes, their effect on respiration and their cure.
- To record breathing rate at rest.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity:

Word search

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ differentiates organisms on the basis of aerobic and anaerobic respiration.
- ❖ conducts simple investigations on his/her own in order to seek answers to queries: (such as, What is the major effect of various activities on breathing rate?)

- ❖ relates processes and phenomena with causes, e.g (What is the cause of muscle cramps?)
- ❖ explains processes and phenomena, e.g., role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm in the process of breathing.
- ❖ writes word equation in order to express chemical reactions: (such as photosynthesis; respiration, etc.)
- ❖ measures and calculates in order to demonstrate understanding of measurability of various scientific processes/phenomena: (such as, measuring pulse rate in different situations.)
- ❖ draws labelled diagrams/flow charts of organisms/structures/processes in order to demonstrate knowledge of structure/processes/relationships: (such as, breathing mechanism in humans.)

MONTH: NOVEMBER

No. of Periods: 10

TOPIC: Transportation in Plants and Animals

Subtopic:

- Definition of transportation
- Transportation in plants through Xylem and Phloem
- Transportation in
- Human heart: Structure & function
- Blood and its circulation
- Excretion in animals through kidneys, lungs and skin

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment activity:

Quiz.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ differentiates the functions of arteries and veins, in the functioning of the circulatory system.
- ❖ relates processes and phenomena with causes, e.g. the existence of four chambers in the heart to avoid the intermixing of oxygenated and deoxygenated blood.
- ❖ explains processes and phenomena, e.g. The process of transportation of water, minerals and food in plants in order to differentiate between xylem and phloem, the process of transpiration in order to infer its advantages.
- ❖ measures and calculates e.g., pulse rate.
- ❖ draws labelled diagrams / flow charts e.g. Circulation of the blood in human beings.
- ❖ constructs models using materials from surroundings and explains their working, e.g., stethoscope.

MONTH: NOVEMBER

No. of Periods: 8

TOPIC: Light

Subtopic:

- Reflection of light, laws of reflection
- Formation of image by plane mirror
- Characteristics of image formed by plane mirror
- Spherical mirrors: Concave and Convex mirrors, real and virtual images
- Practical uses of concave and convex mirrors.

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Teaching Activity:

- List those letters of English alphabet in which the image formed in a plane mirror appears exactly like the letter itself.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ identifies materials and organisms, such as mirrors.
- ❖ differentiates materials and organisms such as, images formed by mirrors on the basis of their properties.
- ❖ conducts simple investigations to seek answers to queries, e.g. What is the reason behind 'AMBULANCE' written as its mirror image on the hospital vehicles/ambulances?
- ❖ relates processes and phenomena with causes, e.g. why virtual image cannot be obtained on the screen but still can be photographed?
- ❖ constructs models using materials from surroundings and explains their working, e.g. Periscope.

MONTH: DECEMBER**No. of Periods: 10****TOPIC: Reproduction in Plants**

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Teaching activity-

Flower dissection

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity:

Crossword puzzle

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers.
- ❖ relates processes and phenomena with causes e.g. need of reproduction.
- ❖ draws labelled diagrams / flow charts e.g., organ systems in human and plants;
- ❖ discusses and appreciates stories of scientific discoveries.

MONTH: DECEMBER

No. of Periods: 12

TOPIC: Electric Charges at Rest

Subtopic:

- Charged and uncharged objects
- Conductors and Insulators
- Kinds of charges: Positive and Negative, attraction and repulsion of charges
- Charging by conduction
- Charged by induction
- Charges in nature, electrical discharge, lightning and its advantages
- Lightning Conductor: Construction and working

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment strategy: Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ identifies materials such as, Conductors and insulators.
- ❖ differentiates materials such as, Charged and uncharged.
- ❖ constructs models using materials from surroundings and explains their working, e.g. Electroscope.
- ❖ conducts simple investigations to seek answers to queries, e.g. How do Lightning conductor protect the tall buildings during lightening?
- ❖ relates processes and phenomena with causes, e.g. Conductors cannot be charged by rubbing process.

MONTH : JANUARY

No. of Periods : 9

TOPIC: Electric Current and its Effects

Subtopic:

- Heating effect of electric current
- Symbols of cell, bulb, switch, voltmeter, battery etc.
- Advantages and disadvantages of heating effect of current
- Electric fuse, miniature circuit breaker
- Magnetic effect of current
- Practical uses of electromagnet
- Working of electric bell

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Teaching activity:

- To make an electric circuit consisting of an electric switch, two bulbs and a battery.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ explains processes and phenomena, e.g. heating and magnetic effects of electric current.
- ❖ draws labelled diagrams / flow charts e.g. electric circuits; experimental set ups.
- ❖ constructs models using materials from surroundings and explains their working, e.g. electromagnets.
- ❖ discusses and appreciates stories of scientific discoveries. (The benefits of using CFLs over ordinary electric bulbs.)

MONTH: JANUARY

No. of Periods: 4

TOPIC: FOREST

Subtopic:

- Definition and components of a forest
- Life in forest, food chain, food web
- Layers of forest
- Deforestation and its consequences
- Some common trees in India

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity:

To draw food chain and food web

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ relates processes and phenomena with causes, e.g. Infer reasons for the aerial appearance of forests.
- ❖ draws labelled diagrams / flow charts e.g. create a flowchart of the food web.
- ❖ applies learning of scientific concepts in day-to-day life, e.g. Forests are responsible for sustenance of life.
- ❖ makes efforts to protect environment, e.g. Plantation drive.

MONTH: JANUARY

No. of Periods: 4

TOPIC: WATER

Subtopic:

- Water on earth
- Sources of water
- Rain water harvesting
- Waste water management

Teaching aid: Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

Assessment Strategy:

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment

Assessment activity:

- Poster making on water conservation.

Skill enhanced:

Observing, inferring, communicating, classifying

Learning Outcome:

The learners-

Observing, inferring, communicating, classifying

Learning Outcome:

The learner-

- ❖ identifies materials such as potable water and sewage water.
- ❖ relates processes and phenomena with causes, e.g. Depletion of water table with human activities, etc.
- ❖ applies learning of scientific concepts in day-to-day life, e.g. Using Sprinklers and drip irrigation techniques, testing and treating sewage water; taking measures to prevent water scarcity.
- ❖ makes efforts to protect environment, e.g. following good practices for treatment of polluted water for reuse, Rain water harvesting etc.

FEBRUARY

REVISION FOR FINAL TERM
SUBJECT ENRICHMENT ACTIVITIES

ALL LAB ACTIVITIES TO BE INCLUDED IN SUBJECT ENRICHMENT ACTIVITY

SYLLABUS FOR FINAL EXAM

1. Fabric from Fibre
2. Respiration in Organisms
3. Transportation in Plants and Animals
4. Light
5. Electric Charges at Rest
6. Electric Current and its Effects
7. Reproduction in Plants
8. Water
9. Forest
10. Some chapters of first term

SOCIAL SCIENCE

ACADEMIC PLANNER

CLASS VII

ACADEMIC PLANNER 2022-23

(*Changes and deletion in the academic planner will be intimated as per the directions of DAVCMC)

**CLASS VII
SOCIAL SCIENCE / TERM-I
APRIL**

CHAPTER	1
TOPIC	COMPONENTS OF ENVIRONMENT
SUB TOPICS	<ul style="list-style-type: none"> • Environment • Four spheres of environment • Lithosphere, Atmosphere, Hydrosphere, Biosphere
DURATION	5 PERIODS

•

TOOLS/AIDS/RESOURCES: A.V. Aids, PPT, Mind Maps, Library Resource, Flow Chart Book, Smart board, chalk board,

