

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – VII FOR THE SESSION 2025-2026

SUBJECT: ENGLISH

Textbook: 1. ENHANCED ENGLISH ALIVE (COURSE BOOK)

2. HUDSON ENGLISH (GRAMMAR AND COMPOSITION)

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	CH-1 THE SHOPPIN G LIST MYSTER Y	students will be able to: Enhance Reading and Comprehension Skills: Students will read and comprehend the story, focusing on identifying key plot points, characters, and the overall structure of the mystery. Develop Critical Thinking: Analyze the clues in the story and draw conclusions about what might have happened to the shopping list or the items on it. Expand Vocabulary: Learn new words related to shopping, mysteries, and problem-solving, and use them in context. Promote Creativity and Storytelling: Create their own mystery stories based on the shopping list or similar situations.	Mystery: A narrative where the plot revolves around solving a puzzle or uncovering hidden information. Clue: A piece of information or evidence that helps uncover the solution to a mystery. Deduction: The process of using available evidence to form conclusions. Suspense: The feeling of excitement or anxiety that the story generates as the mystery unfolds. Shopping List: A list of items to purchase, which is	Students will illustrate scenes from the story, such as key clues or the setting of the mystery. This could be done through drawings or creating a comic strip. Mystery Poster: Students will create a poster of "The Shopping List Mystery" featuring key elements like the missing items, clues, and characters.	provide materials at varying reading levels to ensure all students can engage with the story, including audiobooks or simplified texts for students with learning differences.	"The Shopping List Mystery," students will create their own shopping list mystery. They will: Make a shopping list with a variety of items. Develop a scenario where something goes missing or something unusual happens with the items on the list. Create clues that help solve the mystery.	Assign students to find a short mystery story online (related to shopping or inventory) and present its plot, including how the mystery was solved.	Guess the Clue: Present visual or textual clues from the chapter and ask students to guess their relevance to solving the mystery, encouraging active participation.	Students will be asked to identify key clues from the text and explain how they lead to solving the mystery. In small groups, students will discuss their interpretations of the clues and present their solutions to the class. By the end of the lesson, students will be able to: Comprehend the Plot: Identify the main characters, events, and key details in "The Shopping List Mystery." Analyze and Solve Mysteries: Use clues and reasoning to solve the mystery within the story. Expand Vocabulary: Apply new vocabulary related to mysteries, shopping, and deduction in both oral and written contexts. Create and Present Mysteries: Design their own mystery	

			Encourage Collaboration and Communication: Work in groups to discuss mystery, share ideas, and solve the puzzle collectively.	central to the mystery in the chapter. Inventory: A detailed list of goods or items, typically found in shopping or organizing contexts. Evidence: Facts or objects used to support the resolution of a mystery.							scenarios, present them to the class, and engage their peers in solving them.
		CH-2 BOB DYLAN	students will be able to: Understand Bob Dylan's Impact: Analyze Bob Dylan's contributions to music and culture, and understand how his lyrics became the voice of a generation. Explore Historical Context: Gain insights into the social and political environment of the 1960s and how it influenced Dylan's music. Develop Critical Listening Skills: Critically analyze the themes and messages in Bob Dylan's songs. Appreciate Music as a Tool for Social Change: Recognize how music can be used to express political and social sentiments.	Folk Music: A genre of music that Bob Dylan is known for, which often includes themes of social and political activism. Protest Songs: Songs written to raise awareness about social or political issues, common in the 1960s, like Dylan's "Blowing' in the Wind." Civil Rights Movement: The political and social movement in the 1960s that sought to end racial discrimination and promote equality in the U.S. This movement influenced many of	Students will explore different album covers of Bob Dylan and create their own interpretation of an album cover for a song or album by Dylan, representing the themes and messages of his work visually.	Provide audio recordings of Bob Dylan's songs for students who may struggle with reading the lyrics, and allow them to listen and interpret the song in their own way. Visual Aids: Use images of Dylan, album covers, and relevant historical photos to help contextualize the material and make it more accessible to visual learners.	Students will choose one of Bob Dylan's songs (e.g., "Blowing' in the Wind," "The Times They Are A-Changin'") and: Analyze the song's lyrics and themes. Present their findings to the class, explaining how the song reflects the political and social issues of the time.	Students will use the internet to research the historical background of the Civil Rights Movement, the 1960s counterculture, and the impact of Bob Dylan's music during that time.	Display a timeline of Bob Dylan's career, highlighting major albums and songs. Students can add comments or reflections on how each album/song relates to the socio-political climate of its time.	Students will listen to a Dylan song, analyze its lyrics, and discuss in groups how the song reflects the values, struggles, and hopes of a generation student will write an essay or give a verbal presentation about how Bob Dylan's music influenced political change, using examples from his songs and the historical	By the end of the lesson, students will be able to: Understand Bob Dylan's Role: Identify and explain Bob Dylan's impact on music, culture, and social movements. Analyze Lyrics: Interpret and analyze the lyrics of a Dylan song, identifying key themes, symbols, and messages. Connect Music and Social Change: Demonstrate how music can serve as a tool for social and political change, using Dylan's songs as examples.

			Enhance Writing and Communication: Write a response to Dylan's music, analyzing its meaning and relevance.	Dylan's songs. Counterculture: A social movement in the 1960s that rejected traditional values and norms, often associated with youth culture. Iconoclast: A person who attacks or criticizes widely accepted beliefs or institutions, often used to describe Bob Dylan's approach to music and society. Lyrics: The words of a song, which are crucial to understanding Dylan's messages and influence. Poetic Imagery: The use of vivid or figurative language to represent objects, actions, or ideas in a poetic way, often used in Dylan's songwriting.						context of the 1960s.	Demonstrate Creative Expression: Write and present their own protest song on a contemporary issue, applying the techniques learned from Dylan's music. Collaborate and Communicate: Work effectively in groups to analyze songs and present findings, demonstrating both individual understanding and collective knowledge.
		CH: 1 THE SENTENCE	students will be able to: Understand the Types of Sentences: Identify and classify different types of sentences (declarative, interrogative, exclamatory, and imperative).	Sentence: A group of words that express a complete thought. Declarative Sentence: A sentence that makes a statement or expresses an idea.	Students will illustrate the meaning of different types of sentences by drawing scenes that match the sentence. For example, for a declarative	Provide additional support, such as visual aids (charts, diagrams), for students who struggle with written instructions. Allow oral	In groups, students will create a poster that showcases all four types of sentences. Each group will write and illustrate examples of each type of sentence,	Show a short educational video that explains the four types of sentences, giving visual and auditory learners a better understanding of the topic.	Display different sentences on the Smart Board and have students drag and drop them into the correct categories	Provide students with incomplete sentences and ask them to identify the missing parts (subject,	By the end of the lesson, students will be able to: Identify and Classify Sentence Types: Correctly identify declarative, interrogative, exclamatory, and

			Understand Sentence Structure: Learn the basic components of a sentence, such as subject, predicate, and object. Improve Writing Skills: Create sentences using the different types and structures learned. Enhance Comprehension Skills: Understand how sentence structure affects meaning in communication. Use Sentences Effectively: Use a variety of sentences to make their writing more expressive and effective.	Interrogative Sentence: A sentence that asks a question. Exclamatory Sentence: A sentence that expresses strong feelings or emotions. Imperative Sentence: A sentence that gives a command or request. Subject: The person or thing the sentence is about. Predicate: The part of the sentence that tells what the subject does or is. Object: The person or thing that receives the action of the verb in a sentence.	sentence like "The sun sets in the west," students will draw a sunset. Sentence Comic Strips: Students can create comic strips with dialogue using different types of sentences to show how sentence types can be used in conversation or storytelling.	responses for students with writing difficulties. Peer Support: Pair students with varying learning abilities to help each other understand and identify sentence types and structures.	showcasing their creativity. Organize a sentence-building game where students are given a set of words (subject, predicate, object) and must construct different types of sentences (declarative, interrogative, exclamatory, imperative).		(declarative, interrogative, exclamatory, imperative). students will construct sentences by selecting a subject, predicate, and object from a list. They will then identify the type of sentence they created.	predicate, object). This will help them understand how sentence structure works. After students create their own sentences, they will swap with a peer for review. They will check if the sentence is complete and identify the type of sentence used.	imperative sentences. Construct Sentences: Write and create different types of sentences, using proper sentence structure. Understand Sentence Structure: Identify the subject, predicate, and object in a sentence and understand their roles. Demonstrate Creativity: Use a variety of sentences to make their writing more engaging and expressive.
	CH: 2 NOUN	students will be able to: Understand the Concept of Nouns: Identify and classify different types of nouns (common, proper, collective, abstract, and material). Use Nouns Correctly in Sentences: Properly use different types of nouns in sentences.	Noun: A word that names a person, place, thing, or idea. Common Noun: Names a general person, place, or thing (e.g., boy, city, book). Proper Noun: Names a specific	Students will create a collage where they cut out pictures from magazines or print them from the internet that represent different types of nouns	Provide students with learning challenges alternate methods of explanation, such as using flashcards, videos, or interactive diagrams to clarify the	Students will create a small booklet where they illustrate and write about different types of nouns. Each page should be dedicated to one type of noun, with examples and corresponding	Show videos or animated explanations of nouns, their types, and usage to help students who are more visually or auditorily inclined.	Display various words (both nouns and non-nouns) on the Smart Board. Students will drag the words into categories based on their type	Students will be given a set of nouns (common, proper, abstract, material, collective) and must use them to construct complete	By the end of the lesson, students will be able to: Identify and Classify Nouns: Identify different types of nouns (common, proper, collective, abstract, material) and use them correctly in sentences.	

			Enhance Vocabulary: Build and expand vocabulary by identifying new nouns in context. Understand Noun Gender: Recognize gender distinctions in nouns (masculine, feminine, neuter). Apply Noun Rules in Writing: Write sentences or short paragraphs using different types of nouns correctly.	person, place, or thing (e.g., John, Paris, India). Collective Noun: A word that refers to a group of things or people (e.g., team, flock, class). Abstract Noun: Names an idea, quality, or state that cannot be touched or seen (e.g., happiness, freedom, courage). Material Noun: Refers to the material from which things are made (e.g., gold, water, wood). Gender of Nouns: The classification of nouns as masculine, feminine, or neuter.	(common, proper, collective, abstract, material) and label them.	concept of nouns. Use large charts and infographics that explain nouns and their types with color-coded examples for easy identification and understanding.	pictures. Ask students to choose a category of noun (common, proper, abstract, collective) and write at least two sentences for each. Encourage creativity by asking students to incorporate these nouns into a short story.		(common, proper, collective, etc.). Display a blank sentence structure on the Smart Board. Students will take turns selecting a noun type (from a list of options) and inserting it into the sentence.	sentences. after creating sentences, students will review each other's work and provide feedback on noun usage, sentence structure, and the appropriate classification of nouns.	Use Nouns in Sentences: Create sentences that correctly incorporate different types of nouns. Expand Vocabulary: Recognize and use new nouns in everyday language and writing. Understand Noun Gender: Recognize and use masculine, feminine, and neuter nouns appropriately.
		LETTER WRITING	students will be able to: Understand the Structure of a Letter: Identify and understand the components of a letter, including the heading, salutation, body, and closing. Different Types of Letters: Learn the difference between formal and informal	Letter: A written or printed message that is usually addressed to a person or organization. Formal Letter: A letter written in a professional or business context, usually with a specific structure (e.g., to a	Students can cut out parts of letters (e.g., headings, body text) and glue them in an organized fashion to make a "letter collage" that represents the various styles and components	provide simplified templates or sample letters for students who need extra support with writing. Allow them to work with partners for guidance. Use diagrams	Students will write a formal letter to a local authority (e.g., principal, mayor, or business) about a school issue or social concern. This will help them understand the	Students can use online tools (e.g., Grammarly or Letter Generator) to practice writing formal letters and get immediate feedback on grammar and structure.	Display a partially written letter on the Smart Board. Students will take turns coming up to the board and adding missing parts (e.g., the salutation, body, or	After students write their letters, they will exchange letters with a peer for review. They will check for correct structure, appropriate	By the end of the lesson, students will be able to: Identify the Components of a Letter: Recognize the different parts of a letter (salutation, body, closing, etc.) and understand their purpose.

			letters, including when and how to use them. Write Letters Effectively: Write both formal and informal letters with correct formatting, language, and tone. Enhance Writing Skills: Improve clarity, conciseness, and expression in letter writing. Develop Communication Skills: Use letters as an effective medium to communicate thoughts, ideas, and information.	company, school, or government). Informal Letter: A letter written to family, friends, or acquaintances, typically using a personal tone and relaxed language. Salutation: The greeting part of the letter (e.g., "Dear Sir," "Dear Mom"). Body: The main part of the letter that conveys the message. Closing: The sign-off or farewell at the end of the letter (e.g., "Yours sincerely," "Best regards"). Address: The sender's and receiver's address at the top of a formal letter. Subject Line: In formal letters, the subject line is a brief summary of the letter's content. Tone: The attitude or emotion conveyed in the letter, which can be formal or informal	of letter writing.	and examples of both formal and informal letters to visually show students how a letter is structured.	proper tone, structure, and content for formal communication. Students will write a letter to a friend or relative, sharing an exciting experience or event, focusing on using a friendly and informal tone.		closing). Letter Sorting: Write several examples of letters (formal and informal) on the Smart Board, and ask students to categorize them. They can highlight or underline parts of the letter (e.g., formal letter salutation vs. informal letter salutation). Interactive Letter Template: Create an interactive letter template on the Smart Board where students can drag and drop elements (e.g., heading, salutation, body, closing) into the correct order.	tone, and clear communication. Feedback will be focused on improving content and format.	Write Different Types of Letters: Write both formal and informal letters with correct formatting, structure, and tone. Use Proper Letter Writing Skills: Demonstrate knowledge of addressing a letter, using appropriate greetings, and concluding effectively. Improve Communication: Develop skills for clear and effective communication through letter writing.
--	--	--	---	--	---------------------------	---	--	--	---	---	--

				depending on the audience.							
May	08	CH-3 THE GIFT TO SING	Students will be able to: Understand the central theme of the poem—resilience and hope through singing. Identify literary devices such as metaphor, imagery, and alliteration. Appreciate the significance of music and poetry in overcoming difficulties. Develop critical thinking and creative expression.	Resilience – The ability to recover from difficulties. Optimism – A positive outlook on life. Metaphor – A literary device used for comparison. Imagery – Descriptive language that creates mental pictures. Alliteration – Repetition of consonant sounds at the beginning of words. Symbolism – The deeper meaning behind the poet’s words.	Students listen to a song or poem that conveys hope and discuss how it relates to the poem.	Read the poem aloud for auditory learners. Visual Representation : Use pictures, videos, or digital media to represent emotions in the poem.	Students write about a personal experience where music or poetry helped them feel better. Create a Song or Poem: Students compose their own short poem or song inspired by the theme of the poem.	Encourage students to post their interpretations of the poem in an online classroom group.	Display the poem on the smart board and highlight literary devices. Students match literary terms with their definitions or examples from the poem.	Students act out different emotions expressed in the poem and discuss how music influences feelings. Students create a short narrative around how music has helped someone in a difficult situation.	By the end of the lesson, students will: Comprehend the poem’s meaning and message of hope. Identify and analyze key literary devices in the poem. Express personal reflections on the role of music and poetry in life. Engage in creative activities like poetry writing, music integration, and art.
		PRONOUNS	Students will be able to: Understand the definition and types of pronouns. Identify and use different types of pronouns correctly in sentences. Differentiate between subject, object, possessive, reflexive, demonstrative, interrogative, relative, and indefinite pronouns.	Pronoun: A word that replaces a noun (e.g., he, she, they). Types of Pronouns: Personal Pronouns – (I, you, he, she, they, etc.) Possessive Pronouns – (mine, yours, theirs, etc.) Demonstrative	Students act out small dialogues replacing nouns with appropriate pronouns. Students create a colorful chart or tree showcasing different types of pronouns with examples.	Read sentences aloud for auditory learners. Color Coding: Highlight different types of pronouns in different colors for visual learners.	Students write a short paragraph about their daily routine, using different pronouns. Students interview a friend and rewrite their responses using pronouns instead of names.	create a class group where students post examples of pronouns used in daily conversations.	Students match pronouns with their types on the smart board. Interactive exercises where students complete sentences using the correct pronoun.	Write sentences with missing pronouns on the board. Students race to fill in the correct pronouns. Students think of a sentence, share with a partner, and replace nouns with pronouns.	By the end of the lesson, students will: Define pronouns and explain their types. Identify and use different pronouns in sentences. Improve sentence clarity by avoiding repetition. Engage in interactive learning through storytelling, games, and digital activities.

			Improve sentence construction and avoid repetition using pronouns.	Pronouns – (this, that, these, those) Reflexive Pronouns – (myself, yourself, himself, etc.) Interrogative Pronouns – (who, whom, which, what Relative Pronouns – (who, whose, whom, which, that) Indefinite Pronouns – (some, any, none, all, etc.							Apply pronoun knowledge in real-life writing and speaking.
		POSTER MAKING	Students will be able to: Understand the purpose and importance of posters in communication. Learn the key elements of an effective poster (text, visuals, colors, layout). Develop creativity, design, and presentation skills. Create a poster with a clear message on a given theme	Poster: A visual representation to convey a message. Theme: The central idea or subject of the poster. Slogan: A short and catchy phrase used to convey a message. Layout: The arrangement of text and images on a poster. Typography: The style and appearance of the text used. Color Psychology: Understanding how colors influence emotions and messages.	Students create posters using hand-drawn elements. Using cut-outs from magazines and newspapers to design a poster.	Encourage students with different artistic abilities to participate using different techniques (drawing, collage, digital).	Each student designs a poster on a given theme (e.g., Save the Environment, Say No to Bullying, Road Safety). Students design posters for school campaigns like cleanliness drives or anti-plastic awareness.	Introduce Canvas, Adobe Spark, or Google Slides for creating posters.	Students match posters with their corresponding themes or slogans.	Students brainstorm poster ideas, discuss with a partner, and present their concepts. In small groups, students create a quick poster within 15 minutes on a surprise theme.	By the end of the lesson, students will: Understand the role of posters in communication. Identify key elements of an effective poster. Develop creativity and design skills. Express ideas visually through posters. Use poster-making skills in real-life applications like school campaigns and competitions.
June	14	CH-4 FLAMES IN THE FOREST	students will be able to: Understand the theme of survival, courage, and the	Forest Fire: A natural disaster caused by fire spreading in forests.	Students create illustrations depicting a	Use pictures or videos of forest fires to explain	Students create awareness posters or presentations	Show a documentary or video clip about real forest fires and	Display a chart and let students fill in character	Students discuss what they would do if	By the end of the lesson, students will: Understand the

			impact of forest fires. Identify and analyze the literary devices used in the story. Recognize the importance of nature conservation and wildlife protection. Develop critical thinking by discussing human interaction with nature	Survival Instinct: The ability to act in dangerous situations to stay safe. Personification: Giving human qualities to nature. Imagery: Vivid descriptions that create mental pictures. Conflict: The struggle between humans and nature in the story. Moral: Lessons about respecting and protecting nature.	forest fire scene from the story. Creative Writing: Students write a short diary entry from the perspective of the protagonist or an animal escaping the fire.	their impact. Group Work: Assign different roles in discussions (e.g., narrator, nature protector, survivor) to ensure participation.	on preventing forest fires. Survival Guide: Students research and present ways to stay safe during a forest fire.	their impact.	traits. Cause & Effect Chart: Discuss the causes and consequences of forest fires.	they were in the protagonist's situation. Debate: "Are forest fires always harmful, or do they have benefits too?"	story's theme of survival and courage. Analyze literary devices used in the text. Discuss the impact of human activities on nature. Express ideas creatively through art and writing. Develop problem-solving skills by thinking about real-life survival scenarios.
	CH: 4 ADJECTIVES	students will be able to: Define and understand the role of adjectives in a sentence. Identify different types of adjectives. Use adjectives effectively to enhance writing. Differentiate between degrees of comparison (positive, comparative, superlative). Improve descriptive writing skills	Adjective: A word that describes or modifies a noun. Types of Adjectives: Descriptive Adjectives – (beautiful, tall, happy) Quantitative Adjectives – (some, many, few) Demonstrative Adjectives – (this, that, these, those) Possessive Adjectives – (my, your, his, her) Interrogative Adjectives – (which, what,	Students cut out pictures from magazines and describe them using adjectives. Students draw an imaginary character or scene and describe it using adjectives.	Provide worksheets and interactive games.	Students find adjectives in a newspaper or book and classify them. Describe a Friend: Students write five adjectives about a classmate and explain their choice.	Assign a video explaining adjectives and discuss it in class.	Fill in the Blanks: Students complete sentences with suitable adjectives. Sentence Correction: Identifying and correcting adjective mistakes.	One student starts a sentence, and others add adjectives to make it more descriptive.	By the end of the lesson, students will: Identify and classify different types of adjectives. Use adjectives effectively in writing and speaking. Understand and apply degrees of comparison. Enhance storytelling and descriptive writing skills. Engage in interactive activities to reinforce learning.	

				whose) Degrees of Comparison: Positive: Describes one noun (e.g., <i>big</i> house) Comparative: Compares two nouns (e.g., <i>bigger</i> house) Superlative: Compares more than two nouns (e.g., <i>biggest</i> house)							
		CH: 5 ARTICLE S	students will be able to: Understand the concept and usage of articles in English grammar. Differentiate between definite (the) and indefinite (a, an) articles. Apply rules of article usage correctly in sentences. Identify special cases where articles are omitted or used differently	Articles: Words that define a noun as specific or unspecific. Indefinite Articles: A and An (used with singular, non-specific nouns). Definite Article: The (used with specific nouns). Rules for Usage: A before words starting with a consonant sound (e.g., a cat). An before words starting with a vowel sound (e.g., an apple). The for specific or unique things (e.g., the sun, the Taj	Students draw pictures and use appropriate articles in sentences.	Use charts and pictures to demonstrate article rules.	Students highlight articles in a paragraph and explain their use. Sentence Building: Students create sentences using given words with correct articles.	Students edit a shared document, correcting article mistakes.	Match words with the correct article. Fill in the Blanks: Interactive exercises where students complete sentences with the right article.	Students explain why a specific article is used in a sentence. Sorting Game: Categorize nouns based on the article that fits them.	By the end of the lesson, students will: Define and differentiate between definite and indefinite articles. Apply article usage rules correctly in speaking and writing. Identify errors in article usage and correct them. Engage in interactive activities to reinforce understanding. ✔ Use articles effectively in creative writing and conversations.