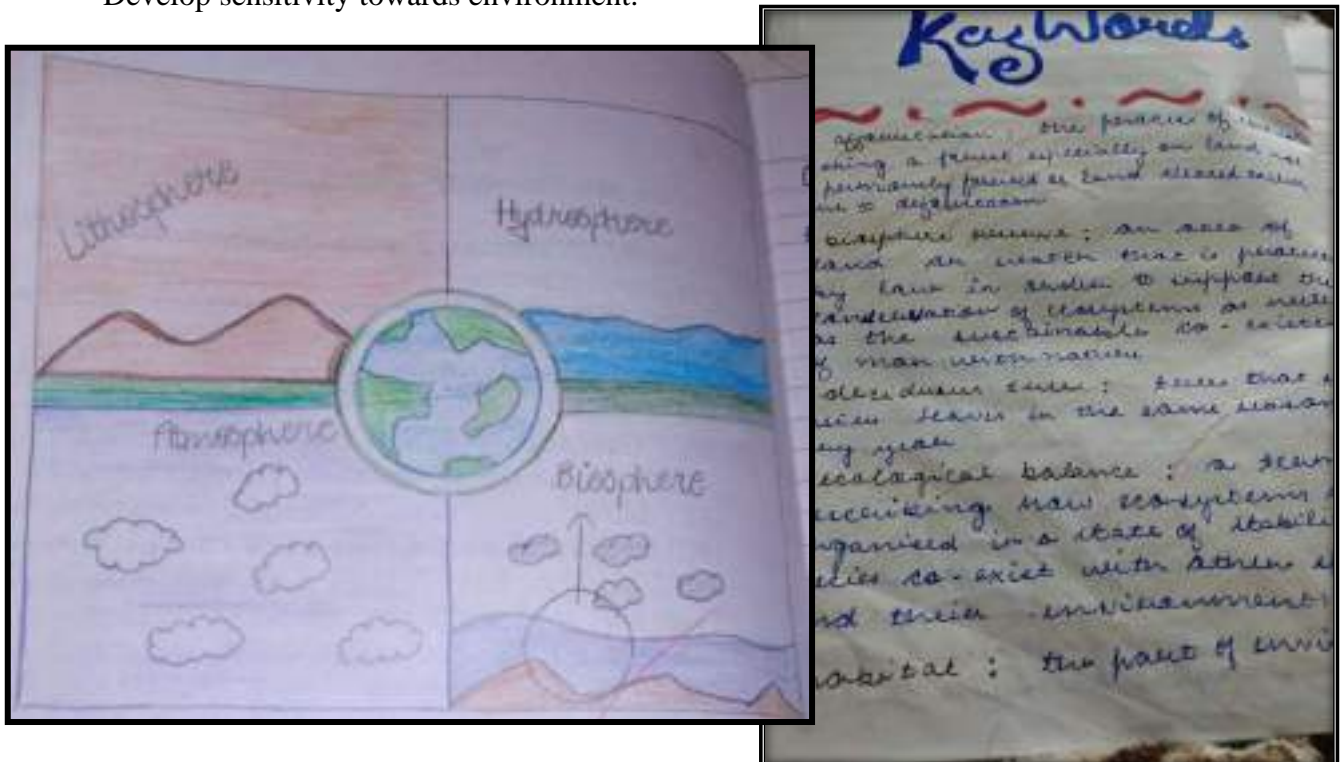
ART INTEGRATION: Diagrams of interior of the earth/Field Trip

SKILLS ENHANCED: Interpersonal skills, Observational skills, Interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand the environment in its totality including various components both natural and human.
- Appreciate the interdependence of these components and their importance in life.
- Develop sensitivity towards environment.



CHAPTER	9
TOPIC	MEDIEVAL PERIOD
SUB TOPICS	<ul style="list-style-type: none"> • Sources of information • Literary sources

	• Archaeological sources
DURATION	3 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Time line/Create a Manuscript

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Compare the events of ancient history with medieval period.
- Understanding the timeline of medieval period.

CHAPTER	18
TOPIC	DEMOCRACY AND EQUALITY
SUB TOPICS	<ul style="list-style-type: none"> • Constitution and Preamble • Universal adult franchise • Multi party system • Coalition government • Right to equality • Reservations for the deprived classes. • Other government programmes
DURATION	4 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Library Resource, Flow Chart

ART INTEGRATION: Cartoon analysis/Questionnaire

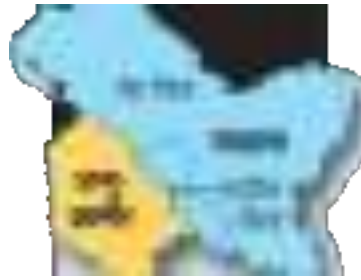
SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand the constitution as the primary source of all laws.
- Appreciate the features of Indian constitution.
- Understand the importance of the idea of equality and dignity in democracy.





JUNE-JULY

CHAPTER	2
TOPIC	THE EARTH AND THE CHANGES ON IT
SUB TOPICS	<ul style="list-style-type: none"> • External processes: Weathering, Erosion, Deposition • Agents of Gradation • Running water • Glacier • Sea waves • Soil: Types, formation, distribution
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Atlas, Library Resource, Flow Chart

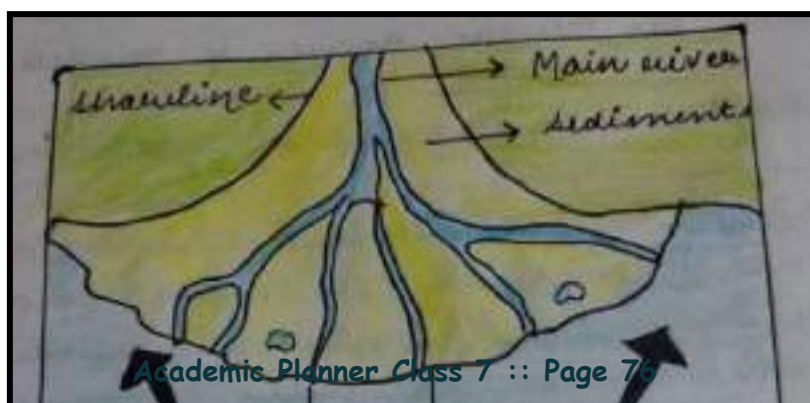
ART INTEGRATION: Poster on soil conservation/Journey of a River

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Compare between the processes of Erosion and Deposition.
- Get familiarized with the Agents of gradation.
- Get aware about the various features made by river in its way.
- Understand the importance of Soil and its formation.



JULY-AUGUST

CHAPTER	10
TOPIC	THE RISE OF SMALL KINGDOMS IN NORTH INDIA
SUB TOPICS	<ul style="list-style-type: none"> • Age of three empires-750CE-1000CE • Rashtrakutas • Palas • Pratiharas • Tripartite struggle • Rajput • Governance in North India- Administration, Economy, Society, Religion, Education, Art and architecture, Trade
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Atlas, Library Resource, Flow Chart, Picture illustrations

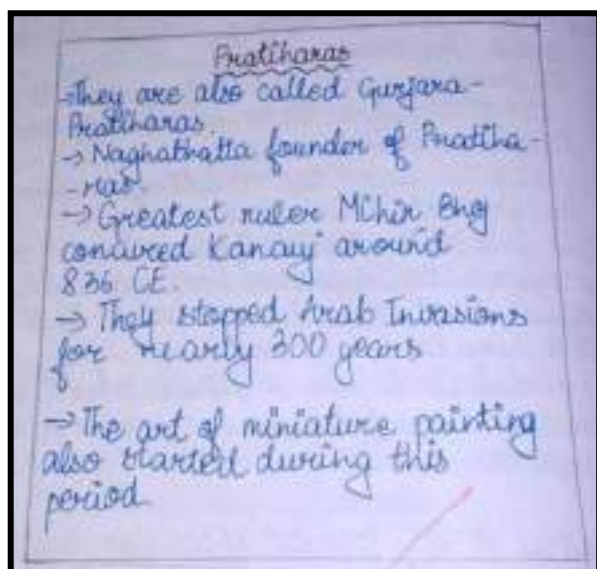
ART INTEGRATION: Role play on Rulers/Word search

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Trace the patterns of political developments and military conquests between 700-1200 in North India
- Understand strategies of military control and resource mobilisation.



CHAPTER	19
TOPIC	OUR STATE GOVERNMENTS
SUB TOPICS	<ul style="list-style-type: none"> • The three lists • State legislature • Role of Governor and his powers • Chief minister and his council of ministers • Union territories
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Role play on functioning of state government/Research, Cutting and Pasting

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Gain a sense of the nature of decision making within state government.
- Develop understanding of the domain of power and authority exercised by the state government over people's lives.
- Gain a critical sense of the politics underlying the provision of services or the distribution of resources.

AUGUST-SEPTEMBER

CHAPTER	3
TOPIC	THE SURFACE AND INTERIOR OF THE EARTH
SUB TOPICS	<ul style="list-style-type: none"> • The interior of the Earth • Earthquake • P-waves and S-waves • Structure of the Earth: Crust, Mantle, Core • Rocks: Igneous, Sedimentary and Metamorphic • Fossil fuels • Minerals
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Library Resource, Flow Chart, G.O. Pictorial representation, Diagrams

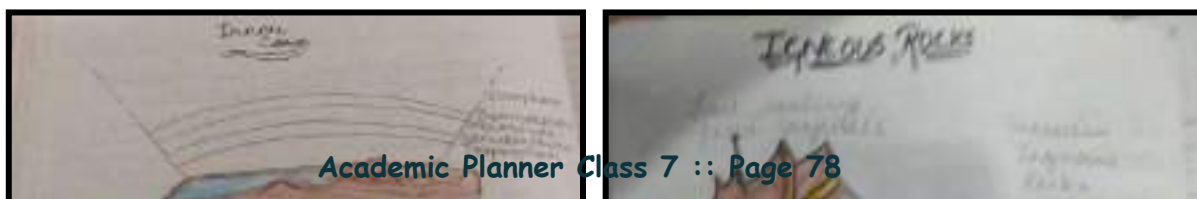
ART INTEGRATION: Collage showing different minerals/Monuments and the rocks

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Get familiarized with the Interior of the earth
- Get aware about the Structure of the earth and its importance.



CHAPTER	11
TOPIC	THE RISE OF SMALL KINGDOMS IN SOUTH INDIA
SUB TOPICS	<ul style="list-style-type: none"> • Cholas • The Pandya's • Governance in South India-Administration, Economy, Society, Religion, Education, Art and Architecture
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Picture analysis of South Indian temples/Word search

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand the development of political institutions, and relationships amongst rulers.
- Understand the role of Cholas dynasty in the history of south India.

CHAPTER	20
TOPIC	MEDIA-THE MAINSTAY OF DEMOCRACY
SUB TOPICS	<ul style="list-style-type: none"> • Interdependence of technology and media • Role of money in media • Media and democracy • Right to information act 2005
DURATION	4 PERIODS

LEARNING OBJECTIVES: The students will be able to:

- Define media.
- Write the different means of print and electronic media.
- Explain the role of media in a democracy.

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

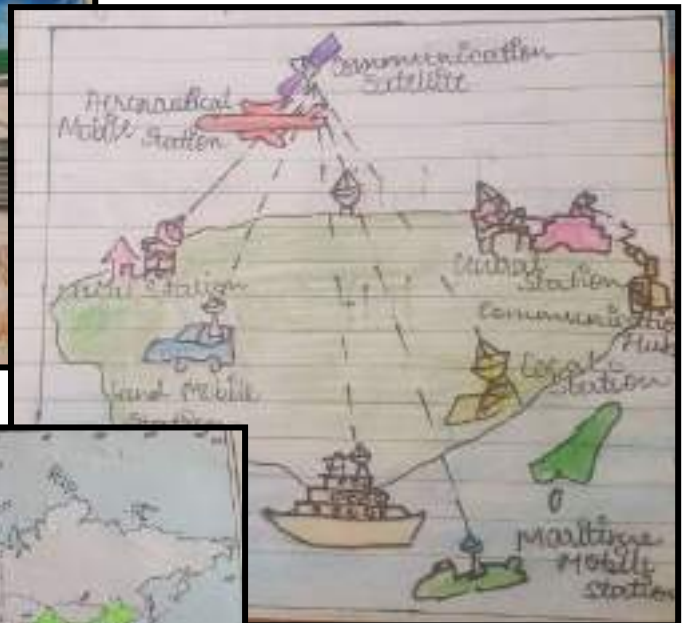
ART INTEGRATION: Newspaper activity

SKILLS ENHANCED: Observational skills, interpreting visual and Audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand the role of the media in facilitating interaction between the government and citizens.
- Gain a sense that government is accountable to its citizens.
- Understand the link between information and power.
- Gain a critical sense of the impact of media on people's lives and choices.



SEPTEMBER-OCTOBER

CHAPTER	4
TOPIC	AIR AROUND US
SUB TOPICS	<ul style="list-style-type: none"> • Structure of atmosphere • Troposphere • Stratosphere • Mesosphere • Thermosphere • Air and its composition • Pollutants in the air • Atmospheric temperature and pressure • Wind • Mechanism of rainfall • Monitoring weather conditions
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Library Resource, Flow Chart, G.O, Diagram

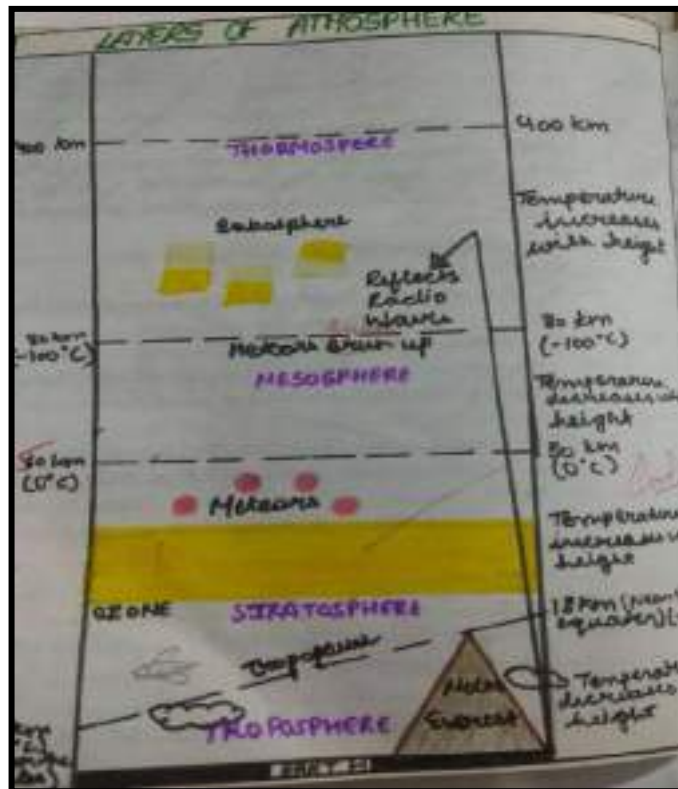
ART INTEGRATION: Diagrammatical representation of structure of atmosphere/Weather Calendar