				Mahal). Omission of articles (e.g., before proper nouns: I live in India).							
		LETTER WRITING (FORMAL)	students will be able to: Understand the purpose and importance of informal letters. Identify and apply the correct format of an informal letter. Use appropriate language, tone, and expressions in informal letter writing	Informal Letter: A personal letter written to friends, family, or acquaintances. Format of an Informal Letter: Sender's Address Date Salutation (Dear...) Body (Introduction, Main Content, Conclusion) Closing (Yours lovingly, Yours sincerely, etc.) Signature Tone: Friendly, conversational,	Students design creative borders and styles for their letters.	Show a sample letter on a chart or digital board.	Students write a letter to a classmate and exchange it for review.	Email vs. Letter: Compare a handwritten letter with an email format.	Sentence Correction: Identify and correct errors in sample letters.	Discuss why letter writing is still important today. Write a letter from the perspective of a fictional character.	By the end of the lesson, students will: Understand and apply the correct format of an informal letter. Use appropriate language and expressions for informal letters. Write a clear, structured, and engaging informal letter. Differentiate between formal and informal communication styles. Develop creativity and confidence in written communication.
July	26	CH- 5 BACK FROM THE BRINK	To explore the theme of overcoming challenges and the resilience of individuals or groups who have faced difficult situations. To understand the concept of "brink" as a metaphor for being on the edge of crisis and how individuals or communities can	Brink: The edge or verge of something, often used metaphorically to refer to a critical point just before a major change or disaster. Resilience: The capacity to recover quickly from	Students can create visual representations of the "brink" and "recovery" themes in the story through artwork. For example, a collage or painting that	Differentiated Learning: Provide varied resources such as audio recordings, simplified versions of the text, or video summaries for students with different	Students can research real-life stories of individuals or communities who have overcome crises (e.g., natural disasters, health issues, social challenges) and present their	Students explore case studies of resilience in various fields, such as individuals overcoming health crises, communities recovering from natural disasters, or countries	Use the smart board to display sections of the text, emphasizing key moments in the story that highlight the brink and recovery. Students can	Students can participate in a role-playing activity where they are tasked with solving a crisis scenario. They will need to	Students will gain an understanding of the themes of resilience and recovery, as well as the emotional and psychological processes involved in overcoming adversity. Students will be able to analyze and

			recover from such situations. To analyze the role of hope, determination, and community support in bouncing back from adversity. : To encourage critical thinking and reflection on real-life stories of recovery and resilience in personal and societal contexts.	difficulties; toughness. Crisis: A time of intense difficulty, trouble, or danger that can lead to significant change. Recovery: The process of returning to a normal state of health, mind, or strength after a crisis. Hope: A feeling of expectation and desire for a particular outcome, especially in the face of adversity. Metaphor: A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. Humor: The quality of being amusing or entertaining, often used in literature to engage the reader or make a point in an enjoyable way. Proverb: A short, well-known saying that expresses a general truth or piece of advice. Alliteration: The repetition of the same letter or sound at the beginning of closely connected words, used often	depicts a difficult situation on one side and a hopeful or positive resolution on the other. After reading the story, students can use art to illustrate a key moment of crisis and recovery from the narrative. They can create a visual timeline or storyboard showing the character's journey from adversity to overcoming challenges. Students can create a visual representation of the poem. For example, drawing or painting birds of different species with their unique features, and showing how they “flock” together based on common traits, as a metaphor for human	learning needs. Encourage participation through oral and visual expressions rather than only written assessments. Group Work: Organize students into diverse groups where they can share their ideas and interpretations of the story. This allows for peer learning and helps those who may need extra support to engage with others who might understand the material differently. Multiple Representation: Allow students to express their understanding of the themes through different forms: written reflections, oral discussions, digital presentations, and artistic expressions. This approach ensures that all	findings. They can compare these real-life experiences with the themes of the story. Create a “Plan for Recovery” as a class project, where students design a set of strategies to overcome a hypothetical crisis (e.g., a community disaster). This can be a collaborative exercise that involves brainstorming, problem-solving, and planning. Students could research various types of birds (or other animals) that live together based on common traits (e.g., species, habits, or environments) and compare them to human social groups. The project could be a written report or a creative presentation. Practical Task:	rebuilding after wars. Students will write a report or create a multimedia presentation comparing the themes in “Back from the Brink” with real-life examples of recovery and resilience. This research will highlight the importance of hope, strength, and planning in overcoming adversity. Students can research how animals, particularly birds, form groups based on shared behaviors or characteristics, drawing parallels to the themes of the poem. Students can create a presentation or research paper about the social behaviors of birds or other animals, linking it to the central idea of “Birds of a Feather”, and	interact with the text by underlining, highlighting, or annotating sections that resonate with them. On the smart board, students can map out the “journey” from crisis to recovery in the story using a mind map or flowchart. This visual representation will help them understand the structure of the story and the steps involved in overcoming challenges. Use the smart board to display the poem and highlight key phrases or lines that demonstrate humor and metaphor. Students can interact by suggesting their interpretations or	demonstrate problem-solving skills, resilience, and effective teamwork to resolve the crisis. For example, a group might act out recovering from a natural disaster, with each student taking on a role (e.g., community leader, volunteer, survivor). Students can participate in a group discussion or debate on the poem’s message, exploring the broader meaning of similarity and companionship in human behavior. They can use evidence from the poem and	reflect on the importance of hope, determination, and support in overcoming crises. Students will develop critical thinking and collaborative skills through group projects, discussions, and practical activities related to crisis management and recovery. Students will improve their ability to empathize with others and appreciate the strength required to recover from challenging situations, both in literature and in real life.
--	--	--	--	---	---	--	---	---	---	---	--

				in poetry to create rhythm. Simile: A figure of speech comparing one thing with another using "like" or "as."	behavior.	students have the opportunity to showcase their learning in a format that works for them. Offer different versions of the poem, such as a simplified version for younger students or students who struggle with reading comprehension, and an annotated version for advanced students to explore deeper meanings.	Have students write a short poem in the style of Ogden Nash, using humor to explore a simple observation about life, animals, or human nature. Encourage them to use metaphors and alliteration in their writing.	discussing the ways animals and humans are alike in how they form groups.	identifying literary devices.	real-world examples to support their points.	
		CH-6 BIRDS OF A FEATHER	To introduce students to the humour and wit of Ogden Nash's poetry, specifically the poem "Birds of a Feather". To analyze the meaning and humorous elements in the poem, such as the play on words and the twist in the message. To understand the central idea of the poem, which is about how people or things with similar characteristics tend to come together? To encourage students to explore how humour can be used to communicate deeper ideas and make a point	Theme: Friendship, unity, and diversity. Poetic Devices: Metaphor – Indirect comparison of birds with people. Imagery – Vivid descriptions that appeal to the senses. Alliteration – Repetition of consonant sounds (e.g., <i>feathered friends</i>).	Students create a collage of different birds and relate them to human traits.	Display images of various birds and their habitats. Play recordings of different bird sounds to enhance engagement.	Do birds and humans have similar social behaviors?"	show a documentary on bird species and their flocking behavior.	Match poetic devices with their definitions.	Discuss the meaning of "Birds of a feather flock together."	By the end of the lesson, students will: Understand the deeper meaning and moral of the poem . Identify and analyze key poetic devices. Connect the poem's message to real-life friendships and relationships. Express themselves creatively through writing and art. Develop an appreciation for

			in literature.	Rhyme Scheme – Pattern of rhyming words. Proverb Connection: "Birds of a feather flock together" – meaning and relevance.							nature and unity.
		VERBS	students will be able to: Understand the role and importance of verbs in sentences. Identify different types of verbs (Action, Linking, Helping, Transitive, Intransitive, etc.). Use verbs correctly in different tenses and sentence structures. Differentiate between regular and irregular verbs. Enhance writing and speaking skills by applying the correct form of verbs	Verb: A word that expresses an action, state, or occurrence. Types of Verbs: Action Verbs (e.g., run, write, jump) Linking Verbs (e.g., is, are, was, seem) Helping (Auxiliary) Verbs (e.g., have, do, will) Transitive & Intransitive Verbs (Verbs with or without an object) Regular vs. Irregular Verbs: Regular Verbs: Follow a standard pattern (e.g., walk → walked). Irregular Verbs: Do not follow a standard pattern (e.g., go → went). Verb Conjugation: Changing verbs	Illustrated Verb Chart: Students create a poster with pictures representing different verb types.	Use charts and images to explain different verb types.	Verb Diary: Students keep a daily journal, highlighting verbs in their entries.	Watch engaging grammar videos explaining verbs. Students submit a short paragraph using different verb types.	Fill in the Blanks: Complete sentences using the appropriate verb form. Verb Sorting: Categorize words into action, linking, or helping verbs interactively .	Write a paragraph/story using a given set of verbs.	By the end of the lesson, students will: Identify and classify different types of verbs. Use verbs correctly in sentences and paragraphs. Differentiate between regular and irregular verbs. Improve their writing and speaking skills through proper verb usage. Recognize and correct verb-related errors in texts.

				based on tense and subject.							
		ACTIVE AND PASSIVE VOICE	students will be able to: Understand the difference between active voice and passive voice. Identify the subject, verb, and object in a sentence. Convert sentences from active to passive voice and vice versa. Use passive voice correctly in different tenses. Improve their writing skills by using appropriate voice structures	Active Voice: The subject performs the action (e.g., <i>She wrote a letter</i>). Passive Voice: The action is performed on the subject (e.g., <i>A letter was written by her</i>). Structure Change: Object of active sentence becomes the subject in passive. Tense Transformation in Passive: Present Simple: <i>He writes a book</i> → <i>A book is written by him</i>. Past Simple: <i>She made a cake</i> → <i>A cake was made by her</i>. Future Simple: <i>They will complete the project</i> → <i>The project will be completed by them</i>.	Rearrange words to form active and passive voice sentences.	Use charts and diagrams to explain sentence transformation	Newspaper Headlines: Rewrite newspaper headlines in passive voice. Story Writing: Write a short story in active voice and convert it to passive.	Students rewrite given passages in passive voice .	Fill in the Blanks: Complete passive sentences using the correct form of the verb. Transformation Exercise: Convert given active voice sentences into passive.	Students discuss why and when passive voice is used. One student asks questions in active voice, and the other answers in passive voice.	By the end of the lesson, students will: Identify and use active and passive voice correctly. Convert sentences between active and passive voice. Recognize the use of passive voice in news, reports, and formal writing. Improve grammar and sentence structuring in writing and speaking. Develop confidence in using correct voice forms in communication.
Aug	22	CH-7 FOURTEEN N-I	To understand the themes, character development, and plot of "Fourteen" To explore the emotions and challenges of adolescence as presented in the text. To identify and analyse	Adolescence: The period of life between childhood and adulthood, characterized by significant physical, emotional, and psychological changes.	Students can draw or paint scenes from the text that capture the emotional moments, such as pivotal realizations,	Provide audio books or simplified versions of the text for students who may have reading difficulties. Ensure that all	Students can write a reflective essay about a personal experience from their own adolescence that relates to the themes in	Have students research the psychology of adolescence and the common challenges faced during this stage of life. They can compare their	Display passages from the text on the smart board and ask students to analyze them, focusing on	Create a role-playing scenario where students take on the roles of	Students will gain a deeper understanding of the challenges of adolescence as presented in " Fourteen ", and how these

			the social and personal issues faced by the protagonist and how these reflect real-life experiences of growing up. To encourage critical thinking about the transition from childhood to adolescence and how identity and self-awareness evolve during this period.	Identity: The qualities, beliefs, and characteristics that define a person, especially during the process of growing up. Peer Pressure: The influence that a person’s peer group has on them, often affecting decisions and behaviour. Coming of Age: The transition from youth to adulthood, often marked by a key event or realization. Self-Awareness: The ability to recognize and understand one’s emotions, thoughts, and behaviours.	struggles, or personal growth, to symbolize their understanding of the protagonist’s development. They can also create character sketches that represent how the protagonist changes through the story.	students, regardless of their learning abilities, can engage with the material through alternative formats like visual or audio versions of the story.	"Fourteen". This will allow them to connect the text to their own lives and apply what they’ve learned. Students can create a "Coming-of-Age" short film or skit, portraying a key moment in the transition from childhood to adolescence. They can use the characters and themes from the story as inspiration, focusing on emotions, growth, and self-discovery.	findings with the struggles presented in "Fourteen".	the protagonist’s emotions and actions. They can work together to annotate sections, identifying key themes like peer pressure or self-discovery. On the smart board, students can participate in a group activity where they organize the protagonist’s experiences into categories (e.g., challenges, realizations, growth moments).	different characters from "Fourteen". They will act out key moments from the text and explore how each character’s perspective contributes to the overall theme of adolescence and self-discovery	challenges are relatable to their own lives. : Students will be able to analyse the development of the protagonist, identifying key moments of growth and self-discovery.: Students will improve their critical thinking and analysis skills, particularly in how literature can mirror real-life experiences. : Students will enhance their communication, collaboration, and creative skills through group discussions, projects, and activities that explore the text’s themes.
	CH-8 FOURTEEN N-II	To understand the themes, character development, and plot of "Fourteen" To explore the emotions and challenges of adolescence as presented in the text. To identify and analyse the social and personal issues faced by the protagonist and how these reflect real-life experiences of growing up. To encourage critical	Adolescence: The period of life between childhood and adulthood, characterized by significant physical, emotional, and psychological changes. Identity: The qualities, beliefs, and characteristics that define a person, especially during the process of growing up.	Students can draw or paint scenes from the text that capture the emotional moments, such as pivotal realizations, struggles, or personal growth, to symbolize their understanding of the protagonist’s	Provide audio books or simplified versions of the text for students who may have reading difficulties. Ensure that all students, regardless of their learning abilities, can engage with the material through alternative	Students can write a reflective essay about a personal experience from their own adolescence that relates to the themes in "Fourteen". This will allow them to connect the text to their own lives and apply what they’ve learned.	Have students research the psychology of adolescence and the common challenges faced during this stage of life. They can compare their findings with the struggles presented in "Fourteen".	Display passages from the text on the smart board and ask students to analyze them, focusing on the protagonist’s emotions and actions. They can work together to	Create a role-playing scenario where students take on the roles of different characters from "Fourteen". They will act out key	Students will gain a deeper understanding of the challenges of adolescence as presented in "Fourteen", and how these challenges are relatable to their own lives. Students will be able to analyse the development of	

			thinking about the transition from childhood to adolescence and how identity and self-awareness evolve during this period.	Peer Pressure: The influence that a person's peer group has on them, often affecting decisions and behaviour. Coming of Age: The transition from youth to adulthood, often marked by a key event or realization. Self-Awareness: The ability to recognize and understand one's emotions, thoughts, and behaviours.	development. They can also create character sketches that represent how the protagonist changes through the story.	formats like visual or audio versions of the story.	Students can create a "Coming-of-Age" short film or skit, portraying a key moment in the transition from childhood to adolescence. They can use the characters and themes from the story as inspiration, focusing on emotions, growth, and self-discovery.		annotate sections, identifying key themes like peer pressure or self-discovery. On the smart board, students can participate in a group activity where they organize the protagonist's experiences into categories (e.g., challenges, realizations, growth moments).	moments from the text and explore how each character's perspective contributes to the overall theme of adolescence and self-discovery	the protagonist, identifying key moments of growth and self-discovery. Students will improve their critical thinking and analysis skills, particularly in how literature can mirror real-life experiences. : Students will enhance their communication, collaboration, and creative skills through group discussions, projects, and activities that explore the text's themes.
		TENSES	• Understand the concept of tenses and their importance in grammar. Identify and use the three main tenses: Present, Past, and Future, and their various forms (simple, continuous, perfect). Construct sentences using different tenses correctly. Distinguish between the different tenses based on the time and action being described.	Present Tense: Indicates actions happening now or regularly (e.g., "I play football"). Simple Present: "I play." Present Continuous: "I am playing." Present Perfect: "I have played." Present Perfect Continuous: "I have been playing." Past Tense: Indicates actions	Create a "Tense Timeline" where students draw or illustrate different actions that happen in the present, past, and future on a visual timeline. Each action should include a sentence demonstrating the tense (e.g., for present: "I am reading," for past: "I read," for future: "I will read	Provide sentence starters or fill-in-the-blank exercises for students who struggle with forming sentences independently. Use peer support by pairing students with different levels of understanding to work together on exercises.	Use simple present, past, and future tenses. Highlight or underline the sentences that use different tenses. Share their stories in class and explain which sentences use which tense. Objective: This allows students to practically apply their knowledge of tenses in a	Have students research and collect examples of tenses from books, songs, or movies. They will write a short analysis of how tenses are used in their chosen examples and present their findings.	Students can practice identifying and using different tenses through interactive games or quizzes. Objective: This provides students with an engaging, self-paced way to practice tense usage outside of class,	Display sentences on the Smart Board that are missing tense markers (e.g., "I ____ (play) football"). Students will take turns coming up to the board to fill in the blanks with the correct tense and explain why that tense is	By the end of the lesson, students will be able to: Identify and use the three main tenses (present, past, future) in their writing and speaking. Demonstrate understanding of the various forms of tenses (simple, continuous, perfect) and their usage. Apply their knowledge of tenses in different contexts through

				that happened in the past (e.g., "I played football yesterday") Simple Past: "I played. Past Continuous: "I was playing." Past Perfect: "I had played." Past Perfect Continuous: "I had been playing." Future Tense: Indicates actions that will happen (e.g., "I will play football tomorrow"). Simple Future: "I will play." Future Continuous: "I will be playing." Future Perfect: "I will have played." Future Perfect Continuous: "I will have been playing."			creative writing project and improves writing fluency.		reinforcing the lesson and allowing for personalized learning.	used.	creative projects, practical writing tasks, and competency-based exercises.
		INTERJECTIONS	By the end of the lesson, students will be able to: Understand the concept of interjections and their usage in sentences. Identify different types of interjections (expressing emotions, greetings, surprise, etc.).	A word or phrase that expresses strong emotion, surprise, or feeling. It is often used alone or at the beginning of a sentence. Examples: "Wow!"	Students will create a poster that visually represents various interjections and the emotions they convey. They will illustrate	Provide extra visual cues and sentence starters for students who need assistance with using interjections in sentences.	Students will write a short dialogue between two characters that includes at least five different interjections (such as surprise,	an interactive quiz or game on platforms like! or Quiz where students identify interjections in sentences. The quiz will provide instant feedback and reinforce the lesson	sentences with missing interjections on the Smart Board (e.g., "_____! I can't believe we won!"). Students will take	After the lesson explanation , students will complete a competency worksheet in which	By the end of the lesson, students will be able to: Identify and use interjections in sentences. Understand the role of

			Use interjections appropriately in written and spoken language. Recognize the role of punctuation marks with interjections.	"Oh no!" "Hurray!" "Oops!" Function: Interjections convey emotions such as joy, surprise, frustration, excitement, or greeting. Punctuation: Interjections are typically followed by an exclamation mark (!) or a comma, depending on the intensity of the emotion.	the emotions (e.g., happy, surprised, angry) and pair them with appropriate interjections.	Allow peer support for students to practice creating and identifying interjections together.	happiness, frustration). They will then read their dialogue out loud in pairs or small groups, emphasizing the emotional tone of the interjections.	through fun, competitive learning.	turns coming up to the board and filling in the blanks with appropriate interjections. Afterward, discuss the different emotions expressed in each example.	they: Identify the interjection in sentences. Insert an appropriate interjection into given sentences based on the context (e.g., expressing surprise or excitement) Write their own sentences using interjections to convey emotions.	interjections in expressing emotions and tone. Use interjections correctly with appropriate punctuation. Demonstrate their understanding by applying interjections in written and spoken activities.
		STORY WRITING	Understand the basic structure of a story, including beginning, middle, and end. Develop creative thinking skills to write a compelling story. Use descriptive language and dialogue to enhance the narrative. Organize their ideas logically and cohesively in written form. Revise and edit their story for clarity, coherence, and correctness.	Story: A narrative that describes events, characters, and actions in a structured way. Plot: The sequence of events that make up a story, typically including the introduction, rising action, climax, falling action, and resolution. Character: The people or creatures that the story revolves around.	students will illustrate a key scene from the story they plan to write. This will help them visualize their characters and settings, giving them a creative outlet to enhance their writing	Provide sentence starters or story prompts for students who struggle with starting a story.	Students will write a short story using a plot diagram (introduction, rising action, climax, falling action, and resolution). They will be encouraged to: Develop characters and settings. Include conflict and a resolution. Use descriptive language to make their story engaging.	students to create their stories digitally. This allows them to collaborate, get feedback from peers, and access tools for organizing and enhancing their writing (e.g., spell check, thesaurus)	Display a story starter on the Smart Board (e.g., "One sunny afternoon, I found a mysterious box in my backyard...") . Students will take turns coming up to the board to add a sentence or paragraph, building the story collectively.	an introduction to the basic story structure, students will complete a story structure worksheet where they: Identify the different parts of a story (e.g., setting, characters, conflict, resolution) from a	By the end of the lesson, students will be able to: Write a complete short story with a clear structure (beginning, middle, and end). Use elements of storytelling such as character development, setting, conflict, and resolution. Employ descriptive language and dialogue to make their story more vivid and