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand about atmosphere and its elements
- Compare the importance of different layers of atmosphere.
- Recognise the composition of air.
- learn the Mechanism of rainfall



CHAPTER	12
TOPIC	TURKISH INVASIONS IN NORTH INDIA
SUB TOPICS	Ghazni and Ghaznavids <ul style="list-style-type: none"> • Mahmud Ghazni • Mohammad Ghori
DURATION	4 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, Mind Maps, Atlas, Library Resource, Flow Chart

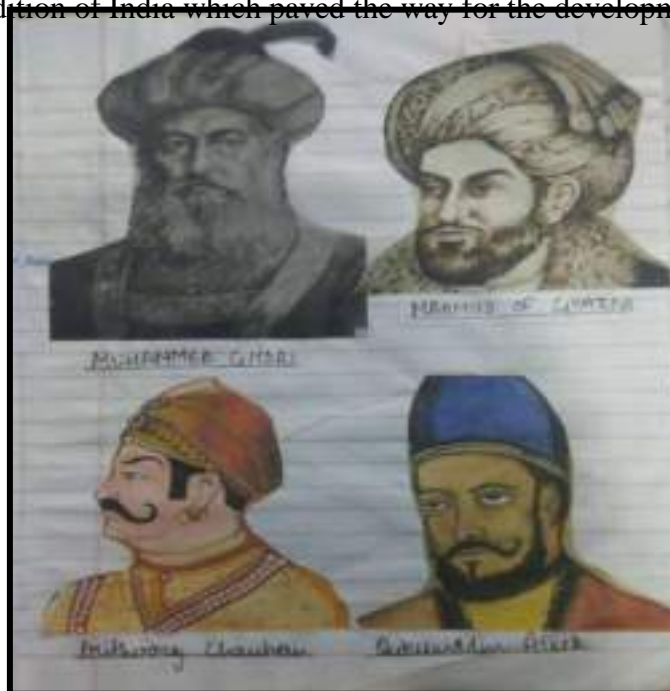
ART INTEGRATION: Role play and field trip/Research Work

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to:

- Understand the process of rise of Muslim empire in India.
- Analyse the condition of India which paved the way for the development of Muslim rule.



CHAPTER	13
TOPIC	DELHI SULTANATE
SUB TOPICS	SLAVE DYNASTY KHALJIS TUGHLAQ DYNASTY LODI DYNASTY GOVERNANCE
DURATION	8 PERIODS

TOOLS/AIDS/RESOURCES: Picture illustrations, Time line, Map work, PPT, Video, Assignment

ART INTEGRATION: Field trip of Qutub Minar/ Mind Map

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:

- Develop a better understanding about History of Delhi.
- Understand administrative reforms done under different rulers of Delhi sultanate.
- Prepare a timeline chart
- Appreciate the Indo-Islamic style of architecture



SEPTEMBER-OCTOBER

SYLLABUS-TERM-1 EXAMINATION

Chapter No.	Name of the Chapter
1.	Components of Environment
2.	Earth and the changes on it
3.	The surface and the Interior of the Earth
4.	Air around us
9.	Medieval Period
10.	Rise of small kingdoms in North India
11	The Rise of small kingdoms in South India
12.	Turkish invasion in North India
13.	Delhi Sultanate
18.	Democracy and Equality
19.	Our State Government
20.	Media- The Mainstay of Democracy

TERM-2
OCTOBER

CHAPTER	5
TOPIC	WATER SURROUNDING THE EARTH
SUBTOPIC	WATER CYCLE,MOVEMENT OF OCEAN WATER,WAVE AND TIDE, TSUNAMI
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Diagram of Water cycle/Poster on water conservation

SKILLS ENHANCED: Observational skills, Interpreting visual and Audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:-

- Understand the sources of water available on Earth.
- Appreciate water as natural resource.
- Recognise its importance for human life.
- Analyse the consequences of scarcity of water.



CHAPTER	14
TOPIC	REGIONAL POWERS
SUBTOPIC	VIJAYNAGAR EMPIRE,BAHMANI KINGDOM,AHOMS,MEWAR,MARWAR,KASHMIR
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

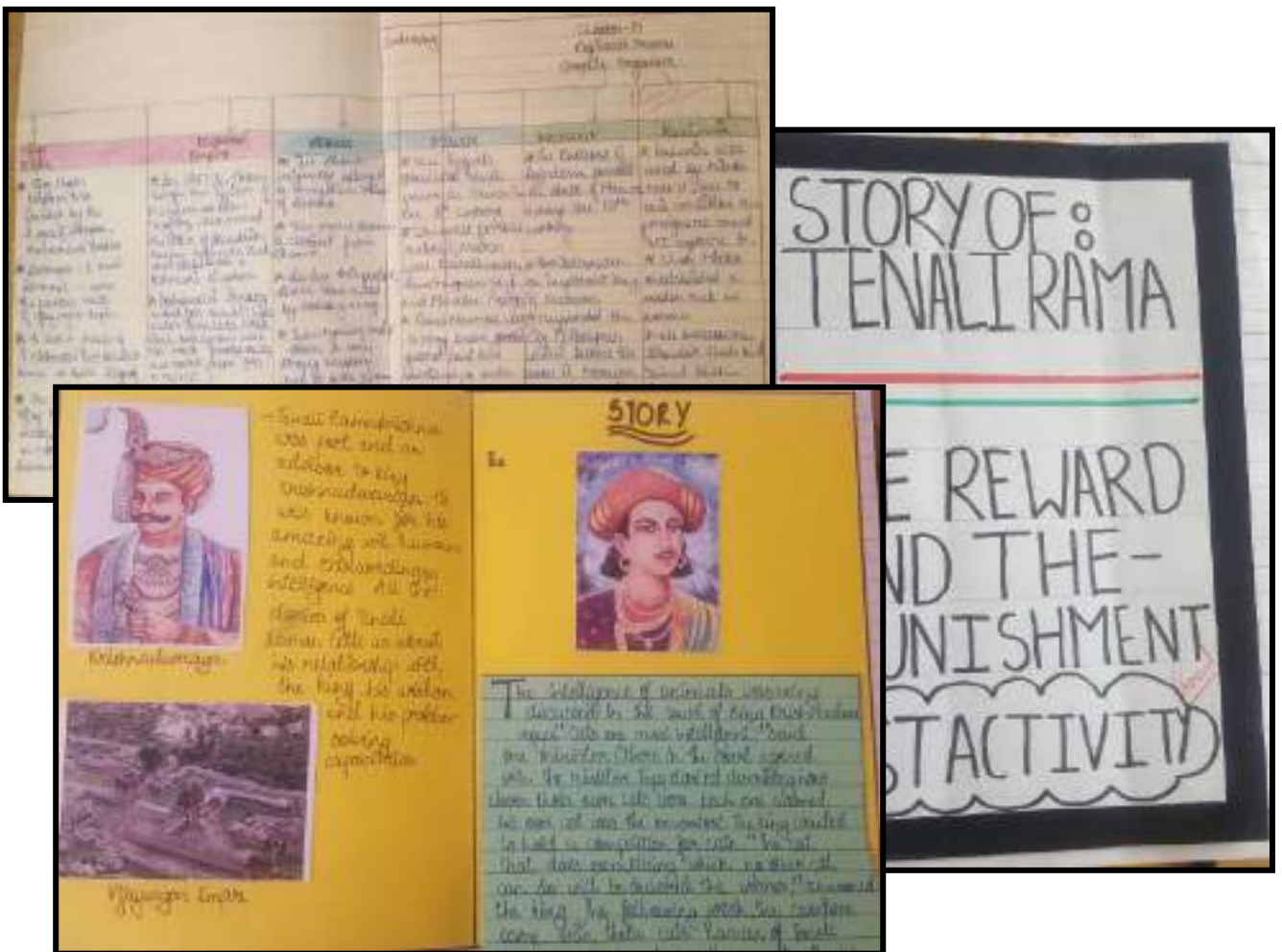
ART INTEGRATION: Cartoon story of Krishandev rai king of Vijaynagar

SKILLS ENHANCED: Observational skills, Interpreting visual and Audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:-

- Understand reasons of conflict between Vijaynagar and Bahmanis
- Be able to prepare a Mind map showing different kingdoms and their important features



CHAPTER	21
TOPIC	ADVERTISING AND DEMOCRACY
SUBTOPIC	<ul style="list-style-type: none"> • Social or Public Service Advertising • Effects of Advertising • Advertising and Democracy • Consumerism
DURATION	6 periods

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Create an advertisement for Social awareness/Collage Making

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME—Students will be able to

- develop public awareness
- Create gender sensitivity
- Create awareness for conservation of resources
- To develop a democratic attitude



NOVEMBER

CHAPTER	6
TOPIC	LIFE ON THE EARTH
SUB TOPICS	<ul style="list-style-type: none"> • Plant kingdom • Tropical hard wood forest • Grasslands • Deserts • Temperate soft wood forest • The Animal kingdom • Human impact on the Ecosystem
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

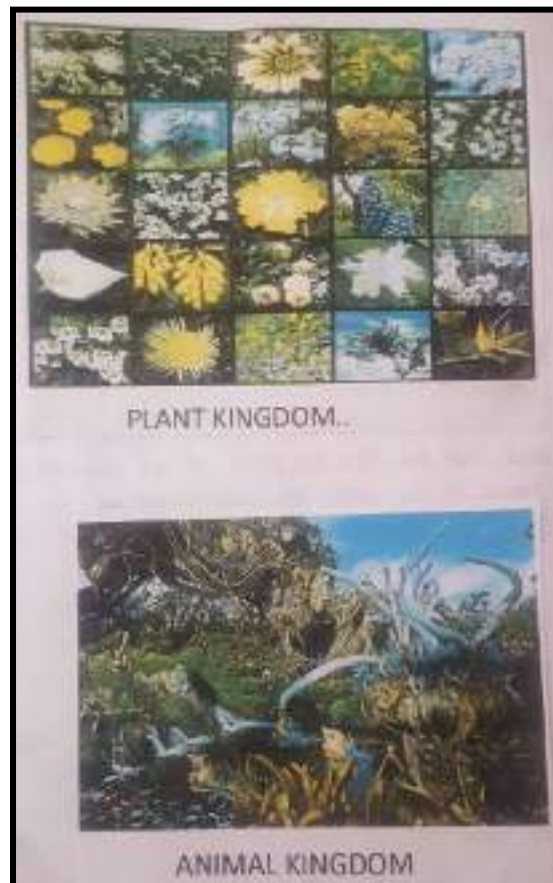
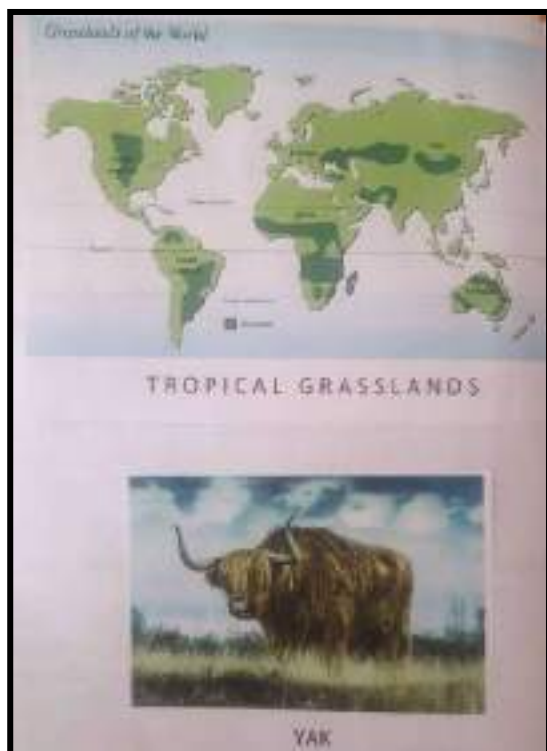
ART INTEGRATION: Picture analysis, Slogan writing on conservation of flora and fauna, Nature walk/ Collage making and Comparison

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The student will be able to

- Understand the types of vegetation belts of the world.
- Appreciate the interdependence of plants and Animals on each other.
- Develop sensitivity towards environment



CHAPTER	15
TOPIC	Mughal empire
SUB TOPIC	Babur, Humayun, Akbar, Jahangir, Shahjahan, Aurangzeb <ul style="list-style-type: none">• Governance under Mughals• Decline of Mughals
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

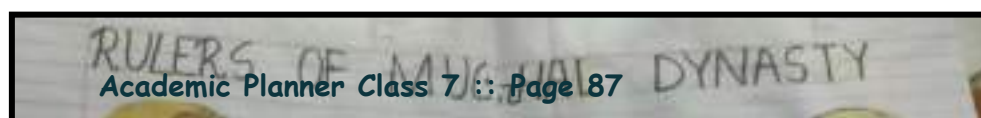
ART INTEGRATION: Chronological table and Making of timeline, Role play of Akbar's court/ Flash cards

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:-

- Learn the time line of Mughal rule.
- Be able to prepare a mind map showing different rulers and their important achievements



CHAPTER	22
TOPIC	Unpacking Gender
SUB TOPIC	<ul style="list-style-type: none"> • Roles of Boys and girls • Society and stereotyping • Gender inequality • Education and awareness • Need of Gender Equality
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Poster making on Stop female infanticide/ Collage Making

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:

- Understand the differences in value attached to the work of males and females.
- Appreciate the sharing of work between male and female.
- Develop sensitivity towards women rights.

CHAPTER	7
TOPIC	Human Environment
SUB TOPICS	<ul style="list-style-type: none">• Settlement• Factors responsible for permanent settlement• Transport and communication• Modes of transportation• Communication
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Diagrammatical presentation of different types of settlements/Creation and imagination

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOME: The students will be able to

- Understand the importance of means of communication.
- Appreciate the role of transport and communication in the economic development of a country.
- Develop awareness about different means of transport and communication.