							Edit their story for grammatical accuracy			sample story. Write a brief summary of a potential story idea, focusing on the plot, characters, and conflict. Create a simple plot diagram for a new story they will write.	engaging. Revise and edit their stories for clarity, coherence, and correctness. Demonstrate their ability to plan a story using a plot diagram.
Sep	05	REVISION WORK	REVISION WORK SHEET								
Oct	13	CH-9 MARYAM MIRZAKHANI	To understand the life and achievements of Maryam Mirzakhani, highlighting her groundbreaking contributions to mathematics. To learn about her journey as a woman in a male-dominated field, overcoming challenges to become a leading mathematician. To explore the significance of her work in mathematics, particularly in the fields of geometry and dynamical systems. To encourage students, especially girls, to pursue careers in STEM fields, fostering a mindset of perseverance and curiosity.	Mathematics: The abstract science of number, quantity, and space, either as abstract concepts (pure mathematics), or as applied to other disciplines such as physics and engineering (applied mathematics). Geometry: The branch of mathematics involving points, lines, planes, and figures, and their properties, measurement, and mutual relations in space. Dynamical Systems: A mathematical concept used to	Students can create a visual representation of the mathematical concepts that Maryam Mirzakhani worked on, such as dynamic systems or geometrical shapes. For instance, they could create intricate patterns, graphs, or mathematical sculptures that represent her work. After learning about	Students could research and present a detailed biography of Maryam Mirzakhani, focusing on her academic achievements, her perseverance as a woman in mathematics, and her legacy. This project could culminate in a group presentation with visuals (posters, slides, etc.) Organize a "Teachers' Appreciation Day"	Students could research the Fields Medal and the mathematical challenges faced by female mathematicians throughout history. They could compare Maryam Mirzakhani's journey with that of other influential women in STEM.	Use the smart board to display key concepts from Mirzakhani's work, such as dynamical systems or geometrical patterns. Students can interact with visual models or simulations of her mathematical work.	Students can work in groups to create a visual representation or model of one of the mathematical concepts that Mirzakhani studied. This could involve using geometry or algebra to solve a problem, create a shape, or model a dynamic system.	Students can work in groups to create a visual representation or model of one of the mathematical concepts that Mirzakhani studied. This could involve using geometry or algebra to solve a problem, create a shape, or model a dynamic system.	Students will understand the life and achievements of Maryam Mirzakhani, recognizing her impact on the field of mathematics and her role as a pioneering female mathematician. Students will be able to identify key concepts related to Mirzakhani's work in geometry and dynamical systems, and appreciate the role of mathematics in the real world. Students will gain awareness of

				describe the evolution of points in a given space according to a specific rule. Fields of Mathematics: Different branches of mathematics like algebra, calculus, and geometry, each focusing on particular aspects of numbers and shapes. Fields Medal: Often regarded as the highest honor a mathematician can receive, awarded every four years to up to four mathematicians under 40 years of age.	Mirzakhani's geometric work, students could design a piece of art that reflects mathematical principles such as symmetry or fractals. This would help them see the beauty of mathematics in the real world and the arts.						the challenges and triumphs of women in STEM fields, and be inspired by Mirzakhani's perseverance and success. Students will develop research, presentation, and problem-solving skills through projects, discussions, and practical applications related to the text.
		CH-10 TEACHERS	To understand the role and significance of teachers as portrayed in the poem by Tasnim Hossain. To analyze the poetic techniques used by the poet to express gratitude and admiration for teachers. To reflect on how teachers positively impact our lives and contribute to shaping individuals and society. To engage students in creative activities that help them appreciate the value of educators and the teaching profession.	Gratitude: The quality of being thankful and expressing appreciation for someone's help or kindness. Admiration: A feeling of respect and approval towards someone due to their qualities or achievements. Metaphor: A figure of speech that describes an object or action as something other than what it is, often used to make an idea more vivid. Poetic Devices: Tools used in poetry to enhance the	Students can create a collage or a visual representation of a teacher's influence, using images, quotes from the poem, and symbolic elements that reflect the nurturing, guiding, and inspiring roles that teachers play in their lives.	where students can present poems, art, or perform short skits to honor their teachers, inspired by the themes in the poem. This would give students an opportunity to express their gratitude practically and creatively.	Students will create a research paper or multimedia presentation that explores the significance of teachers in society, drawing connections between the poem and real-world examples of great educators.	Display the poem on the smart board and engage students in identifying poetic devices used by the poet (such as metaphors, similes, and imagery). Discuss the impact of these devices on the poem's message about teachers.	Students can work in pairs or small groups to create a poem or short letter expressing gratitude to a teacher. They will use the poetic techniques discussed in class (like metaphors, similes, and imagery) to show their appreciation.	Students can work in pairs or small groups to create a poem or short letter expressing gratitude to a teacher. They will use the poetic techniques discussed in class (like metaphors, similes, and imagery) to show	Students will understand the central themes of the poem, particularly the importance of teachers in shaping individuals and society. Students will be able to identify and analyze poetic devices used in the poem, such as metaphor and imagery, and understand how they enhance the meaning of the text.

				meaning, rhythm, or emotional impact, such as imagery, alliteration, and rhyme. Role of Teachers: The responsibilities and influence of educators in guiding students academically and morally.						their appreciation.	Students will develop a deeper appreciation for their teachers and the teaching profession through creative expression, research, and group activities. Students will improve their communication and creative writing skills, particularly in expressing gratitude and admiration through poetry and art.
		DIRECT TO INDIRECT	students will be able to: Understand the difference between Direct Speech and Indirect Speech. Identify reporting verbs and their role in changing speech. Apply correct tense changes while converting from direct to indirect speech. Use appropriate pronoun, adverb, and punctuation changes. Improve writing and speaking skills through reported speech.	Direct Speech: The exact words spoken by someone, enclosed in quotation marks (e.g., <i>She said, "I am happy."</i>). Indirect Speech: Reporting someone's words without quotation marks (e.g., <i>She said that she was happy.</i>). Reporting Verb: Verbs like <i>say, tell, ask</i> used in indirect speech. Tense Changes: Present Simple → Past Simple (e.g., He says, "I like tea."	One student acts as a reporter and interviews another, then reports in indirect speech.	Use charts and diagrams to show speech conversion. Students categorize sentences into direct and indirect speech.	News Report Activity: Students rewrite news articles using indirect speech. Dialogue to Reported Speech: Convert a short conversation into indirect speech.	Students work together on a shared document to change speech forms.	Match direct and indirect speech pairs. Match direct and indirect speech pairs. Match direct and indirect speech pairs.	Write a diary entry using indirect speech for past conversations.	By the end of the lesson, students will: Identify and use direct and indirect speech correctly. Convert sentences between direct and indirect speech. Recognize tense, pronoun, and adverb changes in reported speech. Improve writing skills by incorporating indirect speech in stories and reports.

				→ He said that he liked tea.) Past Simple → Past Perfect (e.g., She said, "I went to school." → She said that she had gone to school.) Will → Would, Can → Could, May → Might Pronoun Changes: I → he/she, we → they, my → his/her, our → their Adverb Changes: now → then, today → that day, tomorrow → the next day, yesterday → the previous day							
Nov	22	CH-11 GOOD-BYE, PASHA BEGUM!	To understand the themes and characters in the story To comprehend the moral of the story and its relevance to real-life situations. To enhance vocabulary and language skills through analysis and discussion. To develop critical thinking by interpreting the emotions and actions of characters. To promote empathy by relating to the characters' struggles and their emotional journeys.	Emotional Bonding: The connection formed between people based on shared experiences, affection, and care. Moral Dilemma: A situation in which a character faces a difficult choice, often involving conflicting values. Empathy: The ability to understand and share the feelings of another. Friendship: A	Students will create a visual representation of Pasha Begum's farewell scene. They can draw or paint a symbolic representation of separation, using elements like a sunset, an empty chair, or other symbolic items that represent parting.	Use images, character maps, and flowcharts to explain key concepts and themes, particularly for visual learners.	"Create a Farewell Letter" – Ask students to write a letter from the perspective of one of the characters (such as Pasha Begum or another character in the story) to someone they are about to say goodbye to. This will help students better understand the emotions of the characters and	Before the lesson, assign students to read the story or watch a short video summarizing it. This will enable them to come to class with some background knowledge, ready for in-depth discussion.	Use the smart board to create a character map of Pasha Begum and other important characters. Discuss their roles, actions, and motivations in the story. Students can add notes and images to the map	Create a scenario where students have to debate whether or not they agree with Pasha Begum's decision or actions. This encourages students to engage	Knowledge: Students will gain an understanding of the story's themes, characters, and moral lessons. Skills: Students will enhance their critical thinking, analytical skills, and emotional intelligence. Values: Through reflection on the themes of friendship, loss, and separation, students will

				significant theme in the story, representing support, understanding, and sacrifice. Separation: The emotional aspect of parting, loss, and transition, which is central to the narrative. Historical Context: Understanding the socio-cultural background in which the story takes place.			explore creative writing.		during the lesson.	with the text, consider alternative perspectives, and articulate their thoughts clearly.	develop a deeper empathy for others and learn the importance of emotional connections. Expression: Students will demonstrate creativity through art and writing, showcasing their understanding of the story.
		CH-12 TRY AGAIN	To understand the theme of perseverance and resilience in the poem. To explore the language and literary devices used in the poem. To develop empathy and a growth mindset through the message of the poem. To enhance vocabulary and comprehension skills by analyzing the poem’s meaning. To encourage students to apply the theme of "Try Again" to real-life situations	Perseverance: The continued effort to do or achieve something despite difficulties or delay in achieving success. Resilience: The ability to recover quickly from difficulties; toughness. Optimism: A hopeful and positive outlook, especially when facing challenges. Growth Mindset: The belief that abilities and intelligence can be developed through dedication and hard work.	Students can illustrate their favorite lines from the poem and decorate the poster with symbols of perseverance like a runner reaching the finish line, a plant growing through cracks, or a person trying again after failure.	For students with a limited vocabulary, create a glossary of challenging words from the poem (e.g., "fail," "despair," "strive"), ensuring students understand the meaning before moving forward.	Ask students to reflect on a situation where they gave up on something but later decided to try again. They can write a short paragraph describing the situation and the outcome.	assign students to listen to an audio version of the poem or watch a short video summarizing the poem. In class, focus on discussion and deeper analysis.	Display the poem on the smart board and ask students to highlight the rhyming words and literary devices (e.g., metaphors, repetition) as they read through it.	students write their own short poems about perseverance or overcoming obstacles. This encourages self-expression and the application of the poem’s theme. Knowledge: Students will be able to identify and explain the themes of perseverance and resilience in the poem. Skills: Students will develop critical thinking, creativity, and comprehension skills by analyzing the poem’s language and structure. Values: Students will develop a growth mindset,	

				Rhyme Scheme: The pattern of rhyming words at the end of lines in a poem. Literary Devices: Metaphor, repetition, and personification used to convey deeper meanings in the poem.							learning that failure is not the end but an opportunity to try again. Expression: Students will creatively express their understanding of the poem through art, writing, and discussions.
		SUBJECT VERB AGREEMENT	understand the concept of subject-verb agreement. To identify and apply correct subject-verb agreement in sentences. To learn and practice the rules of subject-verb agreement with singular and plural subjects. To recognize and correct errors in subject-verb agreement	Subject: The person, place, thing, or idea that the sentence is about. Verb: The action or state of being in a sentence. Subject-Verb Agreement: The rule that the subject and verb in a sentence must match in number (singular or plural). Singular Subject: A subject that refers to one person or thing (e.g., "The dog runs"). Plural Subject: A subject that refers to more than one person or thing (e.g., "The dogs run").	students create a chart or diagram showing different subject-verb agreement rules. Use images of singular and plural subjects (e.g., one cat vs. many cats) to help them visually understand the agreement.	Offer sentence examples with varying levels of complexity, from simple sentences to more complex ones, catering to different student levels.	Provide students with a list of sentences with subject-verb agreement errors. Ask them to correct the sentences and explain why the correction is necessary.	Engage students in individual or group activities where they practice identifying subject-verb agreement errors in printed worksheets or during classroom discussions.	Use the smart board to display different sentences, and assign different groups to analyze and correct specific sentences. Each group can present their corrections and explain the rules they used.	Ask students to write a short paragraph about a recent event (e.g., their last holiday or weekend). They must ensure that subject-verb agreement is correct throughout the paragraph.	Knowledge: Students will understand the concept of subject-verb agreement and the rules that govern it. Skills: Students will be able to identify and correct errors in subject-verb agreement in sentences. Application: Students will apply their knowledge of subject-verb agreement to writing and speaking, ensuring accuracy in both. Collaboration: Through group work, students

				Exceptions: Special cases in subject-verb agreement, such as with collective nouns, compound subjects, and indefinite pronouns.							will improve their communication and teamwork skills.
		ADVERBS	To understand the concept and function of adverbs in a sentence. To identify different types of adverbs (e.g., adverbs of manner, time, place, frequency, degree). To use adverbs effectively to modify verbs, adjectives, or other adverbs in sentences. To practice constructing sentences using different types of adverbs. To enhance writing and speaking skills by integrating adverbs into communication.	Adverb: A word that modifies a verb, an adjective, or another adverb, providing more information about how, when, where, or to what extent something occurs. Types of Adverbs: Adverbs of Manner: Describe how an action is performed (e.g., quickly, slowly, happily). Adverbs of Time: Indicate when an action happens (e.g., yesterday, soon, now). Adverbs of Place: Indicate where an action occurs (e.g., here, there, everywhere). Adverbs of Frequency: Indicate how often an action happens (e.g., always, never, often).	Ask students to create a colorful poster with examples of sentences using different types of adverbs (e.g., "She runs quickly"). Each poster can focus on one type of adverb, using drawings and sentence examples to visually represent the adverb's role.	Provide varying levels of complexity in adverb usage depending on students' understanding. For example, start with simple adverbs for beginners and gradually introduce more complex ones for advanced learners.	Ask students to write a short story or paragraph about a favorite activity, incorporating at least five different types of adverbs. They can share their stories in groups to practice their speaking and listening skills.	Provide worksheets where students identify and classify adverbs in sentences. Follow this with group discussions where students practice constructing sentences using adverbs.	Use the smart board to display various adverbs. Ask students to drag and drop them into the correct categories (manner, time, place, frequency, degree).	Ask students to describe a daily routine or event in their life using different adverbs. This will help them understand how adverbs can be used to make their speech and writing more descriptive and engaging.	Knowledge: Students will be able to define and classify different types of adverbs. Skills: Students will enhance their ability to identify adverbs in sentences and use them appropriately in both written and spoken communication. Application: Students will practice using adverbs to make their writing more descriptive and precise, improving their overall language skills. Creativity: Through art and story writing activities,

				Adverbs of Degree: Describe the intensity or degree of an action, adjective, or another adverb (e.g., very, extremely, too). Modification: The way in which adverbs modify other words in a sentence.							students will creatively apply adverbs to convey meaning in different contexts.
		PRAGRAPH WRITING	To understand the structure and components of a paragraph. To learn how to organize ideas coherently in a paragraph. To develop the skill of writing a well-structured paragraph. To practice writing clear, concise, and engaging paragraphs on various topics. To enhance the ability to express thoughts effectively through written communication.	Paragraph: A group of sentences that discuss one central idea or topic. Topic Sentence: The first sentence in a paragraph that introduces the main idea. Supporting Sentences: Sentences that explain or elaborate on the topic sentence, providing details or examples. Concluding Sentence: The final sentence that sums up or restates the main idea and gives a sense of closure to the paragraph. Coherence: The logical flow of ideas within the	After writing a paragraph, students can create a drawing or visual representation related to their paragraph topic. This integrates both writing and creative expression.	Provide sentence starters or frameworks for students who need extra help in constructing a paragraph. For example, offer templates where they can fill in the topic, supporting details, and conclusion.	Ask students to write a paragraph on a familiar topic, such as "My Favorite Season" or "A Memorable Day." They should focus on structuring their paragraphs with a clear topic sentence, supporting details, and a concluding sentence.	Before the lesson, ask students to watch a short video or read an article about paragraph writing. In class, they can then engage in discussions and practice writing paragraphs based on prompts.	Students can write their paragraphs on the smart board, and the teacher can provide instant feedback on structure, coherence, and unity.	After writing their paragraphs, students can swap their work with a peer for review. They will provide feedback on the clarity, structure, and relevance of the paragraph, focusing on ensuring each part of the paragraph serves its purpose.	Knowledge: Students will learn how to structure a paragraph with a clear topic sentence, supporting details, and a concluding sentence. Skills: Students will develop their writing skills, with a focus on coherence, unity, and organization in paragraph writing. Application: Students will be able to write clear and well-organized paragraphs on various topics. Creativity: By engaging in

				paragraph. Unity: Ensuring that all sentences in the paragraph relate to the central idea. Transition Words: Words like "first," "next," "finally," "for example," etc., that connect ideas and ensure smooth flow in a paragraph.							projects like poster creation or group writing, students will use their creativity to communicate ideas effectively.
Dec	23	CH-13 THE DIARY OF A SPACE TRAVEL LER	To understand the theme of space travel and its imaginative possibilities. To analyze the plot, characters, and setting of the story. To develop reading comprehension and critical thinking skills by discussing the story's events and themes. To explore the use of first-person narrative and how it affects storytelling. To encourage students to use their imagination and creativity in writing and discussions related to the theme of space exploration.	Space Travel: The act of traveling beyond Earth, typically to other planets, moons, or even galaxies. Diary Format: A personal and informal style of writing, often used to describe thoughts, experiences, and events from a first-person perspective. Imaginative Fiction: A genre of writing that involves speculative and fantastical elements, often exploring scenarios beyond our current reality (e.g., space, time travel, etc.). Narrative	Ask students to design their own spacecraft that could be used for space travel, using materials like paper, cardboard, or digital tools. They can then present their designs and explain how they would use them for their intergalactic journey.	Encourage students to discuss and share their interpretations of the story with peers, especially for students who may need extra support in understanding the more complex themes or vocabulary.	students design a new planet that the space traveler could visit. They should describe its features, inhabitants, and how it compares to Earth. Students can present their new planets using posters or digital presentations.	students can watch a video about space travel or read articles about space missions. In class, they can then engage in discussions or complete activities that require them to apply what they've learned.	"What did the space traveller see on the alien planet?" or "What challenges did the traveller face in space?" This will help reinforce the students' comprehension of the text in a fun, interactive way.	Ask students to create a concept map linking ideas from the story to broader concepts such as space travel, space exploration, and science fiction. This encourages them to connect information in an organized manner.	Knowledge: Students will learn about space travel, space exploration, and the imaginative possibilities these topics present in literature. Skills: Students will improve their reading comprehension, critical thinking, and creative writing skills. Application: Students will be able to use imagination and creativity to write about their own experiences or create new

				Perspective: The point of view from which a story is told. In this case, it's a first-person perspective from the space traveler's diary. Satyajit Ray: A famous Indian filmmaker, writer, and illustrator, known for his creative storytelling.							scenarios related to space travel. Collaboration: Through group discussions, role-play, and peer feedback, students will develop their teamwork and communication skills. Engagement: By connecting the story's themes to real-world ideas about space exploration and using art and technology to explore these concepts, students will develop a deeper engagement with the content.
		CH-14 THE QUEST FOR EXTRAT ERRESTR IAL	To understand the concept of extraterrestrial life and the scientific quest for it. To analyze the ideas presented by Satyajit Ray on space exploration and the possibility of life beyond Earth. To develop critical thinking and reading	Extraterrestrial Life: Life that exists outside of Earth, on other planets, moons, or in outer space. Astronomy: The scientific study of celestial bodies such as stars, planets, comets, and galaxies. Search for	Students will design a creative poster about the search for extraterrestrial life. This could include elements like space telescopes, space probes, or imaginative depictions of aliens or	Encourage students to discuss their thoughts on extraterrestrial life in small groups. This allows students to learn from each other and gain different perspectives on the topic.	Organize a discussion on SETI (Search for Extraterrestrial Intelligence) and its methods. Students will present their findings on how scientists are trying to detect life in space, including radio	Assign students to read or watch a video about space exploration or SETI before the class. During class, students can engage in deeper discussions and activities related to the text.	Using the smart board, create a timeline of major space exploration missions that contributed to the search for extraterre	Organize a debate where students argue for and against the existence of extraterrestrial life. This will develop critical	Knowledge: Students will understand the concept of extraterrestrial life, the methods used in the search for it, and the significance of space exploration. Skills: Students will develop critical thinking,

			comprehension skills by discussing the themes of the story. To explore the scientific methods used to search for extraterrestrial life and understand the relevance of space research. To encourage creativity through writing and discussion about space exploration and life beyond Earth.	Extraterrestrial Intelligence (SETI): A scientific effort to detect intelligent life beyond Earth, often through radio signals or other forms of communication. Aliens: Hypothetical beings from other planets or galaxies. Space Exploration: The investigation of outer space through observation, robotic probes, and human space missions. Radio Signals: Electromagnetic signals that can be used to transmit information across vast distances in space. Hypothesis: A proposed explanation for a phenomenon, often used in scientific research and experiments.	planets. This helps students visualize the concepts from the story in an artistic form.		signals and space probes.		trial life. Include key events such as the launch of space telescopes , discovery of exoplanets, and Mars missions.	thinking, public speaking, and research skills.	research, and presentation skills by exploring scientific topics related to space and extraterrestrial life. Application: Students will apply their knowledge to imaginative writing, projects, and discussions, integrating their creative ideas with scientific facts. Collaboration: Through group work, peer discussions, and shared projects, students will improve their teamwork and communication skills. Creativity: Students will engage their creativity through art activities, imaginative writing, and the design of extraterrestrial habitats or alien life forms.
		PREPOSITION	To understand the definition and function of prepositions in a	Prepositions of Place: (in, on, under, above,	Create a Prepositional Picture Book:	Use actions and movement in the classroom	Ask students to write sentences	During the class, students will engage in hands-	Create an interactive	Provide students with the	Knowledge: Students will understand the

			sentence. To learn the different types of prepositions (time, place, direction, manner, etc.). To develop the ability to use prepositions correctly in sentences. To practice identifying prepositions in various contexts and applying them effectively in writing. To enhance the ability to express ideas clearly and accurately using prepositions	behind, etc.) Prepositions of Time: (at, on, in, before, after, etc.) Prepositions of Direction: (to, toward, into, across, etc.) Prepositions of Manner: (by, with, like, etc.) Prepositions of Cause or Reason: (because of, due to, etc.) Object of the Preposition: The noun or pronoun that follows the preposition. Compound Prepositions: Prepositions made up of more than one word, e.g., "in front of," "due to," "on top of."	Students can work in pairs or groups to create a small picture book illustrating different prepositions. Each page can depict a different preposition in action, such as "The dog is behind the fence," or "The bird is flying over the tree."	to help reinforce prepositions. For example, students can act out sentences like "Stand under the table" or "Walk toward the door."	using different prepositions in a variety of contexts (e.g., "The cat is under the table," "She walked toward the store"). They should aim to use at least five different prepositions in their writing.	on activities such as writing prepositional sentences, creating drawings, and participating in group discussions.	matching game on the smart board where students match sentences with the correct preposition (e.g., matching "The cat is ___ the bed" with "under").	beginning of a story and leave blanks where prepositions are needed. Students should fill in the blanks with suitable prepositions to make the story meaningful. Skills: Students will improve their ability to use prepositions correctly in sentences, both in speaking and writing. They will also develop better sentence formation skills. Application: Students will be able to apply prepositions in a variety of contexts, such as in creative writing, daily conversations, and descriptive tasks. Creativity: By participating in activities like drawing, charades, and sentence creation, students will enhance their creativity and	concept of prepositions, their functions, and different types of prepositions (place, time, direction, etc.).
--	--	--	---	---	---	--	---	--	---	--	--

											problem-solving skills.
		CONJUNCTION	To understand the definition and importance of conjunctions in sentences. To learn about different types of conjunctions (coordinating, subordinating, and correlative). To apply conjunctions effectively to join words, phrases, or clauses in sentences. To practice identifying and using conjunctions in sentences to make them more fluid and cohesive. To enhance sentence construction skills by incorporating conjunctions.	Conjunction: A word that connects words, phrases, or clauses in a sentence to create a more cohesive structure. Types of Conjunctions: Coordinating Conjunctions: Connect words, phrases, or clauses that are of equal importance. Common coordinating conjunctions are for, and, nor, but, or, yet, so (FANBOYS). Subordinating Conjunctions: Connect a dependent clause to an independent clause, indicating a relationship between the two. Examples include because, although, while, if, unless, until. Correlative Conjunctions: Work in pairs to connect words or phrases. Examples include either...or, neither...nor, both...and, not	Students can create a colorful poster displaying examples of different types of conjunctions, using illustrations to show how they connect different parts of sentences. For example, they can show two clauses being linked by "but" or "and."	Provide simpler examples of sentences with conjunctions for students who may struggle with understanding the concept. Use visual aids like sentence strips to show how conjunctions connect ideas.	Ask students to write a story or paragraph using a set number of conjunctions. They should include at least one coordinating conjunction, one subordinating conjunction, and one correlative conjunction.	Students will work on worksheets, sentence construction activities, and discussions in class, practicing the use of conjunctions in different contexts.	Display incomplete sentences on the smart board and ask students to choose and insert the correct conjunction. For example, "I wanted to go to the park ____ it was raining." Students can then select "but" from a list of options.	Provide students with a passage or short story. Ask them to highlight or underline all the conjunctions they find and explain how they link the parts of the sentence.	Knowledge: Students will understand the concept of conjunctions and their importance in sentence structure. They will be able to identify and classify conjunctions into coordinating, subordinating, and correlative types. Skills: Students will develop the ability to use conjunctions correctly in both spoken and written sentences. They will be able to form more complex, cohesive sentences by combining ideas with conjunctions. Application: Students will demonstrate their ability to apply conjunctions in different contexts, such

				only...but also. Clause: A group of words that has a subject and a predicate. Independent Clause: A clause that can stand alone as a sentence. Dependent Clause: A clause that cannot stand alone as a sentence and depends on an independent clause.							as creative writing, daily conversations, and academic tasks. Creativity: Through art activities, story creation, and sentence building, students will engage their creative skills in using conjunctions to express ideas more fluently and cohesively.
Jan	16	CH- 15 STAR TREK	To introduce students to the theme of space exploration and the role of imagination in scientific discoveries. To understand the plot, characters, and message of the story "The Star Trek." To explore the concepts of space travel, space technology, and the future of human exploration of the cosmos. To enhance students' critical thinking skills by analyzing the choices and motivations of characters. To promote creativity and imaginative thinking by encouraging	Space Exploration: The use of astronomy and space technology to explore outer space. Space Travel: The act of traveling in space, whether in a spacecraft or other vehicles designed for space exploration. Astronaut: A person trained to travel in space and perform missions in space. Fictional Technology: Imaginary technological devices and machinery, such as	Students will design a poster for an imaginary space mission, using the theme of "The Star Trek." They will include key elements of the story and highlight features like the spaceship, astronauts, and destinations in space.	Break down complex ideas (like space technology and astronaut duties) into simpler, manageable parts. Provide examples that students can relate to, such as everyday technological devices that have evolved from science fiction.	Assign students to research and present a project on real-world space missions, such as the Mars Rover mission or the International Space Station. Students should explore how space exploration has developed over time and compare it to the fictional elements in the story.	Before the lesson, assign students a reading on basic space exploration concepts. During class, students can analyze the text "The Star Trek" and apply their pre-existing knowledge to discuss the story's themes and characters.	Use the smart board to display a series of quiz questions about space exploration and the key ideas from "The Star Trek." Students can participate in real-time by answering the questions and discussing the correct	Engage students in a group discussion about the ethical considerations of space exploration, such as the impact of space travel on Earth and the environment. Students will apply their knowledge of the	Knowledge: Students will gain an understanding of the central theme of space exploration, the plot of "The Star Trek," and the basic concepts of space technology and astronauts. Skills: Students will improve their reading comprehension skills by analyzing characters, plot, and the science fiction genre. They will also develop their creative thinking by imagining future

			students to envision space travel and its possibilities.	spaceships, used in the story. Science Fiction: A genre of fiction that often deals with futuristic settings, advanced technology, and space exploration. Imaginary vs. Real-world Science: The difference between what is fictional (space travel in the story) and what is possible with current scientific knowledge.					responses.	story to real-world scenarios.	technologies and exploring the concept of space travel. Application: Students will be able to apply their knowledge of space exploration to discuss and write about real and imagined space missions, connecting the story with real-world scientific concepts. Creativity: By engaging in activities such as designing spaceships, writing stories, and creating art, students will develop their creativity and imaginative thinking. They will be able to envision the possibilities of space exploration.
		ESSAY WRITING	To introduce students to the structure and components of an essay. To help students understand the purpose of writing an essay, focusing on clarity, coherence, and organization.	Essay: A short piece of writing on a particular subject. Introduction: The opening paragraph of an essay, which introduces the topic and sets the	Students can create visual representations (mind maps, diagrams, or storyboards) to organize their thoughts before writing the essay.	Break down the essay-writing process into manageable steps, from brainstorming and outlining to drafting and revising. This will help	Students will choose a topic related to their syllabus or a personal interest and write an essay. Topics could include "My Favorite	In the classroom, students will focus on writing, revising, and peer reviewing essays. They will also engage in collaborative brainstorming activities to help	Display a sample essay on the smart board with intentional errors in grammar, structure,	After writing, students will engage in peer review, providing construct	Knowledge: Students will understand the structure of an essay (introduction, body, conclusion) and the purpose of each section. They will also

			To guide students in developing their ideas, supporting arguments, and writing essays with clear introductions, body paragraphs, and conclusions. To improve students' writing skills, enabling them to express their thoughts in a structured and effective manner.	context. Body Paragraphs: The main part of the essay, where the key ideas or arguments are developed and explained in detail. Conclusion: The final paragraph of an essay, which summarizes the main points and reinforces the thesis or main argument. Thesis Statement: A sentence that presents the main idea or argument of the essay. Coherence: The quality of being logical and consistent in writing, ensuring the ideas flow smoothly from one to another. Transition Words: Words or phrases used to link ideas and paragraphs, such as "however," "for example," "in addition," etc.	This visual representation will help students brainstorm their ideas and structure the essay effectively.	students feel less overwhelmed and give them a clear roadmap for success.	Festival," "The Importance of Education," "The Impact of Technology on Society," etc.	them plan their essays.	and organization. Have students work together to identify and correct these errors, improving their editing skills.	ive feedback to each other on the clarity of the ideas, structure, and overall quality of writing. Skills: Students will develop writing skills such as organizing ideas, creating thesis statements, and using transitions effectively. They will also enhance their editing and proofreading skills through peer review and self-reflection. Application: Students will be able to apply their knowledge of essay writing to produce well-structured, coherent essays on a variety of topics. Creativity: Through brainstorming, organizing their thoughts, and expressing their ideas in written form, students will develop creativity and originality in their writing.	
Feb		REVISION									
March											

SUBJECT : HINDI

Text Book :

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
APRIL	24	- पाठ 1 हम पंछी उन्मुक्त गगन के - कवि:- शिवमंगल सिंह 'सुमन'	- आजादी के महत्व को समझना - आजादी के महत्व को समझना - पक्षियों को पिंजरे में बंद नहीं रखना चाहिए।	प्राकृतिक और पर्यावरण की सुंदरता को बनाए रखना हम सब की जिम्मेदारी है। <u>कठिन तथा पारिभाषिक शब्दावली</u> प्रश्नोत्तर	खुले आकाश में उड़ते हुए तथा एक पिंजरे में बंद पक्षी का चित्र बनाएँ।	कठिन शब्दों का अभ्यास	शिक्षार्थी पक्षियों से संबंधित स्वयं एक कविता या कहानी लिखें।	शिवमंगल सिंह 'सुमन' की कोई एक कविता लिखें।	वीडियो द्वारा कविता का प्रदर्शन	एल.ओ.ए	प्रकृति के प्रति अपनी जिम्मेदारी को समझना
		भाषा, बोली, लिपि व्याकरण	भाषा, बोली, लिपि व्याकरण वर्ण-विचार के बारे में	भाषा, बोली, लिपि व्याकरण वर्ण-विचार राजभाषा मातृभाषा राष्ट्रभाषा	भाषा, बोली, लिपि व्याकरण को सुगमता से याद रखने के लिए एक गीत या पहेली की रचना करें।	क्विज का आयोजन समूह चर्चा	महाभारत की कथा का वीडियो प्रदर्शन	भाषा और बोली में अंतर उदाहरण सहित लिखें।	पाठ का प्रदर्शन	एल.ओ.ए	भाषा, बोली, लिपि व्याकरण वर्ण-विचार की समझ
		बाल महाभारत कथा – महाभारत कथा देवव्रत भीष्म प्रतिज्ञा अंबा और भीष्म	देवव्रत भीष्म प्रतिज्ञा अंबा और भीष्म	देवव्रत भीष्म प्रतिज्ञा अंबा और भीष्म के बारे में जरूरतकारी	महाभारत या गीता के श्लोक को चार्ट पेपर पर लिखें।	महाभारत पाठ से संबंधित कहानी पर चर्चा	महाभारत के पात्रों का वंश वृक्ष चार्ट पेपर पर तैयार करें	भीष्म आजीवन प्रतिज्ञाबद्ध रहे ये उचित है अथवा अनुचित? लिखें।	महाभारत की कथा का वीडियो प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	महाभारत जो हमारा इतिहास है के पूर्वजों एवं वंशजों की समझ

		पाठ-2 हिमालय की बेटियाँ	हिमालय के बारे में , हिमालय से निकलने वाली नदियों के बारे में	हिमालय एक प्राकृतिक सुरक्षा प्रहरी, हिमालय से निकलने वाली नदियाँ	नदियों से संबंधित कविता या लोकगीत कक्षा में सुनाएँ।	स्मार्ट बोर्ड पर नदियों का वीडियो प्रदर्शन	चार्ट पेपर पर गंगा नदी को दिखाएँ गंगा के किनारे बसे शहरों को भी लिखें।	हिमालय से संबंधित कोई एक कविता लिखें।	पाठ का प्रदर्शन	एल. ओ. ए. मौखिक एवं लिखित प्रश्नोत्त र	हिमालय तथा हिमालय से निकलने वाले नदियों की जानकारी।
May	8	पाठ -3 कठपुतली कवि- भवानी प्रसाद मिश्र	- आजादी के महत्व को समझना - अपने कर्तव्य और उत्तरदायित्व को समझना	—कठपुतलियों का विद्रोह —अपने देश की स्वतंत्रता आंदोलन को समझना	कविता को चार्ट पेपर पर लिखें	स्वतंत्रता आंदोलन से संबंधित अन्य कविता पाठ	अपने देश के किन्हीं तीन महिला स्वतंत्रता सेनानियों के नाम लिखें।	भवानी प्रसाद मिश्र की कोई एक अन्य कविता लिखें	कविता का प्रदर्शन	एल.ओ.ए	स्वतंत्रता के महत्व को समझना
		विदुर , कुंती	विदुर तथा कुंती के जीवन के विभिन्न पहलुओं के बारे में जानना।			कठिन शब्दों का अभ्यास			संबंधित पाठ का फिल्म प्रदर्शन		विदूर और कुंती के बारे में जानकारी
		वर्ण-विचार	वर्ण, वर्णमाला	स्वर वर्ण, व्यंजन वर्ण, स्पर्शी व्यंजन, अंतस्थ व्यंजन, ऊष्म व्यंजन, स्वर एवं व्यंजन के भेद संयुक्ताक्षर, उच्चारण स्थान	मानक वर्णमाला को चार्टपेपर पर सजाकर लिखें।		किन-किन वर्णों से कोई शब्द नहीं बनता है? लिखें।	विभिन्न प्रकार के व्यंजन के अंतर को लिखें।	संबंधित पाठ का प्रदर्शन	एल. ओ. ए	वर्ण विचार विभिन्न प्रकार के वर्णों की जानकारी
June	14	पाठ 4 मिठाईवाला लेखक- भगवती प्रसाद वाजपेयी	फेरीवाले के जीवन को सम झना	<u>ग्रामीण समाज और</u> <u>अर्थव्यवस्था में</u> <u>फेरीवाले की</u> <u>भूमिका</u>	<u>फेरीवाले के</u> <u>द्वारा बेचे</u> <u>जानेवाले</u> <u>सामानों की</u>	<u>कठिन</u> <u>शब्दों की</u> <u>सूची बनाना</u>	फेरीवाले से समान खरीदना उचित है या	इससे मिलता जुलता एक अन्य कहानी	कहानी का प्रदर्शन	एल.ओ. ए.	फेरीवाले के जीवन को समझना ग्रामीण अर्थव्यवस्था में

					एक सूची बनाएँ यदि संभव हो तो चित्र भी बनाएँ।		अनुचित अपना विचार लिखें	या कविता लिखें			फेरीवाले की भूमिका को समझना
		भीम, कर्ण, द्रोणाचार्य, लाख का घर	दुर्योधन का पांडवों के प्रति ईर्ष्या को समझना पांडवों को मारने के लिए शकुनि की योजना को समझना	दुर्योधन का चरित्र शकुनि का चरित्र लाख का घर सुरंग का निर्माण पांडवों का बच निकलना	शकुनी अथवा दुर्योधन का एक चित्र बनाएँ	कहानी वाचन कठिन शब्द लेखन	लाख का घर को केंद्र बनाकर शकुनी और दुर्योधन का संवाद लेखन करें।	लाख क्या है? लाख का क्या उपयोग है? लाख भारत में कहाँ-कहाँ पाया जाता है?	कहानी का प्रदर्शन	समूहवार मौखिक प्रश्नोत्तरी का आयोजन	लाख के घर निर्माण के रहस्य को समझना
		व्याकरण— संधि स्वर संधि	परिभाषा, स्वर संधि के भेद एवं उदाहरण	दीर्घ, गुण, वृद्धि, यण, अयादि संधि	स्वर संधि के सभी भेदों का कार्ड बनाएँ	बच्चों का समूह विभाजन कर प्रश्नोत्तरी का आयोजन	गुण संधि एवं वृद्धि संधि के बीच का एक संवाद लेखन लिखें।	स्वर संधि के सभी भेदों से पाँच-पाँच उदाहरण लिखें।	पाठ का प्रदर्शन	एल.ओ. ए.	स्वर संधि की जानकारी
July	26	पाठ— 5 पापा खो गए लेखक—विजय तेंदुलकर	एकांकी विधा का परिचय। हम सावधान कैसे रहें। कल्पना शक्ति का विकास।	कठिन शब्दों को समझना सावधानी हटी दुर्घटना घटी	लेटरबक्स का चित्र बनाएँ	कठिन शब्दों का लेखन अभ्यास एवं वाक्य प्रयोग	खंभा और कौआ का एक संवाद लेखन करें।	अनुमान कीजिए और लिखिए कि बच्ची को चोर ने कैसे उठाया होगा।	कहानी का प्रदर्शन	एल.ओ. ए.	अनजान व्यक्तियों से सावधानी बरतना समूह में चलना कल्पना शक्ति का विकास
		पाठ— 6 शाम एक किसान कवि—	प्रकृति वर्णन मानवीयकरण अलंकार का	प्राकृतिक दृश्य का मानवीयकरण	शाम के दृश्य का चित्रण करें	कठिन शब्दों का लेखन	शाम के दृश्य का चित्रण करें एवं	प्राकृतिक दृश्य के वर्णन से	कविता का प्रदर्शन	एल.ओ.ए.	प्रकृति प्रेम, भाषा ज्ञान, प्रकृति के

		सर्वेश्वरदयाल सक्सेना	परिचय			अभ्यास एवं वाक्य प्रयोग	इसके बारे में दस वाक्य लिखें	संबंधित एक अन्य कविता लिखें।			मानवीयकरण से संबंधित कविता की समझ।
		व्याकरण— शब्द विचार और शब्द भंडार	विभिन्न प्रकार के शब्दों को समझना जैसे— विकारी शब्द, एवं अविकारी शब्द एकार्थी, अनेकार्थी शब्द विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के बदले एक शब्द श्रुतिसम भिन्नार्थक शब्द	विकारी शब्द, एवं अविकारी शब्द एकार्थी, अनेकार्थी शब्द विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के बदले एक शब्द श्रुतिसम भिन्नार्थक शब्द	शब्द वृक्ष बनाकर विभिन्न प्रकार के शब्दों को दिखाना	अलग—अलग प्रकार के शब्दों का उदाहरण दे कर विभिन्न प्रकार के शब्दों को बताना	शब्द वृक्ष बनाकर विभिन्न प्रकार के शब्दों को दिखाना	लगभग 40 अनेकार्थी शब्दों की एक सूची बनाएँ शब्दों का अर्थ भी लिखें।	संबंधित पाठ का फिल्म प्रदर्शन	एल.ओ.ए.	विभिन्न प्रकार के शब्दों को समझना जैसे— विकारी शब्द, एवं अविकारी शब्द एकार्थी, अनेकार्थी शब्द विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के बदले एक शब्द श्रुतिसम भिन्नार्थक शब्द
		पांडवों की रक्षा से जरासंध तक	—पांडवों की रक्षा —द्रोपदी स्वयंवर —इंद्रप्रस्थ —जरासंध	लाख का घर —ब्राह्मण वेष में द्रोपदी स्वयंवर में भाग लेना —पांडवों के द्वारा यज्ञ कि या जाना — जरासंध वध तथा जरासंध के कारागार से राजाओं की मुक्ति	कक्षावार पाठ से संबंधित कहानी वाचन प्रतियोगिता का आयोजन	कठिन शब्दों का निवारण एवं वाक्य प्रयोग	पाठ के आधार पर कृष्ण एवं जरासंध का संवाद लेखन करें।	पता कीजिए जरासंध नाम क्यों पड़ा?	पाठ का फिल्म प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तोर	भारत के सांस्कृतिक मूल्यों की समझ —नैतिक मूल्यों का विकास
		व्याकरण— संज्ञा के विकार	लिंग, वचन, कारक परिभाषा एवं भेद	लिंग, वचन कारक, कारक के चिह्न	चार्ट पेपर पर आरेख बनाएँ	उदाहरणों का वाक्य प्रयोग — समूह चर्चा	करण कारक एवं अपादान कारक में अंतर को स्पष्ट करते हुए उदाहरण	सभी कारक चिह्नों का प्रयोग करते हुए एक—एक वाक्य लिखें	पाठ का प्रदर्शन	एल.ओ.ए. एवं प्रश्न उत्तर	लिंग, वचन कारक की जानकारी

							लिखें।				
Aug	22	पाठ-7 अपूर्व अनुभव (अनुदित) तेत्सुको कुरियानगी	दृढ़ निश्चय अथक परिश्रम सफलता की कुँजी है।	उद्देश्य, दृढ़ निश्चय, इच्छा, अथक परिश्रम की अवधारणा और जीवन में इसकी भूमिका को समझना	रहीम के दोहे अच्छे से प्रदर्शन बोर्ड पर लगाएँ	कठिन शब्द का निवारण	शारीरिक चुनौतियों से गुजरनेवाले व्यक्तियों के लिए चढ़ने उतरने की सुविधाएँ आपने किन-किन जगहों पर देखा है? एक सूची बनाएँ।	दिव्यांग से आप क्या समझते हैं? कितने प्रकार के दिव्यांग के बारे में आप जानते हैं एक सूची तैयार करें	कहानी का नाट्य प्रदर्शन	एल.ओ.ए. एवं प्रश्न उत्तर	उत्साह के साथ परिश्रम करना एवं सफलता प्राप्त करना।
August	22	पाठ -8 रहीम के दोहे	<u>नीतिगत बातें समझना</u>	<u>सच्चा दोस्त कौन है?</u> <u>परोपकार की भावना का विकास</u>	'रहीम के दोहे' अच्छे से लिखकर प्रदर्शन बोर्ड पर लगाएँ	<u>कठिन शब्द</u>	रहीम के किन्हीं अन्य पाँच दोहे को लिखें	कवि रहीम के जीवनी के बारे में लगभग 200 शब्दों में लिखें	कवि रहीम तथा दोहे का सस्वर वाचन में प्रदर्शन	एल.ओ.ए.	दैनिक जीवन में काम आनेवाली नीतिगत बातें सीखना अच्छे बुरे की पहचान करना।
		शकुनि का प्रवेश से भीम और हनुमान तक	<u>भीम और हनुमान का मिलन</u> <u>भीम का अहंकार समाप्त होना</u>	<u>—शकुनि का प्रपंच</u> <u>—पांडवों का वनवास</u> <u>—अर्जुन की तपस्या</u> <u>—भीम और हिडिम्बा का मिलन</u>		<u>घटनाओं पर आधारित प्रश्नोत्तरी का आयोजन</u>			नाट्य प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	शकुनि का प्रवेश से भीम और हनुमान मिलन तक की घटना को समझना
		व्याकरण — पत्र लेखन, अनुच्छेद लेखन	अनौचारिक पत्र औपचारिक पत्र <u>अनुच्छेद लेखन कैसे</u>	अनौचारिक पत्र औपचारिक पत्र <u>अनुच्छेद की समझ</u>			पाँच औपचारिक तथा पाँच अनौपचारिक पत्र लिखें।	अनौचारिक पत्र औपचारिक पत्र में क्या अंतर है?		पत्र लेखन एवं अनुच्छेद लेखन अभ्यास	पत्र लेखन के प्रारूप को समझना अनुच्छेद लेखन की समझ