DECEMBER

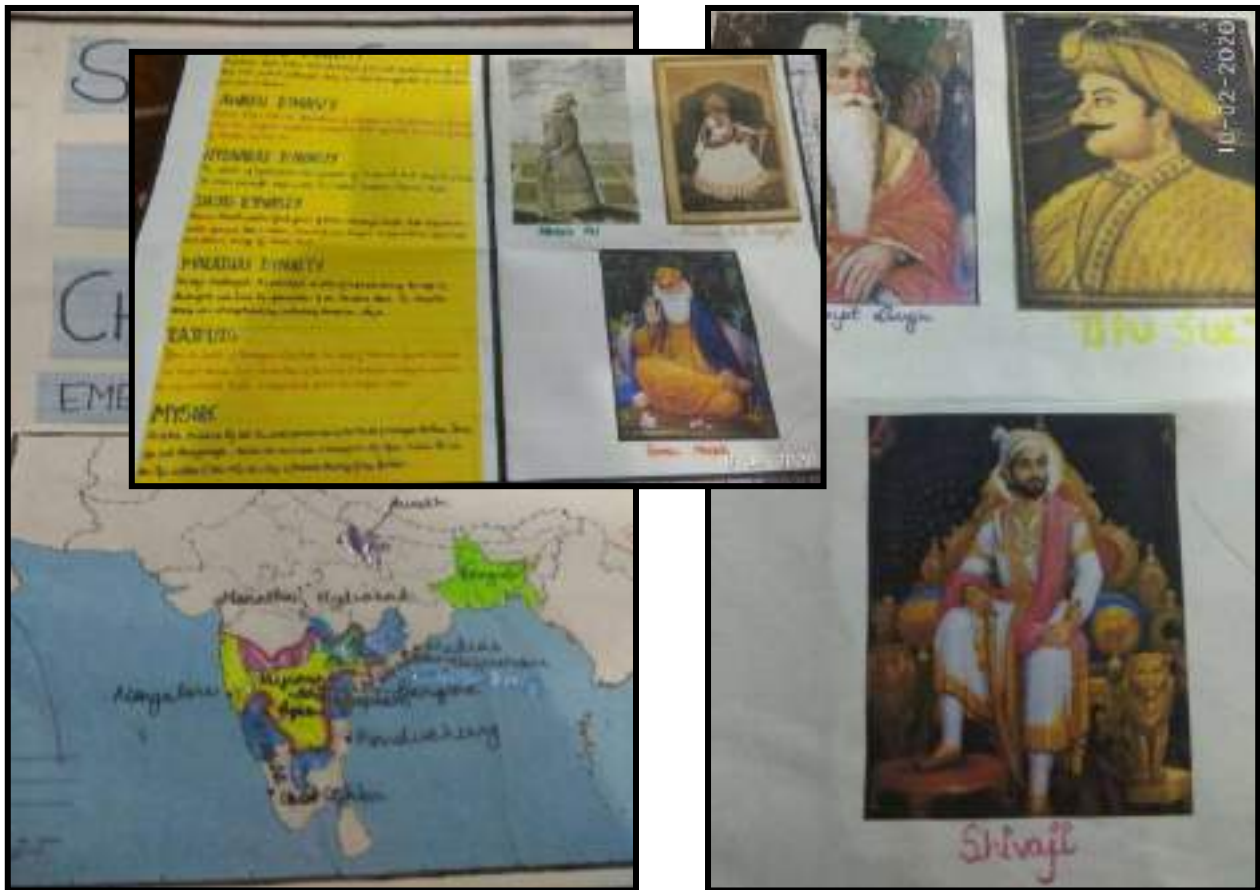
CHAPTER	16
TOPIC	Emergence of Independent states
SUBTOPIC	<ul style="list-style-type: none">• Bengal• Awadh• Hyderabad• Sikhs• Marathas• Rajputs• Mysore
DURATION	6 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Role play on Sikh and Maratha rulers.

SKILLS ENHANCED: Analytical skills, Observational skills, Interpreting visual and Audio sources

ASSESSMENT STRATEGY: Crossword, Map test, Student reflection checklist, Concept maps, MCQ



CHAPTER	23
TOPIC	Markets around us
SUB TOPICS	<ul style="list-style-type: none"> • Types of Market • Markets and Democracy • Economic Inequality
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Field trip to nearby market/ Rate List

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:

- Develop a better understanding of different types of markets.
- Understand the meaning of 'demand and supply'.
- Appreciate the system of markets.

CHAPTER	8
TOPIC	Land and the people
SUB TOPICS	<ul style="list-style-type: none"> • Life in desert-Sahara and Ladakh • Life in temperate grasslands — Prairies and Velds • Life in Tropical and Sub-tropical forest region

	Amazon basin, Ganga-Brahmaputra Basin
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

ART INTEGRATION: Collage showing Characteristics of life in Sahara Desert/ Travelogue

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The students will be able to:

- Develop a better understanding of Hot and cold desert.
- Appreciate the beauty of nature.
- Prepare a comparative table of types of grasslands based on different features

JANUARY

CHAPTER	17
TOPIC	Major religions
SUB TOPICS	<ul style="list-style-type: none"> • Islam • Sikhism • Bhakti movement • Sufism
DURATION	5 PERIODS

TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

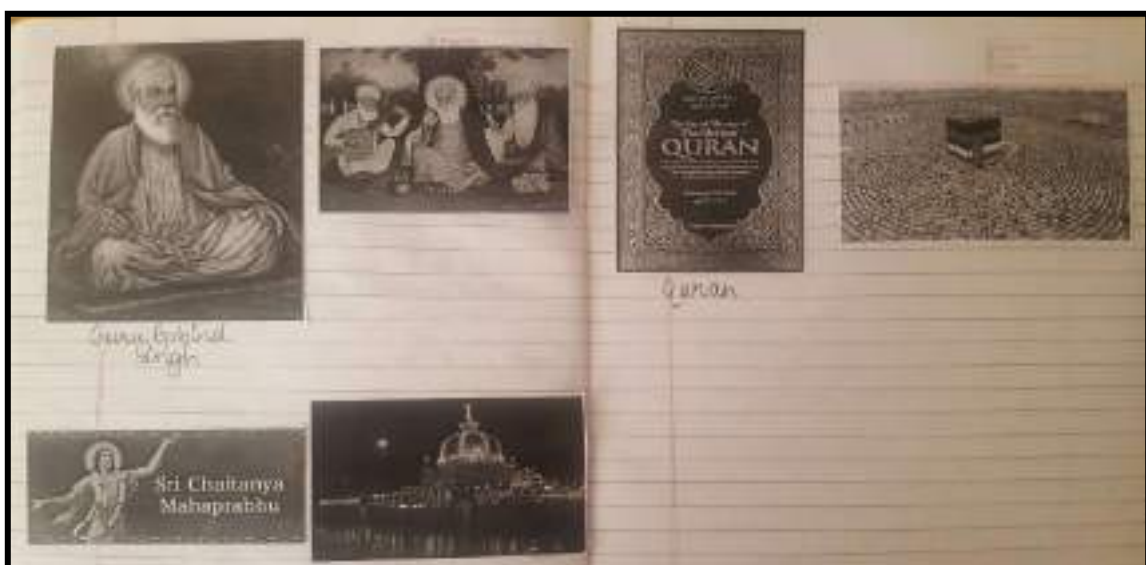
ART INTEGRATION: Singing of prayers of different religions/ Table of Religion

SKILLS ENHANCED: Observational skills, interpreting visual and audio sources

ASSESSMENT STRATEGY: Student reflection checklist, Concept maps, MCQ

LEARNING OUTCOMES: The student will be able to:

- Develop a better understanding about different Religions.
- Understand the teachings of Islam.