			करें								
		द्वेष करने वाले का जी नहीं भरता	ईर्ष्या, द्वेष न करें। अंतःकरण को शुद्ध रखें।	ईर्ष्या, द्वेष		कठिन शब्दों का लेखन अभ्यास			घटना का फिल्म प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	द्वेष नहीं करना चाहिए
		उपसर्ग, प्रत्यय और समास	उपसर्ग, प्रत्यय और समास परिभाषा, उदाहरण, भेद	उपसर्ग, प्रत्यय और समास परिभाषा, उदाहरण, भेद		वृत्त चार्ट बनाकर कृत एवं कृदंत प्रत्यय को सजाएँ।	दस ऐसे शब्दों को लिखें जिसमें उपसर्ग एवं प्रत्यय हो।	समास के सभी भेदों के पाँच-पाँच उदाहरण लिखें।		एल.ओ.ए.	उपसर्ग, प्रत्यय और समास परिभाषा, उदाहरण, भेद की जानकारी
Sep	5	पुनरावृत्ति एवं अर्द्धवार्षिक परीक्षा									
Oct	13	पाठ— 10 खानपान की बदलती तसवीर (निबंध) प्रयाग शुक्ल	खानपान की विभिन्न संस्कृतियों को समझना	मौसम और क्षेत्र के अनुसार खानपान की उपयोगिता को समझना, अपने स्वास्थ्य के लिए उपयुक्त खाद्य पदार्थों की समझ।	एक चार्टपेपर पर विभिन्न क्षेत्रों में परोसी जानेवाली खाद्यपदार्थों की तसवीर चिपकाएँ।	समूह चर्चा बहुविकल्पीय आधारित प्रश्नोत्तर का आयोजन	राज्यों के नाम एवं उनके सामने उस राज्य के मुख्य भोजन के नाम लिखें	मोटापे से बचने के लिए आप किन-किन खाद्य पदार्थों से आप परहेज करेंगे, एक सूची बनावें।	कहानी का प्रदर्शन	एल.ओ.ए.	विभिन्न क्षेत्रों के खानपान की संस्कृति की समझ। अपने स्वास्थ्य के प्रति सजग
Oct	13	पाठ—9 एक तिनका कवि अयोध्या सिंह उपाध्याय 'हरिऔध'	व्यवहारिक होना सभी का सम्मान करना घमंड नहीं करना चाहिए	सफलता की उँचाइयों पर पहुँचकर भी अभिमान न करना	इस कविता के भाव को चित्र के द्वारा व्यक्त करने का प्रयास करें	समूह चर्चा	इस कविता को एक कहानी के द्वारा व्यक्त करें	इस कविता के भाव से मिलता—जुलता अन्य दोहा या कविता लिखें।	कविता का नाट्य प्रदर्शन	एल.ओ.ए. एवं भाषा की बात	शिक्षार्थियों का व्यवहारिक होना। सभी का मान सम्मान करने के लिए प्रेरित होना।
		कथा बाल महाभारत — मायावी सरोवर	मायावी सरोवर,	युद्धिष्ठिर का ज्ञान धर्मराज का प्रश्न		कठिन शब्दों का			वीडियो प्रदर्शन		मायावी सरोवर से अज्ञातवास तक की

		से अज्ञातवास तक	अज्ञातवास, अज्ञातवास में पांडवों का जीवन			लेखन अभ्यास					घटना से अवगत होना
Nov	22	व्याकरण – विकारी तथा अविकारी शब्द (अव्यय)	संज्ञा सर्वनाम विशेषण क्रिया क्रियाविशेषण, संबंधबोधक समुच्चयबोधक विस्मयादिबोध क निपात	<u>लिंग,वचन,कारक</u> <u>के अनुसार शब्दों</u> <u>का बदलना</u> <u>हमेशा एक जैसे</u> <u>रहने वाले शब्द</u>	विकारी एवं अविकारी शब्दों को चार्ट पेपर पर अलग-अलग रंगों से सजाकर लिखें।		विकारी एवं अविकारी शब्दों को चार्ट पेपर पर प्रवाह संचित्र अलग-अलग रंगों से सजाकर बनाएँ।		वीडियो प्रदर्शन	एल.ओ.ए.	विकारी तथा अविकारी शब्द (अव्यय) की समझ एवं प्रयोग
Nov	22	पाठ-11 नीलकण्ठ (रेखाचित्र) महादेवी वर्मा	रेखाचित्र विधा के बारे में संक्षिप्त परिचय पशु-पक्षियों के आपसी प्रेम को समझना	लेखिका महादेवी वर्मा लेखिका का प्रकृति प्रेम नीलकण्ठ का नेतृत्व एवं भाईचारा	नीलकण्ठ का रंगीन चित्र बनाएँ	समूह चर्चा मुख्य बिंदुओं की पुनरावृत्ति	पाठ में आए सभी प्राणियों की एक सूची बनावें एवं उनके बारे में लिखें।	महादेवी वर्मा के बारे में लगभग 200 शब्दों में लिखें	रेखाचित्र का प्रदर्शन	एल.ओ.ए.	रेखाचित्र विधा के बारे में जानकारी नेतृत्व क्षमता एवं भाईचारा एवं परोपकार की भावना का विकास भाषाज्ञान
..		पाठ-12 भोर और बरखा(कविता) कवि- मीराबाई	मीराबाई संक्षिप्त परिचय ब्रजभाषा और कृष्ण अन्य कृष्ण भक्त कवि कविता का भावार्थ	कविता के भाव कविता में प्रयोग किए गए वाक्य एवं उपवाक्य का संदर्भ सहित अर्थ	वर्षा ऋतु से संबंधित चित्र बनाएँ	कठिन शब्द समूह चर्चा	कवयित्री के बारे में संक्षिप्त जानकारी एकत्रित करें और लिखें लगभग 150 शब्दों में।	कृष्ण को गिरधर क्यों कहा जाता है? इसके पीछे कौन सी कथा है?लिखें।	कविता का प्रदर्शन	एल.ओ.ए.	मीराबाई के बारे में जानकारी मीराबाई का कृष्ण के प्रति भक्ति भाव कृष्ण के अन्य नामों के पाछे छिपे रहस्य की जानकारी

		कथा बाल महाभारत—प्रतिज्ञा—पू र्ति से मंत्रणा तक	—प्रतिज्ञा—पूर्ति —विराट का भ्रम —मंत्रणा	—अज्ञातवास का समाप्त होना —विराट युद्ध में कौरव सेना की हार —विराट नरेश का भ्रम टूटना		कठिन शब्दों का लेखन अभ्यास			पाठ का फिल्म प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	नैतिक मूल्यों का विकास
		व्याकरण —काल	परिभाषा भेद	वर्तमान काल भूतकाल भविष्य काल				सभी प्रकार के काल का दो—दो वाक्य लिखें		एल.ओ.ए.	काल की परिभाषा भेद काल की पहचान
Dec	23	पाठ—13 वीर कुँवर सिंह (जीवनी)	1857 स्वतंत्रता आंदोलन के बारे में इस आंदोलन में वीर कुँवर सिंह का योगदान	सिपाही विद्रोह के तत्कालिक कारण मंगल पांडेय बहादुरशाह जफ़र रानी लक्ष्मीबाई आदि पाठ में चर्चित स्वतंत्रता सेनानियों की चर्चा	किसी एक स्वतंत्रता सेनानी का चित्र प्रदर्शन बोर्ड पर चिपकाएँ यदि संभव हो चित्र स्वयं बनाने का प्रयास करें।	कठिन शब्द समूह चर्चा	स्वतंत्रता आंदोलन में भाग लेनेवाली महिला स्वतंत्रता सेनानियों की एक सूची तैयार करें	मंगल पांडेय के बारे में जानकारी इकट्ठा करें और लिखें।	जीवनी का प्रदर्शन	एल.ओ.ए.	तत्कालिक समय में विद्रोह का कारण वीर कुँवर सिंह के बारे में भिन्न—भिन्न क्षेत्रों में भाग ले क्रांतिकारी स्वतंत्रता सेनानियों की भूमिका
		पाठ—14 संघर्ष के कारण में तुनुकमिजाज हो गया:(साक्षात्कार) विनीता पांडेय	राष्ट्रीय खेल हॉकी धनराज पिल्लै के बारे में	राष्ट्रीय खेल हॉकी से संबंधित विभिन्न प्रकार की प्रतियोगिताएँ धनराज पिल्लै का विनम्र स्वभाव	अगर आप महेंद्र सिंह धौनी का साक्षात्कार लेंगे तो किस प्रकार के प्रश्न पूछेंगे, प्रश्नों की एक सूची तैयार करें।	चारों सदन के विद्यार्थी अलग—अल ग 10 अति लघुउत्तरीय प्रश्न तैयार करें, एवं बारी—बारी से कक्षा में पूछें।	हॉकी के खिलाड़ियों की एक सूची तैयार करें यदि संभव हो तो चित्र भी लगाएँ।	जीवन में विनम्रता का क्या महत्व है? पर प्रकाश डालें।लगभ ग 150 शब्दों में	साक्षात्क ार का प्रदर्शन	एल.ओ.ए.	व्यक्तित्व के निर्माण में परिस्थितियाँ सहायक हैं किसी भी परिस्थिति में हार हीं मानना चाहिए।

		कथा बाल महाभारत—राजदूत संजय से अभिमन्यु तक	—अभिमन्यु का परिचय —द्रोणाचार्य का चक्रव्यूह —अभिमन्यु का चक्रव्यूह भेदन	संजय का राजदूत बनकर जाना कृष्ण का शांतिदूत बनकर हस्तिनापुर आना युद्ध का निर्णय अभिमन्यु वद्ध		कठिन शब्दों का लेखन अभ्यास			पाठ का फिल्म प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	नैतिक मूल्यों का विकास
		व्याकरण – विराम चिह्न		विराम चिह्नों के कार्य एवं प्रयोग			सभी विराम चिह्नों का प्रयोग करते हुए दो-दो वाक्य लिखें			एल.ओ.ए.	विराम चिह्नों का प्रयोग एवं कार्य
Jan	16	पाठ—15 आश्रम का अनुमानित व्यय (लेखा—जोखा) महात्मा गाँधी	लेखा—जोखा का परिचय, महात्मा गाँधी की जीवन शैली और आश्रम के प्रति उनका विचार,	महात्मा गाँधी का परिचय, साबरमती आश्रम तथा सत्याग्रह आंदोलन का परिचय		समूह चर्चा कठिन शब्दों की व्याख्या	दांडी यात्रा में गाँधी जी के योगान के बारे में लिखें।	नमक सत्याग्रह में भाग लिए किन्हीं दस आंदोलनकारि र्यों के नाम लिखें	लेखा— जोखा का प्रदर्शन	एल.ओ.ए.	गाँधी जी और साबरमती आश्रम के बारे में जानकारी लेखा—जोखा का परिचय सत्याग्रह आंदोलन की जानकारी
		बाल महाभारत कथा—युधिष्ठिर की चिंता और कामना से प्रश्न अभ्यास तक	युद्ध समस्या या समाधान	—युधिष्ठिर की चिंता —युद्ध की समीक्षा		कठिन शब्दों का लेखन अभ्यास			पाठ का फिल्म प्रदर्शन	मौखिक एवं लिखित प्रश्नोत्तर	नैतिक मूल्यों का विकास —युद्ध कतई समाधान नहीं
		व्याकरण – वाक्य—विचार, मुहावरे और लोकोक्तियाँ	वाक्य की परिभाषा एवं संरचना की समझ	वाक्य की परिभाषा वाक्य की संरचना अर्थ के आधार पर वाक्य के भेद रचना के आधार पर वाक्य के भेद	अलग—अलग चार्ट पेपर पर मुहावरे और लोकोक्तियों को लिखें।		रचना के आधार पर वाक्य के सभी भेदों को लिखें	अर्थ के आधार पर वाक्य के सभी भेदों को लिखें		एल.ओ.ए.	वाक्य की परिभाषा एवं संरचना की समझ वाक्य निर्माण
Feb		अभ्यास एवं पुनरावृत्ति									

सप्तमीकक्षा

वषयःसंस्कृतम्

निर्धारितपुस्तकानि -----

पाठ्यपुस्तकम् -----

सहायकपुस्तकम् -----

सहायकपुस्तकम् -----

रु चरा द्वितीयो भागः (रा. शै. अनु. परि.)

मङ्गलम् संस्कृतव्याकरणम् द्वितीयो भागः (दीपू प्रकाशन)

संस्कृतसहचरः (आचार्य राधामोहन उपाध्याय, श्री घनश्याम पाण्डेय)

मासाः	कार्यदि वसाः	पाठाः उप वषयाः च	शक्षणस्य उद्देश्याः	नियमाः अवधारणा च	कला रकीकरण म्	समावेशी शक्ष णम्	प्रकल्पाः/ व्यवहारिकज्ञानम्	अनुसन्धानकार्यं म श्रत शक्षणम्	स्मार्टबोर्डग ति व धः	योग्यताधारितं गति व धः श क्षणम्	शक्षणस्य परिणामाः
		व्याकरणतः ----									
अप्रैल	24	वर्णसंयोजनं वर्ण वयोजनं च।	वर्णाधारेणपदपरिच यः	स्वरव्यञ्जनमध्ये भेदः।	ग णत हिन्दी शक्षकस्य सहायतया मेलनम् योगात्मक क्रया	लेखनं स्मरणं च (गृहकार्यम्)	वर्णसंयोजनं वर्ण वयोजनं माध्यमेन स्वपरिवारस्यसद स्यानां नामानि लेखनम्	केन प्रकारेण कथं पदनिर्माणं भवति? अस्यान्वेषणम्।	टाटाकक्षामौ ख करूपहरितफल कैः च।	वाक्यनिर्माणप्र क्रयायाः ज्ञानम्।	वाक्यनिर्माणप्र क्रयायाः ज्ञानम्।
		उच्चारणस्था नानि।	उच्चारणस्थानपरिच यः	उच्चारणस्थानप रिचयः	उच्चारणस्थाना निसंगीतसाधनैः ता लकामाध्यमे न	लेखनं स्मरणं च (गृहकार्यम्)	उच्चारणस्थानता लकानिर्माणकार्य म्	उच्चारणस्थानैः पदपरिचयः	टाटाकक्षामौ ख करूपहरितफल कैः च।	उच्चारणस्थानप दनिर्माणकार्यम्।	उच्चारणस्थानपदनिर्मा णकार्यम्।
		पुरुष लङ्गवच नकारकादि	पुरुष लङ्गवचनम्कं कथ्यते?	अनुवादकार्यम्	-----	पुरुष लङ्गवच नज्ञानम्	पुरुष लङ्गवचना निता लकानिर्माण कार्यम्	पुरुष लङ्गवचनानि कति भेदाश्च।	टाटाकक्षामौ ख करूपहरितफल कैः च।	पुरुष लङ्गवचना नां भेदज्ञानम्	भाषाशुद्धता
		शब्दरूपा ण- बालक, लता, फल, नदी, मुनि, भानु। कम्, तत्, एतत् (त्रिषु लङ्गेषु)	शब्दरूपाणां स्मरणम्	शब्दपरिचयः	हिन्दी शक्षकस्य सहायतया कारकज्ञानम्	पुरुष लङ्गवच नज्ञानम्	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	शब्दरूपाणांस्म रणम्	भाषाशुद्धता

		धातुरूपा ण- पठ्, चल, खाद्, पत्, हस्, गम्, खेल्, क्रीड्, इत्यादयः भू, अस्, कृ, (लट्लृटलकार योः)	धातुरूपाणां स्मरणम्	क्रयापरिचयः	हिन्दी शिक्षकस्य सहायतया क्रयाज्ञानम्	पुरुष लङ्गवच नज्ञानम्	लट्लकारेधातुरू पाणां स्मरणं लेखनं च।	धातुरूपाणां ज्ञानम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	धातुरूपाणांस्म रणम्	भाषाशुद्धता
		कर्तृ क्रयामेलन म्(लट्लकारे)।	वभक्तिः, पुरुषः, लङ्गः, वचनज्ञानम्।	वाक्यनिर्माणम्	-----	पुरुष लङ्गवच नज्ञानम्	कर्तृ क्रयापरिचयः	अनुवादकार्यम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	अनुवादकार्यम्	भाषाशुद्धता
		रु चरातः --									
		प्रथमःपाठः सुभा षतानि।	सुभा षतानां जीवने स्थानम् अस्य ज्ञानार्जनम्	नैतिकमूल्यानांवर्द्ध नम्	सङ्गीत शिक्षक स्य सहायतया	पाठाधारे गृहकार्यम्	स्वजीवने कथं प्रयोगः कुर्मः?	लयबद्धात्मकपाठा भ्यासः अभ्यासकार्यम्	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	सूक्तीनां माध्यमेन व्यवहारिकज्ञान म्	सूक्तीनां माध्यमेन व्यवहारिकज्ञानम्
		द्वितीयः पाठः दुर्बुद्धः वनश्यति।	अस्मा भः कं कर्तव्यं कं न कर्तव्यम्? अन्या कथामाध्यमेन ज्ञानम्	नैतिकमूल्यानां संवर्द्धनम्	कला शिक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	कदा कमर्थ वनाशः भवति?	गद्यात्मकपाठाभ्या सः पदपरिचयः, शब्दार्थः अनुवादकार्यम्	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	कथामाध्यमेन व्यवहारिकज्ञान म्	कथामाध्यमेन व्यवहारिकज्ञानम्
मई	08	व्याकरणतः									
		सन्धिः -- दीर्घगुणश्च ।	सन्धिपरिचयः	व्याकरणज्ञानम्	ग णत शिक्षकस्य सहायतया		सन्धिकार्य कमर्थ करणीयम्?	पदनिर्माणम्	टाटाकक्षामौ ख करूपहरितफल कैःच।	सन्धिपरिचयः	भाषाशुद्धता
		रु चरातः									
		तृतीयः पाठः- स्वावलम्ब नम्।	जीवनमूल्यानांपाठ स्यपरिचयः	स्वावलम्बी कथं भवेत्, अस्य ज्ञानावर्द्धनम् लेखनम् च।	कथा चित्रमाध्यमे न	पाठाधारे गृहकार्यम्	स्वावलम्बनस्य महत्त्वम्	संस्कृतशब्दवाक्यानां शुद्धता	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	पाठमाध्यमेन व्यवहारिकज्ञान म्	पाठमाध्यमेन व्यवहारिकज्ञानम्

जून	14	व्याकरणतः ---									
		शब्दरूपा ण- बालकवत्, लतावत्, फलवत् नदी, मुनि, भानु, साधु, कम्, तत्, एतत् (त्रिषु लङ्गेषु)	शब्दरूपाणां स्मरणम्	शब्दपरिचयः लेखनम्	संगीतसाधनैः दृश्यश्रव्यमाध्य मेन	पुरुष लङ्गवच नज्ञानम्	शब्दरूपाणां स्मरणं लेखनं च।	शब्दरूपाणां ज्ञानम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	शब्दरूपाणां स्मरणं लेखनं च।	भाषाशुद्धता
		अनुवादकार्यम् चित्रवर्णनम्उप पद वभ कःसा मान्यःपरिचयः ।	वभक्तिः, पुरुषः, लङ्गःवचनज्ञानम्।	पदपरिचयः	-----	पुरुष लङ्गवच नज्ञानम्	कर्तृ क्रयामेलन म्	अनुवादकार्यम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	पुरुष लङ्गवच नज्ञानम्	भाषाशुद्धता
		प्रत्ययाः -- क्त्वा, तुमुन् ल्यप् च।	प्रत्ययानाम् ज्ञानं प्रयोगः च।	पदपरिचयः	-----	प्रत्ययज्ञानम्	वाक्येप्रत्ययप्रयो गः	प्रत्ययेषु वाक्यनिर्माणम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	पदपरिचयः	भाषाशुद्धता
		रु चरातः--									
		चतुर्थः पाठः हास्यबालक व सम्मेलनम्।	क व सम्मेलन वषये ज्ञानम्	हास्य वनोदरसस्य परिचयः	चल चित्रं दार्शयित्वा	पाठाधारे गृहकार्यम्	हास्यरसः	गद्यपद्ययोः अनुवादः	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	पाठमाध्यमेन व्यवहारिकज्ञान म्	पाठमाध्यमेन व्यवहारिकज्ञानम्
जुलाई	26	व्याकरणतः ---									
		अव्ययाः- च, अ प, यदा, तदा, कदा, यत्र, तत्र, अत्र, अन्यत्र, कुत्र, सर्वत्र, एव, इव, यथा, तथा, वना, पुरा,	अव्ययप्रयोगः	व्याकरणपुस्तक स्यप्रयोगः	-----	अव्ययज्ञानम्	प्रयोगः कुत्र कथं करणीयम्?	अव्ययैः वाक्यनिर्माणम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	अव्ययज्ञानम्	भाषाशुद्धता

		अधुना, तु, अधः, उपरि।									
		पर्यायाः 1-20 पर्यन्तम्	पर्यायज्ञानम्	व्याकरणपुस्तक स्यप्रयोगः	-----	पर्यायज्ञानम्	पर्यायः कं भवति?	पुस्तकात् पर्यायपदानि चत्वा लेखनम्।	टाटाकक्षामौ ख करूपहरितफल कैः च।	पर्यायपदपरिच यः	भाषाशुद्धता
		वपर्यायाः 1-25 पर्यन्तम्	वपर्यायज्ञानम्	व्याकरणपुस्तक स्यप्रयोगः	-----	वपर्यायज्ञानम्	वपर्यायः कं भवति?	पुस्तकात् वपर्यायपदानि चत्वा लेखनम्।	टाटाकक्षामौ ख करूपहरितफल कैः च।	वपर्यायपदपरिच यः	भाषाशुद्धता
		संख्या- 1-50 पर्यन्तम्।	संख्याज्ञानम्	व्याकरणपुस्तक स्यप्रयोगः	-----	संख्याज्ञानम्	संख्या का भवति?	पुस्तकात् संख्यावा चपदानि चत्वा लेखनम्।	टाटाकक्षामौ ख करूपहरितफल कैः च।	संख्याज्ञानम्	भाषाशुद्धता
		चत्रवर्णनम्, अनुवादकार्यम् अशु द्वसंशोधन म् च।	लेखनकौशलस्य वकासः अशुद्धवाक्यानां शुद्धकरणम्	वाक्यनिर्माणम्	-----	पुरुष लङ्गवच नज्ञानम्	कर्तृ क्रयामेलन म्	अनुवादकार्यम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	पुरुष लङ्गवचन ज्ञानम्	भाषाशुद्धता
		रु चरातः--									
		पञ्चमः पाठः पण्डितारमाबा ई	पण्डिता रमाबाई का? तस्याः जीवनपरिचयः।	रमाबाई महोदयायाः परिचयः	पण्डितारमाबाई चत्रनिर्माणं कला शिक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	गद्यपद्यात्मकश ब्दानां वर्णनम्	गद्यपद्ययोः अनुवादः	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	पाठमाध्यमेन व्यवहारिकज्ञान म्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		षष्ठः पाठः सदाचारः	सदाचारः कं भवति? तस्य पालनं कमर्थं करणीयम्?	शष्ठाचारस्य महत्त्वम्	कथाश्रावणेन	पाठाधारे गृहकार्यम्	गद्यपद्यात्मकश ब्दानां वर्णनम्	गद्यपद्ययोः अनुवादः	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	पाठमाध्यमेन व्यवहारिकज्ञान म्	पाठमाध्यमेन व्यवहारिकज्ञानम्
अगस्त	22	व्याकरणतः ---									
		अपठितावबोध नम्, चत्रवर्णनम्, अनुवादकार्यम्, अशुद्धिसंशोध	लेखनकौशलस्य वकासः अशुद्धवाक्यानां शुद्धकरणम्	वाक्यनिर्माणम्	-----	पुरुष लङ्गवच नज्ञानम्	कर्तृ क्रयामेलन म् अनुवादकार्यम्।	अनुवादकार्यम्	टाटाकक्षामौ ख करूपहरितफल कैः च।	पुरुष लङ्गवचन ज्ञानम्	भाषाशुद्धता

		नम् च।									
		कारकउपपद व भक्तिः (द्वितीया तु चतुर्थी पर्यन्तम्) अशुद्धसंशोधनम्	लेखनकौशलस्य वकासः अशुद्धवाक्यानां शुद्धकरणम्	पदपरिचयः	-----	पुरुष लङ्गवचनज्ञानम्	कर्तृ क्रयामेलनम् अनुवादकार्यम्	अनुवादं, पदानां शुद्धकरणम् च।	पदपरिचयः	व्याकरणज्ञानम्	भाषाशुद्धता
		रु चरातः--									
		सप्तमः पाठः सङ्कल्पः सद्धदायकः	भगवद्शङ्करस्य कथावर्णनम् सङ्कल्पस्य महत्त्वम्	कथाश्रावणम्	भगवद्शङ्करस्य कथावर्णनम्।	पाठाधारे गृहकार्यम्	सङ्कल्पेन सर्वसद्यति	गद्यपद्ययोः अनुवादः	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		अष्टमः पाठः त्रिवर्णः ध्वजः	त्रिवर्णध्वजस्य ज्ञानम् राष्ट्रध्वजस्य महत्त्वम्	देशप्रेमस्य भावनां प्रति आकर्षणम्	ध्वजनिर्माणम् गीतमाध्यमेन च।	पाठाधारे गृहकार्यम्	राष्ट्रध्वजस्य महत्त्वम्	गद्यपद्ययोः अनुवादः	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
सतम्बर	05	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।	अर्धवार्षिकी परीक्षायाः पुनरावृत्तः, अर्धवार्षिकी परीक्षा च।
अक्तूबर	13	व्याकरणतः ---									
		पर्यायाः 1-40 पर्यन्तम्	पर्यायपदज्ञानम्	पदपरिचयः	-----	पर्यायज्ञानम्	पर्यायप्रयोगः	लेखनं ज्ञानं च।	लेखनं स्मरणं च।	पर्यायपदज्ञानम्	भाषाशुद्धता
		वर्ष्यायाः 1-50 पर्यन्तम्	वर्ष्यपदज्ञानम्	पदपरिचयः	-----	वर्ष्यपदज्ञानम्	वर्ष्यपदप्रयोगः	लेखनं ज्ञानं च।	लेखनं स्मरणं च।	वर्ष्यपदज्ञानम्	भाषाशुद्धता
		धातुरूपा ण-लोटलङ्लकारयोः- पठ्, चल्,	धातुरूपाणां स्मरणम्	पदपरिचयः	-----	पुरुष लङ्गवचनज्ञानम्	लोटलङ्लकारयोः प्रयोगः	धातुरूपाणां, क्रयायाः ज्ञानम्	लेखनं स्मरणं च।	क्रयाज्ञानम्	भाषाशुद्धता

		खाद्, पत्, हस्, गम्, खेल्, क्रीड्, कृ, अस्, स्मृ, भू। (लट्लृट्लोट्ल इलकारेषु)									
		रु चरातः									
		नवमः पाठः अहम् प वद्यालयं ग मण्या म	वद्यालयस्य महत्त्वम्	शक्षायाः महत्त्वम्	संगीत शक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	शक्षां प्रति रु चजागरणम्	गद्यशब्दार्थानां ज्ञानम्	पाठ्यपुस्तकमा ध्यमेन पाठस्य अभ्यासकार्यम् ।	पाठमाध्यमेन व्यवहारिकज्ञा नम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
नवम्बर	22	व्याकरणतः									
		अव्ययाः	अव्ययानां ज्ञानं प्रयोगं च।	पदपरिचयः	-----	अव्ययज्ञानम्	अव्ययपदनिर्मा णम्	लेखनं ज्ञानं च।	लेखनं स्मरणं च।	अव्ययज्ञानम्	भाषाशुद्धता
		संख्या -1-100 पर्यन्तम्।	संख्याज्ञानम्	पदपरिचयः	ग णत शक्षकस्य सहायतया	संख्याज्ञानम्	संख्या का भवति?	पुस्तकात् संख्यावा चपदानि चत्वा लेखनम्।	लेखनं स्मरणं च।	व्याकरणज्ञान म्	भाषाशुद्धता
		सन्धिः वृद् ध यण्,।	सन्धिपरिचयः	पदपरिचयः	ग णत शक्षकस्य सहायतया	सन्धिभेदाः	सन्धिकार्यं कमर्थं करणीयम्?	पदनिर्माणम्	लेखनं स्मरणं च।	व्याकरणज्ञान म्	भाषाशुद्धता
		शब्दरूपा ण	शब्दरूपाणां स्मरणम्	पदपरिचयः	-----	पुरुष लङ्गवच नज्ञानम्	शब्दरूपाणांस्मर णंलेखनं च।	शब्दरूपाणांज्ञानम्	लेखनं स्मरणं च।	व्याकरणज्ञान म्	भाषाशुद्धता
		रु चरातः--									
		दशमः पाठः वश्वबन्धुत्वम्	वश्वबन्धुत्वभावन याः जागरणम्	वसुधैवकुटुम्बकं भावनायाः जागरणम्	संगीत शक्षकस्य सहायतया	पाठाधारे गृहकार्यम्	सम्पूर्णजगत् अस्माकं गृहम् अस्याः भावनायाः वकासः	गद्यशब्दार्थानां ज्ञानम्	पाठ्यपुस्त कमाध्यमेन पाठस्य अभ्यासका र्यम्।	पाठमाध्यमे न व्यवहारिक ज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		एकादशः पाठः समवायो हि	सज्जनतायाः महत्त्वम्	सज्जनतायाः वकासः	कथाश्रावणम्	पाठाधारे गृहकार्यम्	दुर्जनानां प्रवृत्त्याः ज्ञानम्	गद्यशब्दार्थानां ज्ञानम्	पाठ्यपुस्त कमाध्यमेन	पाठमाध्यमे न	पाठमाध्यमेन व्यवहारिकज्ञानम्

		दुर्जयः	अन्याकथामाध्यमेन						पाठस्य अभ्यासकार्यम्।	व्यवहारिक ज्ञानम्	
दिसम्बर	23	व्याकरणतः -									
		कारकऽपपद व भक्तिः (पञ्चमीषष्ठी सप्तमी) 1 अशुद्धसंशोधनम्, अनुवादकार्यम्, चित्रवर्णनम्	लेखनकौशलस्य वकासः अशुद्धवाक्यानां शुद्धकरणम्	पदपरिचयः	-----	पुरुष लङ्गवचनज्ञानम्	कर्तृ क्रियामेलनम् अनुवादकार्यम्	अनुवादं, पदानां शुद्धकरणम् च।	पदपरिचयः	व्याकरणज्ञानम्	भाषाशुद्धता
		प्रत्ययौ - क्त, क्तवतु	प्रत्ययज्ञानं प्रयोगः च।	पदपरिचयः	-----	प्रत्ययज्ञानम्	वाक्ये प्रत्ययप्रयोगः	प्रत्यये वाक्यनिर्माणम्	लेखनं स्मरणं च।	व्याकरणज्ञानम्	भाषाशुद्धता
		रु चरातः--									
		द्वादशः पाठः वद्याधनम्	वद्यायाः महत्त्वम्	ज्ञानस्य महत्त्वम्	संगीत शक्षकस्य सहायतया श्लोकगायनम्	पाठाधारे गृहकार्यम्	वद्यार्जनं कमर्थ करणीयम्?	श्लोकानाम् अर्थः शब्दार्थाः च	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिक ज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		त्रयोदशः पाठः अमृतं संस्कृतम्।	संस्कृतभाषायाः महत्त्वम्	संस्कृतभाषायाः महत्त्वम्	स्वयमेव देवभाषायाः महत्त्वम् संस्कृत शक्षकेन	पाठाधारे गृहकार्यम्	देवभाषां प्रति रुच्युत्पन्नम्	पाठस्य अर्थः शब्दार्थाः च	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिक ज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		व्याकरणतः -									
		अपठित- अवबोधनम्, चित्रवर्णनम्, अनुवादकार्यम्, अशुद्धसंशोधनम् च।	लेखनकौशलस्य वकासः अशुद्धवाक्यानां शुद्धकरणम्	कारकादीनां पदपरिचयः	-----	पुरुष लङ्गवचनज्ञानम्	कर्तृ क्रियाज्ञानम्	अनुवादं, पदानां शुद्धकरणम् च।	पदपरिचयः	व्याकरणज्ञानम्	भाषाशुद्धता

जनवरी	16	रु चरातः--									
		चतुर्दशः पाठः अनारिकायाः जिज्ञासा	जिज्ञासा का भवति? अस्य ज्ञानम्	जिज्ञासानिवारणम्	जिज्ञासानिवारणं कथं भवेत्? अस्य निवारणम्	पाठाधारे गृहकार्यम्	जिज्ञासायाः लाभाः	पाठस्य अर्थः शब्दार्थाः च	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
		पञ्चदशः पाठः लालनगीतम्	प्रकृतिवर्णनम्	प्रकृतेः आराधना	प्रकृति चित्रणम् कला शक्षकेन सहायतया	पाठाधारे गृहकार्यम्	कः प्राणी कं करोति? अस्यज्ञानम्	श्लोकानाम् अर्थः शब्दार्थाः च	पाठ्यपुस्तकमाध्यमेन पाठस्य अभ्यासकार्यम्।	पाठमाध्यमेन व्यवहारिकज्ञानम्	पाठमाध्यमेन व्यवहारिकज्ञानम्
फरवरी		वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।	वा र्षकपरीक्षायाः पुनरावृत्तः, वा र्षकपरीक्षाच।
मार्च											

SUBJECT: Mathematics

Prescribed Textbook:

1. Mathematics for Class-VII (NCERT)
2. Mathematics Exemplar Problems (NCERT) - Class-7
3. Mathematics Lab. Manual Class VII – Hudson Press

Reference Book :

1. Mathematics-Class -7 (BHARTI BHAWAN, R.S. Aggarwal)
2. Mathematics – VII (Maths Wisdom) – G. Ram Books (P.) LTD.

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	1.Integers *Introduction *Addition of Integers *Properties of Addition of Integers *Subtraction of Integers *Properties of Subtraction of	*Identifies the integers using a number line *Generalizes the commutative, associative, closure and	*Addition of Integers *Properties of Addition of Integers *Subtraction of Integers *Properties of Subtraction of	Integrated with *Physical Education	*Critical thinking *Problem solving skills *Group discussion	*To locate & multiply the integers on number line. *Lab. Manual	What are real -life situations that use integers?	*Audio visual learning *Revision and Quiz	1. Why commutative and associative property holds under addition and multiplication only?	Students will be able to *Identifies the integers using a number line *Generalizes the commutative, associative,

		Integers *Multiplication of Integers *Properties of Multiplication of Integers *Division of Integers *Properties of Division of Integers *Order of Operations and Use of Brackets	distributive properties of integers *Finds out the addition, subtraction, multiplication and division of integers.	Integers *Multiplication of Integers *Properties of Multiplication of Integers *Division of Integers *Properties of Division of Integers *Order of Operations and Use of Brackets		*Peer learning and collaboration	Activity			2. Who was the first mathematician has proved $(-1) \times (-1) = 1$. 3. Why zero and one is called additive and multiplicative identity? 4. The product $(-8) \times (-7) \times (-2) \times (-3)$ is positive whereas the product $(-8) \times (-7) \times (+2) \times (-3)$ is negative. Why?	closure and distributive properties of integers *Finds out the addition, subtraction, multiplication and division of integers.
		2. Fractions and Decimals *Introduction of Fractions *Comparison of Fractions *Addition and Subtraction of Fractions *Multiplication of Fractions *Reciprocal of a Fraction *Fraction as an Operator *Division of Fractions *Order of Operations *Introduction of Decimals *Like Decimals and Unlike Decimals *Expanded form of a Decimal *Comparison of Decimals *Conversion of a Decimal into Fraction	*Understands the fractions using daily life examples *Learns about the like, equivalent, proper, improper and mixed fractions. *Verifies the multiplication and division of fractions. *Learns how to convert fractions into decimals *Learns how to convert decimals into fractions	*Comparison of Fractions *Addition and Subtraction of Fractions *Multiplication of Fractions *Reciprocal of a Fraction *Fraction as an Operator *Division of Fractions *Order of Operations *Introduction of Decimals *Like Decimals and Unlike Decimals *Expanded form of a Decimal *Comparison of Decimals *Conversion of a Decimal into	Integrated with *Quilt Art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	*Introduction using daily life examples. *Activity on Colouring/ shading equal parts *Lab. Manual Activity	What are the real life applications of fraction, decimal and percent ? How are fractions used in medicine ?	*Audio visual learning * Revision and Quiz	1. To represent Numbers pictorially 2. How will you prove that a proper fraction is always less than an improper fraction. 3. Will the reciprocal of a proper fraction be again a proper fraction? 4. Will the reciprocal of an improper fraction be again an improper fraction?	Students will be able to * Understands the fractions using daily life examples *Learns about the like, equivalent, proper, improper and mixed fractions. *Verifies the multiplication and division of fractions. *Learns how to convert fractions into decimals *Learns how to convert decimals into fractions

		*Conversion of a Fraction into Decimal *Addition and Subtraction of Decimals *Multiplication of Decimals *Division of Decimals		Fraction *Conversion of a Fraction into Decimal *Addition and Subtraction of Decimals *Multiplication of Decimals *Division of Decimals						5.How 0.60 and 0.06 is different? How will you verify?	
May	08	2.Fractions and Decimals (Contd.)									
June	14	7. Algebraic Expressions *Introduction *Terms of an Expression *Factors of a Term *Degree of an Expression *Types of Algebraic Expressions *Addition and Subtraction of Algebraic Expressions *Value of an Expression *Forming Patterns in Algebra	*Defines Coefficients, Terms and Expression *Learns about Monomials, Binomials, Trinomials and Polynomials *Applies addition and subtraction to the expressions	*Terms of an Expression *Factors of a Term *Degree of an Expression *Types of Algebraic Expressions *Addition and Subtraction of Algebraic Expressions *Value of an Expression *Forming Patterns in Algebra	Integrated with *Tile art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is the application of algebraic identities in real life ?	*Audio visual learning *Revision and Quiz	1. To find degree in algebraic expression or polynomial. 2.Sarita has some marbles. Ameena has 10 more. Appu says that he has 3 more marbles than the number of marbles Sarita and Ameena together have. How do you get the number of marbles that Appu has?	Students will be able to *Defines Coefficients, Terms and Expression *Learns about Monomials, Binomials, Trinomials and Polynomials *Applies addition and subtraction to the expressions
		13.Data Handling *Introduction *Organisation of Data *Bar Graph *Double Bar Graph *Measures of Central Tendency *Probability	*Generalizes the usage of data and its Organisation *Defines Range, Arithmetic Mean, Median and Mode *Learn the formula to compute Range,	*Organisation of Data *Bar Graph *Double Bar Graph *Measures of Central Tendency *Probability	Integrated with *To Collecting & sorting objects Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What are the real life applications of data handling in healthcare ?	*Audio visual learning *Revision and Quiz	1.Interprets data using bar graph such as consumption of electricity is more in winter or summer. 2.Runs scored by team in first 10 over etc. 3.Record the age in years of all your classmates.	Students will be able to *Generalizes the usage of data and its Organisation *Defines Range, Arithmetic Mean, Median and Mode *Learn the formula to compute Range, Mean, Median

			Mean, Median & Mode *Represents Bar Graph and Double Bar Graph using given data							Tabulate the data and find the mode. 4.How would you find the Average of your study hours for the Whole week?	& Mode *Represents Bar Graph and Double Bar Graph using given data
July	26	3.Simple Equations *Introduction *Linear Equations in One Variable *Solution of a Linear Equation in One Variable *Forming an Equation *Solving an Equation *Applications of Linear Equations	*Defines equation in one variable *Finds solution of the simple equations. *Verifies the solutions. *Applies the concept in solving the Word Problems based on real-life situations.	*Linear Equations in One Variable *Solution of a Linear Equation in One Variable *Forming an Equation *Solving an Equation *Applications of Linear Equations	Integrated with *Paper Craft Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What is an example of an equation in real life ? How do you use formula and function in day - to- day life ?	*Audio visual learning *Revision and Quiz	1. There are two types of boxes containing mangoes. Each box of the larger type contains 4 more mangoes than the number of mangoes contained in 8 boxes of the smaller type. Each larger box contains 100 mangoes. Find the number of mangoes contained in the smaller box? 2.Think at least five different real-life situations where you can solve your problem through simple equation. For example: - Rohit's father age is 6 years more than two	Students will be able to *Defines equation in one variable *Finds solution of the simple equations. *Verifies the solutions. *Applies the concept in solving the Word Problems based on real-life situations.

										times Rohit's age. Find Raju's age, if his father is 52 years old. $2x + 6 = 52$	
		4.Rational Numbers *Introduction *Positive and Negative Rational Numbers *Equivalent Rational Numbers *Standard Form of a Rational Number *Rational Numbers on Number line *Equality of Rational Numbers *Comparison of Rational Numbers *Rational Numbers between two Rational Numbers *Operations on Rational Numbers *Decimal number as Rational or Irrational number	*Defines Rational numbers *Analyse the properties of addition, subtraction, multiplication and division of rational numbers. *Finds out desired no. of rational numbers between two given rational numbers. *Represents rational number on a number line	*Positive and Negative Rational Numbers *Equivalent Rational Numbers *Standard Form of a Rational Number *Rational Numbers on Number line *Equality of Rational Numbers *Comparison of Rational Numbers *Rational Numbers between two Rational Numbers *Operations on Rational Numbers *Decimal number as Rational or Irrational number	Integrated with *Pixel Art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What are the real life applications of rational exponents ?	*Audio visual learning *Revision and Quiz	1. Find six rational numbers between -3 and 2. Find: $(13/7) + (6/7)$. 3. What will be the additive inverse of $(-3/8)$ and $(3/8)$? 4. Can we say a whole number to a rational number? What will be the standard form of positive and negative rational number?	Students will be able to *Defines Rational numbers *Analyses the properties of addition, subtraction, multiplication and division of rational numbers. *Finds out desired no. of rational numbers between two given rational numbers. *Represents rational number on a number line
Aug	22	5.Comparing Quantities *Introduction *Ratio *Ratio in Simplest Form *Equivalent Ratios *Comparison of	*Recalls ratios and percentage. *Learns Increase or Decrease percent. *Applies percentage to	*Ratio *Ratio in Simplest Form *Equivalent Ratios *Comparison of Ratios *Unitary Method	Integrated with *Paper crafting Activity	*Critical thinking *Problem solving skills *Group discussion	Lab. Manual Activity	What is another name for comparing Quantities ? What is used to compare two quantities ?	*Audio visual learning *Revision and Quiz	1.Consider the expenditure made on a dress 20% on embroidery, 50% on cloth, 30%	Students will be able to *Recalls ratios and percentage. *Learns Increase or Decrease percent.