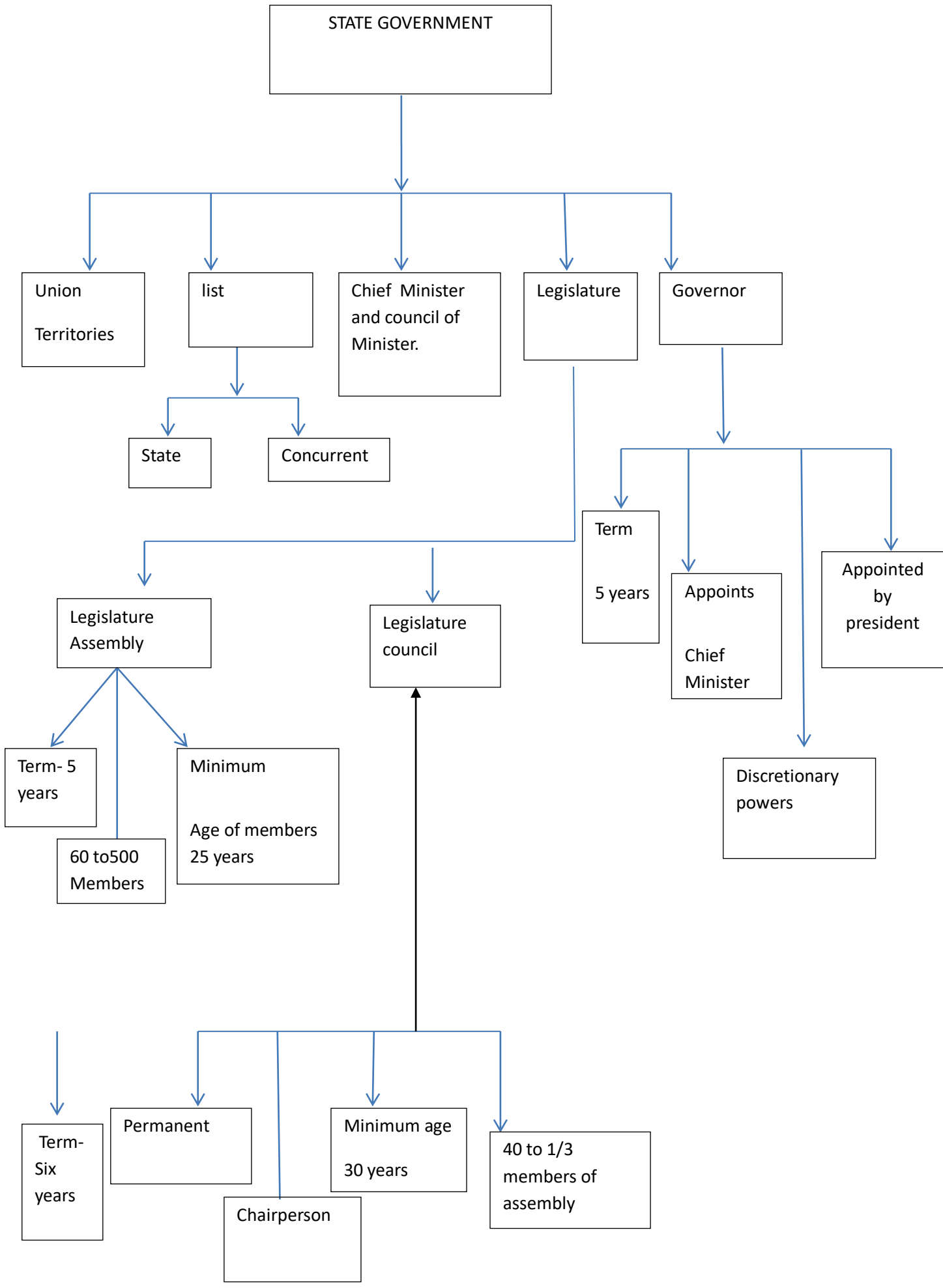
TERM-2 EXAMINATION SYLLABUS

Chapter No	Name of the Chapter
5.	Water Surrounding the Earth
6.	Life on the Earth
7.	The Human Environment
8.	Land and the people
14.	Regional powers
15.	The Mughal Empire
16.	Emergence of Independent States
17.	Major Religions
21.	Advertising and Democracy
22.	Unpacking Gender
23.	Market around us

FINAL EXAMINATION-TERM-2

SAMPLE E-LESSON PLAN

CLASS	VII
TOPIC	OUR STATE GOVERNMENTS
SUB TOPICS	<ul style="list-style-type: none"> • The three lists • State legislature • Role of Governor and his powers • Chief minister and his council of ministers • Union territories
DURATION	5 PERIODS



LEARNING OUTCOME: The students will be able to:

- Gain a sense of the nature of decision making within state government.
- Develop understanding of the domain of power and authority exercised by the state government over people's lives.
- Gain a critical sense of the politics underlying the provision of services or the distribution of resources.

PREVIOUS KNOWLEDGE TESTING: Brainstorming:

Name the state in which you live. Who is the chief minister of your state? Name the governor.

DAY/DATE	SUB TOPIC	TEACHING STRATEGIES AND TEACHING MEHODOLOGIES	REMARKS
Day-1	Introduction of the chapter The three lists-Union, State and Concurrent list	Mind map, Reciprocal teaching	
Day-2	The State legislature- Legislative assembly and Council Functions of State legislature	Audio-visual aid	
Day-3	The governor-powers Chief minister and his council	Mind map and discussion	
Day-4	Union territories Discussion of Ques-Ans and Back exercise	Map-location of union territories Discussion	
Day-5	Recapitulation, Discussion of HOTS, worksheet	Interactive discussion	
SUPREVISORY HEAD:-			
SIGNATURE:-			

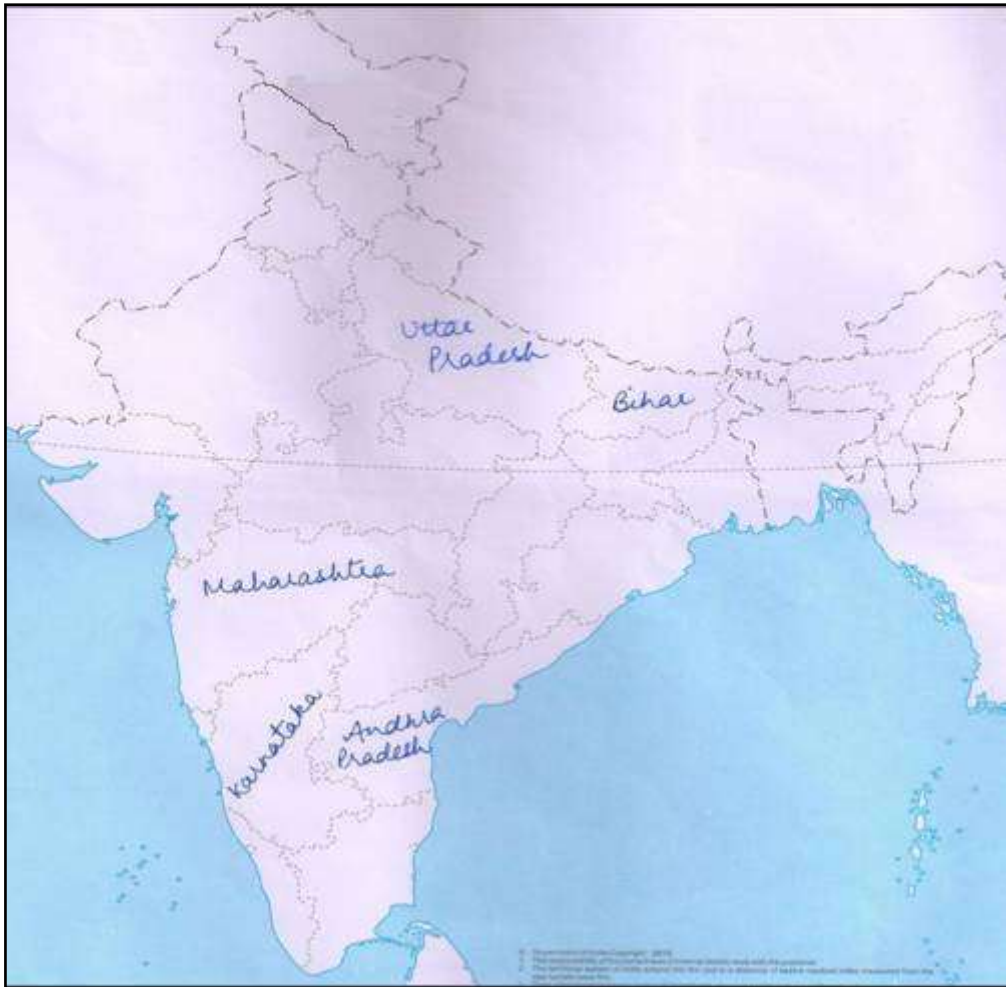
TOOLS/AIDS/RESOURCES: A.V aids, PPT, Mind Maps, Atlas, Library Resource, Flow Chart

VOCABULARY

- Lieutenant governor
- Discretionary powers
- Legislature
- Concurrent
- Unicameral and Bicameral

VALUES INTENDED TO BE INCULCATED

- Awareness of the Powers and functions of state government.
- Power sharing.
- Unity in diversity



WORKSHEET- Chapter-19OurStateGovernment

Choose the correct answer.