		Ratios *Unitary Method *Percentage *Increase or Decrease as per cent *Profit and Loss *Simple Interest.	Profit and Loss. *Learns the concept of Simple Interest.	*Percentage *Increase or decrease as per cent *Profit and Loss *Simple Interest.		*Peer learning and collaboration				on stitching. Can you think of more such examples? 2.My grandmother says, in her childhood petrol was Rs.1 a litre. It is Rs.52 per litre today. By what percentage has the price gone up? 3.Discuss With your parents. If you have Rs.2400 in your account and the interest rate is 5%. After how many years would you earn Rs.240 as interest.	*Applies percentage to Profit and Loss. *Learns the concept of Simple Interest
		14. Visualising Solid Shapes *Introduction *Solid shapes *Euler's Formula *Nets of Solid Shapes *Drawing Solids on a Flat Surface *Visualising Solids	*Recognizes 2D and 3D shapes *Identifies different shapes in nested objects. *Represents 3D shapes on a plane surface. *Practically learns the 'Shadow play'	*Solid shapes *Euler's Formula *Nets of Solid shapes *Drawing Solids on a Flat Surface *Visualising Solids	Integrated with *Shape Collages Activity or Popstick Play Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	What are some interesting facts about shapes ? Which shape has three faces ?	*Audio visual learning *Revision and Quiz	1.Is it possible to create a polyhedron with 8 faces, 12 vertices and 18 edges? Justify your answer. 2.Three cubes Each with 2 cm edge are placed side by side to	Students will be able to *Recognizes 2D and 3D shapes *Identifies different shapes in nested objects. *Represents 3D shapes on a plane surface. *Practically

			technique.							form a cuboid. Try to make an Oblique sketch and say what could be its length, breadth and height.	learns the 'Shadow play' technique.
Sep	05	Revision for term I									
Oct	13	6. Exponents and Powers *Introduction *Exponents *Powers of Negative Integers *Reciprocal of a Rational Number *Laws of Exponents *Expressing Large Numbers in Standard Form	*That a power is a repeated multiplication, *Identify the base and exponent of a power, *Write a power in expanded form (repeated multiplication) and vice versa, *Evaluate powers of integers and rational	*Exponents *Powers of Negative Integers *Reciprocal of a Rational Number *Laws of Exponents *Expressing Large Numbers in Standard Form	Integrated with *Paper folding Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	Where do you need or use exponents in everyday life ? What is a real life example of power ?	*Audio visual learning *Revision and Quiz	1.Frame at least Five questions based on laws of exponents and solve it.	Students will be able to *That a power is a repeated multiplication, *Identify the base and exponent of a power, *Write a power in expanded form (repeated multiplication) and vice versa, *Evaluate powers of integers and rational numbers with positive integer exponents *Solve real-world problems using powers and exponents.

		12.Symmetry *Introduction Symmetry *Line of Symmetry *Reflection Symmetry *Rotational Symmetry *Line Symmetry and Rotational Symmetry	*Finds Symmetry in nature. *Explores various symmetrical objects in the surroundings. *Applies Line of Symmetry in various objects	*Symmetry *Line of Symmetry *Reflection Symmetry *Rotational Symmetry *Line Symmetry and Rotational Symmetry	Integrated with *Punching game Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	*Activity : Show the line Symmetry of 5 Objects from day to day life. *Activity: To find the area of circle by paper cutting method *Lab. Manual Activity	What is an example of symmetry in a house ? What is the symmetry of the Taj Mahal ?	*Audio visual learning *Revision and Quiz	1.Two students discuss the order of rotational symmetry of recycling logo. 1st says it is 2, while 2nd says it is 3. Who is correct? Justify the correct answer. 2.Think of some real-life examples for rotational symmetry and discuss with your friends (i)the centre of rotation (ii)the angle of rotation (iii)the direction in which the rotation is affected. (iv)the order of the rotational symmetry	Students will be able to *Finds Symmetry in nature. *Explores various symmetrical objects in the surroundings. *Applies Line of Symmetry in various objects
Nov	22	9.Lines and Angles *Introduction *Types of Angles *Pair of Angles *Pair of Lines *Angles made by a Transversal *Pair of Lines *Angles made by a Transversal	*Learns about various types of angles. *Verifies the properties of linear pair & vertically opposite angles. *Learns a new geometrical concept of parallel lines. *Draws the corresponding $\angle$ s, alternate	*Types of Angles *Pair of Angles *Pair of Lines *Angles made by Transversal *Pair of Lines *Angles made by Transversal	Integrated with *Digital art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	* Role play on recognition of angles and names of angles. *Lab. Manual Activity	What are three examples of angles from your daily life ? What is real life example of some 45° , 90° angles ?	*Audio visual learning * Revision and Quiz	1.Give an example for vertically opposite angles in your surroundings. 2. List ten figures around you and identify the acute, obtuse and right angles found in them. 3. List few transversals in your	Students will be able to *Learns about various types of angles. *Verifies the properties of linear pair & vertically opposite angles. *Learns a new geometrical concept of parallel lines. *Draws the

			interior $\angle$ s, consecutive interior $\angle$ s							surroundings	corresponding $\angle$ s, alternate interior $\angle$ s, consecutive interior $\angle$ s
		10.The Triangle and Its Properties *Introduction *Regions of a Triangle Classification of Triangles *Median of a Triangle *Altitude of a Triangle *Angle sum Property of a Triangle *Exterior Angle Property of A triangle *Triangle Inequality Property *Pythagoras Theorem	*Defines Median and Altitude of a Triangle *Proves the Exterior Angle property and Angle Sum property of a Triangle *Learns about two special triangles – Isosceles & Equilateral *Practically proves that the sum of lengths of two sides of a triangle is greater than the third side. *Learns how to use Pythagoras theorem in a Right-Angled triangle.	*Regions of a Triangle Classification of Triangles *Median of a Triangle *Altitude of a Triangle *Angle sum Property of a Triangle *Exterior Angle Property of A triangle *Triangle Inequality Property *Pythagoras Theorem	Integrated with *Warli art and painting Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	*Lab. Manual Activity	*Role play to understand triangle and its parts What are the applications of triangle and its properties ?	*Audio visual learning *Revision and Quiz	1.How many medians can a triangle have? 2.How many altitudes can a triangle have? 3.Is the sum of any two angles of a triangle always greater than the third angle? 4.Does a median lie wholly in the interior of the triangle? (If you think that is not true, draw a figure to show such a case). 5.Can the exterior angle of a triangle be a straight angle ?	Students will be able to *Defines Median and Altitude of a Triangle *Proves the Exterior Angle property and Angle Sum property of a Triangle *Learns about two special triangles – Isosceles & Equilateral *Practically proves that the sum of lengths of two sides of a triangle is greater than the third side. *Learns how to use Pythagoras theorem in a Right-Angled triangle.
Dec	23	10.The Triangle and Its Properties (Contd...)									
		11.Congruence of Triangles *Introduction *Congruent Figures *Congruence of Line Segments *Congruence of	*Defines Congruency *Learns Congruence of figures, line segments, angles and triangles	*Congruent Figures *Congruence of Line Segments *Congruence of Angles *Congruence	Integrated with *Warli art and painting Activity	*Critical thinking *Problem solving skills *Group discussion	*To show the Congruency by Paper folding Method. *Lab.	What is an example of congruence in nature ?	*Audio visual learning *Revision and Quiz	1. Which angle is included between the sides DE and EF of $\triangle DEF$? 2. ABC is an isosceles triangle with	Students will be able to *Defines Congruency *Learns Congruence of figures, line segments,

		Angles *Congruence of Circles *Congruence of squares *Congruence of Rectangles *Congruence of Triangles *Conditions for Congruence of Triangles	*Applies the congruency in triangles using SAS, SSS, ASA and RHS.	of Circles *Congruence of squares *Congruence of Rectangles *Congruence of Triangles *Conditions for Congruence of Triangles		*Peer learning and collaboration	Manual Activity			AB = AC and AD is one of its altitudes. (i)State the three pairs of equal parts in $\triangle ADB$ and $\triangle ADC$. (ii)Is $\triangle ADB$ congruent to $\triangle ADC$? Why or why not? (iii)Is $BD = CD$? Why or why not?	angles and triangles *Applies the congruency in triangles using SAS, SSS, ASA and RHS.
Jan	16	8.Perimeter and Area *Introduction *Perimeter *Area *Area of Four walls of a room *Area of Rectangular Paths *Area of Parallelogram *Area of Triangle *Circumference and Area of a Circle	*Identifies the plane figures. *Verifies the area of triangle and parallelogram. *Verifies the circumference and area of a circle. *Learns how to convert the units	*Types of Angles *Pair of Angles *Pair of Lines *Angles made by Transversal *Pair of Lines *Angles made by Transversal	Integrated with *Digital art Activity	*Critical thinking *Problem solving skills *Group discussion *Peer learning and collaboration	Lab. Manual Activity	Where is perimeter and area used in real life ?	*Audio visual learning *Revision and Quiz	1.Take a bottle cap, a bangle or any other circular objects and find the circumference 2.Take different parallelograms . Divide each of the parallelograms into two triangles by cutting along any of its diagonals. Are the triangles congruent? 3.Draw circles of different radii on a graph paper. Find the area by counting the number of squares. Also, find the area by using the formula. Compare the two answers	Students will be able to *Identifies the plane figures. *Verifies the area of triangle and parallelogram. *Verifies the circumference and area of a circle. *Learns how to convert the units
Feb											
March											

SUBJECT : PHYSICS

Text Book : 1. NCERT SCIENCE

2. TOGETHER WITH eSCIENCE 7

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	HEAT - Heat, - Effects of heat, Transformation of Heat Energy, - Hot and cold, - Temperature, - Different scales of temperature, - Thermometer, - Clinical and Laboratory thermometer,	- To recognize the hot and cold objects - To observe Clinical and Laboratory thermometer - To learn different scales of temperature	- Temperature - Heat - Conductors - Insulators - Thermal Equilibrium - Thermometer	Art and Craft : Collect the pictures of different types of thermometers and paste them in your scrapbook. Also mention the uses of each.	Remedial Classes NCERT EXERCISE	To show clinical and laboratory thermometer.	Take a thermometer and measure the body temperature of at least 10 students. Note down the readings and find out the average temperature of the body.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - understand the concept of hot and cold. - learn about the temperature - Describe clinical thermometer - Differentiate between clinical and laboratory thermometer.
May	08	HEAT (Contd.) - Transfer of Heat, - Conduction - Convection	- To observe how heat get transferred - To learn the process of conduction and convection	- Conduction - Convection - Conductors - Insulators	Geography: Convection of Heat	Remedial Classes NCERT EXERCISE	To show conduction of heat through solids.	To show water is a poor conductor of heat	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Explain the transfer of heat in detail. - Differentiate between conduction, convection
June	14	HEAT (Contd.) - Radiation. - Conductors and Insulators, - Applications of Transfer of heat.	- To recognize the good and poor absorber - To observe the working of thermos flask - To learn the process of	- Radiation - Thermos flask - Good and poor absorber	Art and Craft : Clay modelling to see the effects of heat.	Remedial Classes NCERT EXERCISE	To study the pattern of convection.	Collect different types of materials and classify them into good and bad conductors	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Differentiate between conduction, convection and radiation - Explain the construction of

			radiation					of heat.			thermos flask.
July	26	MOTION AND TIME • Objects in motion, • Slow and fast, • Speed, • Unit of speed, • Types of motion	• To recognize the working of Speedometer, Odometer • To appreciate the unit of speed • To know different types of motion	• Motion • Speedometer • Periodic motion • Pendulum • Oscillation • Time-period • Speed • Speedometer • Odometer • Periodic motion	Geography Motion, Types of motion	Remedial Classes NCERT EXERCISE	To find average speed of objects at different situation	Collect information about time measuring devices used in ancient times in different parts of the world.	• Showing Media • PPT • QUIZ	• Q & A – Concept based, Picture based, Activity based • LOA	Students will be able to • Differentiate different Types of motion • Explain speed and units.
Aug	22	MOTION AND TIME (Contd.) • Measurement of time, • Simple Pendulum, • Measuring speed and time, • Graphical representation, • Distance – Time graphs.	• To learn how to sketch a distance-time graphs • To appreciate the measurement of time in ancient times • To comprehend working of clocks and watches	• Candle clock • Sundial • Water clock • stopwatch • Uniform motion • Non-uniform motion • Straight line graph • Distance-time graph • Slope of the graph	Integrated with Mathematics speed, time and work	Remedial Classes NCERT EXERCISE	To find the time period of a simple pendulum. Sketch a distance-time graphs	Make a model of sand clock which can measure a time interval of 2 minutes.	• Showing Media • PPT • QUIZ	• Q & A – Concept based, Picture based, Activity based • LOA	Students will be able to • Appreciate measurement system • Describe the working of clocks and watches • Determine the speed of moving objects in km/h and m/s.
Sep	05	• Revision • Mid-Term Examination • QP discussion	• To recapitulate the concepts	• REVISION					• Showing Media • PPT • QUIZ	• Q & A – Concept based, Picture based, Activity based • LOA	Students will be able to • Revise the concepts • Clear their doubts • Feel confident to answer
Oct		ELECTRIC CURRENT AND ITS EFFECTS	• To recognize the circuit and its parts	• Circuit • Switch	Music : How different	Remedial Classes	To show that current is flowing	To observe the heating and	• Showing Media	• Q & A – Concept	Students will be able to • Make an

	13	- Electric current, - Symbols of some electrical components, - combination of some electric cells, - Electrical circuits and circuit diagram, - Open and close circuit, - Effect of electric current.	- To observe how current is flowing through simple electric circuit - To learn the working of electric battery - To comprehend series and parallel electric circuits	- Fuse - Electromagnet - Solenoid - Closed circuit - Open circuit - Cell - Battery	electric gadgets produce different sounds.	NCERT EXERCISE	through simple electric circuit.	magnetic effect of electricity. To see different types of fuses and MCB's.	- PPT - QUIZ	based, Picture based, Activity based • LOA	electric circuit - Draw circuit diagram - Explain working of battery, bulb etc. - Differentiate between series and parallel circuits.
Nov	22	<u>ELECTRIC CURRENT AND ITS EFFECTS (contd.)</u> - Heating effect of electric current, - Magnetic effect of electric current, - Electromagnet, - Electric bell, - Fuse, - Miniature Circuit Breaker.	- To recognize an electromagnet - To observe the magnetic effect of electric current - To learn the working of an electric bell - To appreciate Heating Effect and magnetic effect	- Circuit Diagram - Heating Effect - Magnetic Effect - MCB - Short circuits - Overloading - Solenoid - Electric bell - Armature - Electric motors	Geography & Chemistry : Effect of Heat.	Remedial Classes NCERT EXERCISE	To show magnetic behavior of a conducting wire on passing electric current through it.	To make an electromagnet of 20, 40, 60 and 80 turns and compare their strengths. Make your own electric cell.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Describe the heating effect of electric current - Explain the magnetic effect of electric current - Show the working of an electric bell.
Dec	23	<u>LIGHT</u> - Light, Ray and beams of light, - Rectilinear propagation of light, - Reflection of light, - Reflecting surfaces, - Mirrors,	- To recognize the real and virtual image - To observe the reflection of light - To learn that characteristics of image formed by a plane mirror - To comprehend Lateral Inversion	- Light - Rectilinear propagation - Reflection of light - Diffused reflection - Regular reflection - Laws of reflection - Reflected Ray - Incident Ray	Visual Arts : Effects of Light and colours.	Remedial Classes NCERT EXERCISE	To study the image formed by different mirrors. Visit any laughing gallery and see your funny and	Place a stick of known length on an open area. Comparing the position and size of the shadow formed in morning and evening.	- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based. - LOA	Students will be able to - Understand the reflection of light - Differentiate between real and virtual image - Explain lateral inversion with the help of

		- Images, - Real and Virtual images, - Images formed by plane mirror, - Lateral Inversion.		- Point of Incidence - Normal - Angle of incidence - Angle of Reflection - Plane Mirror - Lateral Inversion			distorted images				examples. Describe the characteristics of image formed by a plane mirror.
Jan	16	<u>LIGHT (contd.):</u> - Spherical mirrors, Formation of images by concave and convex mirror, - Ray diagram for the image formation by spherical mirrors, lenses, - Converging and diverging action of lenses, - Ray diagram for image formation through lenses, - Dispersion of white light (Sunlight).	- To recognize the real Image, virtual Image, magnified Image, diminished Image - To observe composition of white light - To learn about spherical mirrors - To appreciate Application of dispersion of light	- Periscopes - Kaleidoscope - Spherical mirrors - Concave Mirror - Convex Mirror - Real Image - Virtual Image - Magnified Image - Diminished Image - Convex Lens - Concave Lens - Dispersion - Spectrum - VIBGYOR - Newton’s colour disc - rainbow	Visual Art : Colour mixing	Remedial Classes NCERT EXERCISE	To study the nature of image formed by concave and convex lens.	Watch short films using shadow puppets on the internet and share your learning experience in the class.	- Showing Media - PPT - QUIZ	- To make a Newton’s Disc. - Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Learn about spherical mirrors - Learn about the spherical lenses and identify them. - Demonstrate the composition of white light. - Application of dispersion of light.
Feb	07	Revision Annual Examination Bridge Classes	To recapitulate the concepts	REVISION					- Showing Media - PPT - QUIZ	- Q & A – Concept based, Picture based, Activity based - LOA	Students will be able to - Revise the concepts - Clear their doubts - Feel confident to answer

SUBJECT: CHEMISTRY

Textbook: 1. TOGETHER WITH SCIENCE

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – VII _____ FOR THE SESSION 2025-2026

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blend ed Learn ing	Smart Board Activity	Compete ncy Based Activity Learning	Learning Outcomes
April	24	CHAPTER- ACIDS, BASES AND SALTS •Taste of different substances •Chemical substances and their types •Acids •Bases •Salts •Types of acids •Organic acids •Inorganic acids •Strong and weak acids •Concentrated and dilute acids •Physical properties of acids •Chemical properties of acids •Uses of acids •Acid rain •Types of bases •Strong and weak bases •Physical properties of bases •Chemical properties of bases •Uses of bases	1.Acquisition of knowledge: To enable them to know •Taste of different substances •Chemical substances and their types •Acids •Bases •Salts •Types of acids •Organic acids •Inorganic acids •Strong and weak acids •Concentrated and dilute acids •Physical properties of acids •Chemical properties of acids •Uses of acids •Acid rain •Types of bases •Strong and weak bases •Physical properties of bases •Chemical properties of bases •Uses of bases 2.Development of understanding: To enable them to understand •Taste of different	•Natural Acids/ Organic Acids •Mineral acids •concentrated and diluted acid •strong and weak acids •Properties of Acid •Strong and Weak Bases •properties of bases •Identify acids, bases and neutrals in everyday life. •Sort substances into acids,	Poster making on acid rain	Electrical conductivity(integrated with physics) Climate and weather(integrated with geography)	•To convert concentrated acid to dilute acid. •To perform the chemical reaction between acid and metal. •To perform the chemical reaction between acid and metal carbonate. •To make a poster on the reaction between acid and metal on chart paper. •To make a poster on the reaction between acid and metal carbonate. •To make a working model on acid	•Evaluate the effectiveness of certain neutralization reactions employed in everyday life based on observed data. •Role of different acids ,bases and salts in our daily life	Video on dilution of concentrated acid, reaction between acid and metal and acid with metal carbonate. PPT QUIZ	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drill *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc.....	•Identify the acidic and basic substances on the basis of taste . •explain chemical substances and their types, acids ,bases, salts •Identify types of acids as organic and inorganic. •Explain and identify strong and weak acids •explain Concentrated and dilute acids and dilution of acid. •explain physical properties of acids, chemical properties of acids and uses of acids •explain acid rain, types of bases, Strong and weak bases •explain physical properties of bases •Chemical properties of bases •Uses of bases

			substances •Chemical substances and their types •Acids •Bases •Salts •Types of acids •Organic acids •Inorganic acids •Strong and weak acids •Concentrated and dilute acids •Physical properties of acids •Chemical properties of acids •Uses of acids •Acid rain •Types of bases •Strong and weak bases •Physical properties of bases •Chemical properties of bases •Uses of bases 3.Development of skills:- •To enable them to develop thinking skill, experiential skill and learning skill.	bases and neutrals.			rain				●substance is a strong or weak acid/base. ●use the internet as a research tool.
May	08	CHAPTER- ACIDS, BASES AND SALTS(contd.) •Indicators •Types of indicators •Natural indicators •Synthetic indicators •Colour changing indicators •Ph scale •Universal indicators	1.Acquisition of knowledge: To enable them to know about Indicators •Types of indicators •Natural indicators •Synthetic indicators •Colour changing indicators •Ph scale •Universal indicators	•Indicators •pH scale	•Activity on painting of basic solution on turmeric powder .	Making natural indicators from different plants.	To identify the acidic and basic substances by using indicators To demonstrate neutralization reaction.	Find out the name of two olfactory indicators and observe their change in smell when react with acids and bases	Video on identification of acidic ,basic and neutral salts using PH paper, litmus paper, methyl orange and phenolphthalein. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, comprehending *High order thinking *Assertion and	•Students will be able to define indicator. •Students will be able to differentiate between natural and synthetic indicators. •Students will be able to identify the acidic, basic and neutral salts by using indicators •Students will be able to determine the relative strength of acids and bases by

			2.Development of understanding: To enable them to understand Indicators •Types of indicators •Natural indicators •Synthetic indicators •Colour changing indicators •Ph scale •Universal indicators 3.Development of skills:- • To enable them to develop thinking skill , experimental and learning skills.							Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drillin *Quizzing *Creating and engagin *Mind mapping *Brainstorm ng *etc..... .	using universal indicators.
June	14	CHAPTER- ACIDS, BASES AND SALTS(contd.) •Differences between acids and bases •Neutralization reactions •Water of crystallization •Hydrated and anhydrous salts •Classification of salts •Acidic ,bases and neutral salts •Properties of salts •Uses of salts •Application of neutralization in our daily life	1.Acquisition of knowledge: To enable them to know about •Differences between acids and bases •Neutralization reactions •Water of crystallization •Hydrated and anhydrous salts •Classification of salts •Acidic ,bases and neutral salts •Properties of salts •Uses of salts •Application of neutralization in our daily life 2.Development of understanding: To enable them to understand •Differences between acids and bases •Neutralization reactions •Water of crystallization •Hydrated and anhydrous	•Neutralisation •Water of crystallisation •Hydrated and anhydrous salts •Types of salts •Properties and uses of salts. •Effect of neutralization in daily life :	To make a PPT on application of neutralization reaction in our daily life.	Indigestion Soil treatment for food production.	To perform neutralisation reactions	•To identify the soil sample as acidic and basic using indicators.	Video on neutralisation reactions, water of crystallisation. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drillin *Quizzing *Creating and engagin *Mind mapping *Brainstorm	•Students will be able to perform neutralisation reaction. •Students will be able to explain water of crystallisation. •Students will be able to differentiate between hydrated and anhydrous •Students will be able to identify salts as acidic , basic and neutral. •Students will be able to explain the properties of salts. •Students will be able to explain neutralisation reaction in everyday life.