1. The Legislative Council is also known as
 - a. Vidhan Sabha
 - b. Lok Sabha
 - c. Vidhan council
 - d. Rajya sabha
2. The executive head of a state is the
 - a. Governor
 - b. Prime minister
 - c. Chief minister
 - d. President
3. The chief minister is the head of the council of ministers in a
 - a. State
 - b. Country
 - c. District
 - d. Corporation

4. The members of the state public service commission are appointed by the

- a. Governor
- b. Chief Minister
- c. President
- d. Chief Justice

5. Areas into which states are divided for the purpose of election are called

- a. Block
- b. Special wards
- c. Constituencies
- d. District

6. The political party that has the majority is called

- a. Opposition party
- b. Ruling party
- c. Coalition government
- d. None of these

WORKSHEET-2

1. Analyse the union –state relations in India with respect to division of power.
2. Between governor and chief Minister, who possess real power and how?
3. ‘Delhi enjoys a special status unlike other union territories.’ Justify the statement

STUDENT REFLECTION CHECKLIST

TOPICS / SUBTOPICS	I KNOW	I NEED TO KNOW
DEFINITIONS <ul style="list-style-type: none">• Unicameral• Bicameral• Union territories• Administration• Union list• State list• Concurrent list		
VOCABULARY WORDS		
<ul style="list-style-type: none">• Bill• Budget• Discretionary• Ordinance		

SUB TOPICS: <ul style="list-style-type: none"> • Legislative assembly • Legislative council • Three lists-Union, State, Concurrent • Governor • Chief Minister • Union territories 		
MIND MAPS		
PICTURE INTERPRETATION		

CLASS TEST

M.M. 10

1. Name the two states in India that have bicameral legislature. (1)
2. Distinguish between legislative assembly and legislative council. (3)
3. Explain any three functions of state legislature (3)
4. The chief Minister is the most important functionary of state government.' Justify. (3)

नैतिक शिक्षा
कक्षा -सात
पाठ्यक्रम -(2022-23)
प्रथम सत्र

अप्रैल

पाठ- 1 ईशस्तुति

अधिगमप्राप्ति- ईश्वर के प्रति श्रद्धा का विकास करना।

पाठ- 2 धर्म के लक्षण

अधिगमप्राप्ति- वैदिक धर्म में रुचि उत्पन्न करना।

पाठ- 3 आर्य समाज के नियम (3 से 6)

अधिगमप्राप्ति - आर्य समाज के सिद्धान्तों के प्रति जागृत करना।

मई

पाठ- 4 अभियान गीत

अधिगमप्राप्ति - छात्रों को वेदों के मार्ग पर चलने के लिए प्रेरित करना।

पाठ- 5 व्यायाम

अधिगमप्राप्ति - छात्रों को स्वास्थ्य के प्रति जागरुक करना।

जुलाई

पाठ- 6 प्रातः उठने के लाभ

अधिगमप्राप्ति - छात्रों को प्रातः उठने के लाभों से अवगत कराना एवं प्रातः उठने के लिए प्रेरित करना।

पाठ- 7 उद्बोधन गीत

अधिगमप्राप्ति - छात्रों को अपने कर्तव्य के प्रति जागरुक करना।

पाठ- 8 सत्संग का महत्व

अधिगमप्राप्ति - सत्संगति के महत्व से अवगत कराना ।

अगस्त

पाठ- 11 स्वामी श्रद्धानन्द

अधिगमप्राप्ति- छात्रों को स्वामी श्रद्धानन्द जी के जीवन से परिचित एवं प्रेरित करना

पाठ- 12 स्वामी हंसराज

अधिगमप्राप्ति- महात्मा हंसराज जी के त्याग भावना से प्रेरित करना।

गतिविधि - वाचन / श्रवण / गायन

सितम्बर - पुनरावृत्ति

प्रथम सत्रीय पाठ्यक्रम

पाठ- 1 ईशस्तुति

पाठ- 2 धर्म के लक्षण

पाठ- 3 आर्य समाज के नियम (3 से 6)

पाठ- 4 अभियान गीत

पाठ- 5 व्यायाम

पाठ- 6 प्रातः उठने के लाभ

पाठ- 7 उद्बोधन गीत

पाठ- 8 सत्संग का महत्व

पाठ- 11 स्वामी श्रद्धानन्द

पाठ- 12 स्वामी हंसराज
गतिविधि - वाचन / श्रवण / गायन

द्वितीय सत्र

अक्टूबर

पाठ- 9 योग और उसके अंग
अधिगमप्राप्ति - योग के महत्व से परिचित कराना एवं योग करने के लिए प्रेरित करना।

पाठ- 10 ईश विनय आनन्दरूप
अधिगमप्राप्ति - छात्रों को ईश्वर की भक्ति के लिए प्रेरित करना

नवम्बर

पाठ- 13 स्वामी दर्शनानन्द
अधिगमप्राप्ति- स्वामी दर्शनानन्द के जीवन आदर्शों से परिचित कराना।

पाठ- 14 आर्य पथिक लेखराम
अधिगमप्राप्ति - आर्य पथिक लेखराम के जीवन आदर्शों से परिचित कराना।

पाठ- 15 उद्धोष
अधिगमप्राप्ति - स्वामी दयानन्द जी के बताए मार्ग पर चलने के लिए प्रेरित करना।

पाठ- 16 मेरा देश
अधिगमप्राप्ति- भारत देश की सभ्यता एवं संस्कृति से अवगत कराना

दिसंबर

पाठ- 17 रोगी कौन नहीं
अधिगमप्राप्ति - छात्रों को आयुर्वेदीय चिकित्सा पद्धति से अवगत कराना।

पाठ- 18 अंधविश्वास का फल
अधिगमप्राप्ति - छात्रों का विवेक-संवर्धन करना।

जनवरी

पाठ- 20 हमारे पर्व
अधिगमप्राप्ति - छात्रों को भारतीय पर्व एवं उनके वैज्ञानिक महत्व से अवगत कराना।

पाठ- 22 यज्ञ की आरती तथा शांति पाठ
अधिगमप्राप्ति - यज्ञ के वैज्ञानिक महत्व से अवगत कराना एवं सर्व कल्याण की भावना का विकास करना।

फरवरी - पुनरावृत्ति

गतिविधि - वाचन / श्रवण / गायन

द्वितीय सत्र

पाठ- 8 सत्संग का महत्व
पाठ- 9 योग और उसके अंग
पाठ- 10 ईश विनय आनन्दरूप
पाठ- 13 स्वामी दर्शनानन्द
पाठ- 14 आर्य पथिक लेखराम
पाठ- 15 उद्धोष

पाठ- 16 मेरा देश

पाठ- 17 रोगी कौन नहीं

पाठ- 18 अंधविश्वास का फल

पाठ- 20 हमारे पर्व

पाठ- 22 यज्ञ की आरती तथा शांति पाठ

गतिविधि - वाचन / श्रवण / गायन

नोट- कुछ पाठ प्रथम सत्र के पाठ्य क्रम से भी जोड़े जायेंगे।