			salts •Classification of salts •Acidic , bases and neutral salts •Properties of salts •Uses of salts •Application of neutralization in our daily life 3.Development of skills:- •To enable them to develop the thinking ,learning and experimental skills.							ng *etc.....	
July	26	Ch- Physical and Chemical changes:- •Matter and its states •Classification of matter •Properties of solid, liquid and gas Element, compound and mixture •Symbols of elements •Formula of molecule •Atomicity •Valency •Chemical equation •Chemical formula •Physical changes •Chemical changes •Differences between physical and chemical changes •Characteristics of chemical reactions •Types of chemical reactions •Combination reaction(burning of magnesium ribbon)	1.Acquisition of knowledge: To enable them to know about Matter and its states •Classification of matter •Properties of solid, liquid and gas Element, compound and mixture •Symbols of elements •Formula of molecule •Atomicity •Valency •Chemical equation •Chemical formula •Physical changes •Chemical changes •Differences between physical and chemical changes •Characteristics of chemical reactions •Types of chemical reactions •Combination reaction(burning of magnesium ribbon) 2.Development of understanding: To enable them to	•Classification of matter •Properties of solid, liquid and gas •Symbols of elements •Chemical formula •Atomicity •Valency •Physical and chemical changes •Combinate reaction	Brochure on “Importance of various Bio chemical processes happening in our body. (Respiration)	Electric current	. To perform the chemical reaction on burning of magnesium ribbon	To find various combustion reaction occurring in our day to day life and its necessary condition	Video on burning of magnesium ribbon PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drillin *Quizzing *Creating and engagin *Mind mapping *Brainstorming *etc.....	•Students will be able to classify matter on the basis of physical and chemical changes •Students will be able to explain properties of solid, liquid and gas •Students will be able to distinguish element compound and mixture •Students will be able to write the chemical formula of the substances. •Students will be able to find out the atomicity and valency •Students will be able to differentiate physical and chemical changes •Students will be able to perform combination reaction.

			understand Matter and its states •Classification of matter •Properties of solid, liquid and gas Element, compound and mixture •Symbols of elements •Formula of molecule •Atomicity •Valency •Chemical equation •Chemical formula •Physical changes •Chemical changes •Differences between physical and chemical changes •Characteristics of chemical reactions •Types of chemical reactions •Combination reaction(burning of magnesium ribbon) 3.Development of skills:- •To enable them to develop thinking, understanding and experimental skills.								
Aug	22	Ch- Physical and chemical changes(continued): •Decomposition reaction(electrolysis of water and decomposition of sugar) •Displacement reaction(reaction between iron and copper sulphate) •Double displacement reaction •Neutralisation reaction. •Redox reaction •Rusting of iron •Crystallisation Revision	1.Acquisition of knowledge: To enable them to know about Decomposition reaction (electrolysis of water and decomposition of sugar) •Displacement reaction (reaction between iron and copper sulphate) •Double displacement reaction •Neutralisation reaction. •Redox reaction •Rusting of iron •Crystallisation 2.Development of	•Decomposition reaction •Displacement reaction •Neutralization reaction •Redox reaction •Rusting of iron •crystallization	Poster making on -Acid rain / Global warming due to combustion of fossil fuel and forest fire.	Electric circuit and current	1.To demonstrate decomposition of sugar 2.To demonstrate the displacement reaction between iron and copper sulphate 3.To demonstrate	Find and collect some rusted objects from your surroundings and try out some ways to prevent rusting of the objects.	Video on decomposition reaction, displacement reaction, neutralization reaction and crystallization reaction. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing *Comprehending *High order thinking *Assertion and Reasoning *Picture	•Students will be able to explain decomposition reaction, displacement reaction, neutralization reaction, redox reaction, rusting of iron and crystallization process. •Students will be able to identify the type of reactions •Students will be able to prevent iron from rusting •Students will be able

			understanding: To enable them to understand •Decomposition reaction(electrolysis of water and decomposition of sugar) •Displacement reaction(reaction between iron and copper sulphate) •Double displacement reaction •Neutralisation reaction. •Redox reaction •Rusting of iron •Crystallisation 3.Development of skills:- •To enable them to develop thinking and experimental skills.				the neutralization reaction. 4.To demonstrate crystallisation process.			based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming *etc.....	to form crystals from impure salt solution.
Sep	05			REVISION AND TERM-I ASSESSMENT							
Oct	13	Ch- Wastewater story: •Sources of wastewater •Wastewater management •Domestic water supply •Sewage and sewer drain •Open drains •Wastewater treatment plant	1.Acquisition of knowledge: To enable them to know about Sources of wastewater •Wastewater management •Domestic water supply •Sewage and sewer drain •Open drains •Wastewater treatment plant 2.Development of understanding: To enable them to understand Sources of wastewater •Wastewater management •Domestic water supply •Sewage and sewer drain •Open drains •Wastewater treatment plant 3.Development of skills:-	•Sources of wastewater •Wastewater management •Domestic water supply •Sewage and sewer drain •Open drains •Wastewater treatment plant	Poster making on wastewater treatment plant.	Harmful effect of different bacteria and viruses In human health (integrated with biology)	To make a working model on wastewater treatment plant.	To make a project report on self-purification process of river Ganga integrated with wastewater treatment plant	Video on wastewater treatment plant. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind	Students will be able to explain •Sources of wastewater •Wastewater management •Domestic water supply •Sewage and sewer drain •Open drains •Wastewater treatment plant

			To enable them to develop thinking and experimental skills.							mapping *Brainstorming *etc.....	
Nov	22	Ch- Wastewater story(continued): •Constituents of sewage •Sludge treatment •Alternative methods of sewage disposal •Water pollution •Causes of water pollution	1.Acquisition of knowledge: To enable them to know about •Constituents of sewage •Sludge treatment •Alternative methods of sewage disposal •Water pollution •Causes of water pollution 2.Development of understanding: To enable them to understand •Constituents of sewage •Sludge treatment •Alternative methods of sewage disposal •Water pollution •Causes of water pollution 3.Development of skills:- To enable them to develop thinking and experimental skills.	•Constituents of sewage •Sludge treatment •Alternative methods of sewage disposal •Water pollution •Causes of water pollution	•To make a PPT on water pollution. •Poster making on alternative methods of sewage disposal.	Role of micro-organism presents in waste water(integrated with biology)	To collect important information of products of sludge treatment.	To find out the solution to prevent shortage of water.	Video on the prevention on water pollution. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking *Assertion and Reasoning *Picture based *Source based learning *Story telling pedagogy *Oral drillin *Quizzing *Creating and engagin *Mind mapping *Brainstorming *etc.....	Students will be able to explain •Constituents of sewage •Sludge treatment •Alternative methods of sewage disposal •Water pollution •Causes of water pollution
Dec	23	Ch- Wastewater story(continued): •Effect of water pollution •Biomagnification •Best practices in sanitation •Minimum pollution generation	1.Acquisition of knowledge: To enable them to know about •Effect of water pollution •Biomagnification •Best practices in sanitation •Minimum pollution generation 2.Development of understanding:	•Effect of water pollution •Biomagnification •Best practices in sanitation •Minimum pollution generation	To make a painting on the harmful effect of water pollution.	Bioelectricity (integrated with physic and biology)	To show better sanitation process in the form of a painting.	Controlling the effect of water pollution.	Video on best practices in sanitation. PPT	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *Comprehending *High order thinking	Students will be able to explain •Effect of water pollution •Biomagnification •Best practices in sanitation •Minimum pollution generation

			To enable them to understand Effect of water pollution •Biomagnification •Best practices in sanitation •Minimum pollution generation 3.Development of skills:- To enable them to develop thinking and experimental skills.							*Assertion and Reasoning *Picture based learning *Source based learning *Story telling pedagogy *Oral drilling *Quizzing *Creating and engaging *Mind mapping *Brainstorming etc	
Jan	16		Revision in the form of recapitulation, class tests ,LOAs and oral tests								
Feb			Revision and annual examination								
March											

SUBJECT: BIOLOGY

Textbook: 1. TOGETHER WITH SCIENCE 7

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	Respiration in organisms. Aerobic respiration -Anaerobic respiration Breathing -Inhalation -Exhalation -Breathing rate Breathing in other animals -Respiration in plants	1. Acquisition of knowledge: To enable them to know about Aerobic respiration - Anaerobic respiration - Breathing - Inhalation - Exhalation - Breathing rate - Human respiratory system - Breathing in other animals - Respiration in plants	- Aerobic respiration - Anaerobic respiration - Breathing - Inhalation - Exhalation - Breathing rate - Human respiratory system - Breathing in other animals - Respiration in plants	Integrated with physical Education - Observing the change in breathing rate through exercise	Physics: Relation between pressure and volume.	1.Activity to show that air we breathe out is rich in carbon dioxide 2.Observe the anaerobic respiration in yeast during the fermentation process	PPT on the chapter	Audio visual aid	Question on - High order thinking - Assertion and Reasoning - Picture based questions	The student will be able to know and learn about Aerobic respiration, Anaerobic respiration, Breathing, Inhalation, Exhalation, Breathing rate, Human respiratory system, Breathing in other animals,

			- Breathing in other animals - Respiration in plants 2. Development of understanding To make the children understand about - Internal Respiration Vs External Respiration - Mechanism of breathing - Breathing in other animals - Respiration in plants 3. Development of skills To enable the students to develop the skills like making figure and experimenting.								Respiration in plant At the end Children will be able to- - compare aerobic and anaerobic respiration in terms of energy yield and products. - describe and explain the breathing mechanism - state and describe the respiratory structures in humans and other organisms - explain the process of respiration in plants The student will be able to develop drawing and experimenting skills.
May	08	Nutrition in animals - Heterotrophic Nutrition	1. Acquisition of knowledge: To enable them to know about Heterotrophic Nutrition 2. Development of understanding: To make the children	Heterotrophic Nutrition	Make a model of human digestive system on card board using different food items.					Videos on nutrition in animals.	The student will be able to know and learn about Heterotrophic Nutrition Children will be able to- differentiate between different modes of

			understand about Modes of nutrition in animals 3.Development of skills To enable the students to develop the skills of making figures and experimenting							nutrition in animals. explain the role of different parts of the digestive system in digestion.
June	14	Holozoic Nutrition Digestive System Ruminants	1. Acquisition of knowledge: To enable them to know about - Holozoic Nutrition - Digestive System Ruminants 2. Development of understanding:To make the children understand about - Process involved in nutrition - Human Digestive System - Digestion in grass eating animals and amoeba 3. Development of skills	- Holozoic Nutrition - Digestive System Ruminants	Maths: Dental formula for child and adult Child- $2 \frac{120}{4} = 20$ teeth Adult-$2 \frac{123}{4} = 32$	Action of saliva on starch	Collect the data from internet and make a Report on Hunger index and wastage of food in India	Question on - High order thinking - Assertion and Reasoning - Picture based questions	The student will be able to know and learn about - Holozoic Nutrition - Digestive System Ruminants Children will be able to- - recognize the role of different teeth - explain digestion related ailments - explain the process of digestion in cattle and amoeba The student will be able to develop skills of making figures,experimenting and doing calculations.	

			To enable the students to develop the skills of making figures, experimenting and doing calculations.								
July	26	Transportati on in Animals and Plants -Blood Blood Vessels • Heart	1. Acquisition of knowledge: To enable them to know about • Blood • Blood Vessels • Heart 2. Development of understanding To make the children understand about • Transportation of materials in animals • Circulatory system	• Blood • Blood Vessels • Heart	To make a model of heart using the clay	English-Short poem Brain & Heart by Hasmukh Amathalal	Activity to show that water from roots travel through stem.	Animation on working of heart and excretory system.	Audio visual aid	Question on • High order thinking • Assertion and Reasoning • Picture based questions	The student will be able to know and learn about • Blood • Blood Vessels • Heart At the end Children will be able to- • describe the anatomy of heart and the associated blood vessels • trace the path of blood flow in the pulmonary and systemic circuits
Aug	22	Transportati on in Animals and Plants(cont d.) -Excretory System Vascular Tissue- Xylem and Phloem Transpiration	• Excretory System • Transportation of materials in plants • Excretion in plants 3. Development of skill To enable the students to develop the skills like making figure and experimenting.	• Kidneys • Urine. • Vascular Tissue-Xylem and Phloem • Transpiration • Translocation		.	. To make your own stethoscope in HOL Lab	Research in detail about Artificial Dialysis	Audio visual aid	Question on • High order thinking • Assertion and Reasoning • Picture based questions	At the end Children will be able to- • describe the process of transportation and disposal of various

		Translocation									substances in plants
Sep	05	REVISION AND TERM I									
Oct	13	Nutrition in plants -Autotrophic nutrition Heterotrophic nutrition Parasites Saprophytes insectivorous plant	1. Acquisition of knowledge: To enable them to know about Autotrophic nutrition, Heterotrophic nutrition, Parasites, Saprophyte, photosynthesis, symbiotic plants, insectivorous plants 2. Development of understanding: To enable students to understand - How do plants get their food? - How do plants and animals utilize their food? 3. Development of skills To enable the students to develop the skills like making figure and experimenting.	- Autotrophic nutrition - Heterotrophic nutrition - Parasites - Saprophytes - photosynthesis - symbiotic plants - insectivorous plants	By using paper cups and ice cream sticks, segregate the different types of plant having different mode of nutrition.	English- "Life of a Plant" by Risa Jordan in which there is an explanation about survival of a plant	To observe the stomata in the leaf peel.	FLOW CHART on types of nutrition in plants with brief description & examples with videos	Audio visual aid	Question on - High order thinking - Assertion and Reasoning Picture based question	The student will be able to know and learn about Autotrophic nutrition, Heterotrophic nutrition, Parasites, Saprophyte, photosynthesis, symbiotic plants, insectivorous plants The students will be able to - describe different mode of nutrition - explain the significance of symbiosis - differentiate between parasites and saprophytes - Analyze special features of insectivorous plants. The student will

											able to develop drawing and experimenting skills.
Nov	22	Nutrition in plants(CON TD.) Replenishme nt of nutrients in soil. Reproducti on in Plants -asexual reproduction vegetative propagation -Budding - fragmentation n Spore formation	To enable the children understand about How the nutrients are replenished in the soil. 1. Acquisition of knowledge: To enable them to know about sexual reproduction • vegetative propagation • Budding • fragmentation • Spore formation 2. Developme nt of understand ing: To make them understand about the different ways by which plants reproduces-Sexual and asexual ways. 3.Development of skills To enable the students to develop the skills like making figure	Replenishment of nutrients in soil. • asexual reproduction • vegetative propagation • Budding • fragmentation Spore formation	clay modeling to make flower with all its parts-sepal, petals, thalamus, stamen and pistil.	Geography - Identify the places in India where we can find insectivore s plant. Geography- Climatic condition essential for the plant to reproduce	Significance of Plants in our life and also sun as the source of ultimate energy To study spores of Rhizopus under microscop e	Collect information on nutritional requirements of a plant. Field visit to school garden and surrounding to observe the different kind of reproduction process in plants. For example Rose, Hibiscus, Dhalia, bryophyllum, marigold etc	Audio visual aid Question on • High order thinking • Assertio n and Reasonin g • Picture based question s	Children will have the idea on nutrients of soil The student will be able to know and learn about asexual reproduction • vegetati ve propagation • Buddin g • fragmentation • Spore formation The students will able to • describe various forms of asexual reproduction. • perform activities to understand asexual reproduction in plants The student will able to develop drawing and experimenting skills.	

			and experimenting.								
Dec	23	Reproduction in Plants -Pollination Fertilization Seed Dispersal	- Dispersal of seeds - Germination of seeds	- Pollination - Fertilization - Seed Dispersal	Arrange the events in order to show Journey of a plant.		Dissection of a China rose flower to locate pistils and stamens		Audio visual aid	Question on - High order thinking - Assertion and Reasoning - Picture based questions	Children will be able to - describe the parts and function of a flower - distinguish between self and cross pollination - fertilization - seed structure with the type of dispersal.
Jan	16	Forest our life line. -Forest Layers - Uses of Forests Interdependence between plants and animals Deforestation	1. Acquisition of knowledge: To enable them to know about - Forest Layers - Uses of Forests - Interdependence between plants and animals - Deforestation 2. Development of understanding: To make them understand about - Structure of a forest - Importance of decomposers in a forest - Food chain	- Forest Layers - Uses of Forests - Interdependence between plants and animals - Deforestation	story on the given topic: Animal Forest and conservation of forest.	Integration with geography : On a political map of India, mark the states that show the tropical forests, tropical deciduous forests, thorny bushes, mountain vegetation , and mangrove forests.	Draw a forest and label its different layers, also mention plants and animals found in each layer	Collect the information on importance of forest coverage of India	Tata Class Edge ModuleA audio visual aid	Question on - High order thinking - Assertion and Reasoning - Picture based questions	The student will be able to know and learn about Forest Layers - Uses of Forests - Interdependence between plants and animals - Deforestation Children will be able to - classify different forest layers in relation to their features - recognize and explain the importance of forests in our lives

			and food web - Importance of forest - Deforestation and its consequences Need of conservation of forest. 3.Development of skills To enable the students to develop the mapping skills								- interpret and interdependence between plants and animals - draw and interpret simple food chain and food web explain the reason and consequence of deforestation. The student will be able to develop mapping skills.
Feb		REVISION AND TERM II									
March											

SUBJECT: History&SPL

Textbook: 1. Integrated Social Science

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	24	HISTORY) CH 1: The Medieval World - Introduction - Cartography and other sources of history - Sources for studying medieval Indian history. - Major political and economic developments in India	To acquaint about cartography and other sources of history To comprehend the political and social aspects of developments in India To understand the major religious developments in India	Cartography, Historians and their sources, Sources for studying Medieval Indian History, Archaeological sources, literary sources,	Making a presentation on medieval monuments	Worksheet	Making a project on the history of any three food items or beverages that came to India in the medieval period	Find out the names of 2- 3 famous Bhakti and Sufi saints of India	Revision and Quiz	- Q & A - LOA	Learners will be able to know the sources of history Learners will understand the political and social aspects of developments in India

		- New social and economic developments in India - New social and political groups - Major religious developments in India		Major political Developments in India, Major Economic Developments , New social and political groups, Major religious development.	ts in your region						
		(SPL) Ch 1: Democracy - Guarantee to individual dignity - Other democracy and their struggle for equality	To know the equality in Indian democracy To acquire decision making mechanism	Differences, Guarantee of individual dignity	NA	Worksheet	Having a class discussion on the importance of social equality and making charts about the role of Dr. Ambedkar, Rosa Parks and Martin Luther King	NA	Revision and Quiz	- Q & A - LOA - LOA	Learners will understand the equality in democracy Learners will recall the struggle for equality
		(HISTORY) Ch 2: The Regional Kingdoms -1 and 2 - Introduction - Important kingdoms in the Indian subcontinent during 700-1200	To know the important Kingdoms in the Indian subcontinent during 700-1200	The Rajput's, the Palas, the Gurjar Pratiharas, the Rashtrakutas, Tripartite Struggle, Administration of Regional	NA	Group discussion on the topic" whether today the temples were the hub of social, cultural and economic activities or not"	NA	NA	Revision and Quiz	- Q & A - LOA	Learners will learn about the Kingdoms in the Indian subcontinent during 700-1200
May	08	(SPL) Ch 2: Pillars of Democracy Ch 3: Democracy in Action - Equality in Indian democracy - Decision -making mechanism - Accommodation of differences	To know the equality in Indian democracy To acquire decision making mechanism	Equality in Indian Democracy, political equality, Social equality, economic equality, Decision making Mechanism,	NA	Worksheet	Having a class discussion on the importance of social equality and making charts about the role of Dr. Ambedkar, Rosa Parks and Martin Luther King	NA	Revision and Quiz	- Q & A - LOA - LOA	Learners will understand the equality in democracy Learners will recall the struggle for equality

		Guarantee to individual dignity Other democracy and their struggle for equality		Accommodation of Differences, Guarantee of individual dignity							
June	14	Ch 3: Democracy in Action - Decision -making mechanism - Accommodation of differences - Guarantee to individual dignity Other democracy and their struggle for equality	To acquire decision making mechanism	Equality in Indian Democracy, political equality, Social equality, economic equality, Decision making Mechanism, Accommodation of Differences, Guarantee of individual dignity	NA	Worksheet	Having a class discussion on the importance of social equality and making charts about the role of Dr. Ambedkar, Rosa Parks and Martin Luther King	NA	Revision and Quiz	- Q & A - LOA - LOA	Learners will understand the equality in democracy Learners will recall the struggle for equality
		(SPL) Ch 4: State Government - Federal system - Process of making laws - Role of State government - The state legislatures - The state executive	To acquaint the Federal System To understand the State Legislature To comprehend the process of making laws To identify the role of the State Government	Federal System, The State Legislature, Legislative Assembly, Legislative Council, Qualifications of Members of the State Legislatures, Ordinary Bill, Money Bill	Role playing on assembly debate	Making a flowchart about how a bill becomes a law and presenting it in class	NA	Find out the names of last five speakers and the years in which they served also find out the powers given to them	Revision and Quiz	- Q & A - LOA	Learners will know the Federal system of India Learners will understand the process of making laws Learners will accept the State Government
July	26	(HISTORY) Ch 5 : The Great Mughals	To acknowledge the reign of Babur, Humayun, Sher Shah Suri, Shah Jahan,	Babur, Humayun, Sher Shah Suri, Jahangir, Shah	Songs present	NA	On a political outline map of India, mark the extent of the	Case Study: Royal Ladies of the Mughal Era.	Revision and Quiz	- Q & A - LOA	Learners will identify the achievements of various rulers and the developments in their

		- The Great Mughals - Babur, Humayun and some of their achievements - Sher Shah Suri and his contributions - Jahangir, Shah Jahan, Aurangzeb, and their reigns - Important features of the Mughal administrative system The Mughal Empire after the Great Mughals	Aurangzeb and their achievements	Jahan, Aurangzeb, The Mughal Empire after the Great Mughals	tion of Tan sen (One of the nine gems of Akbar)		Akbar's empire				respective reign.
Aug	22	(SPL) Ch 5: Media and Democracy - Definition of media - Public opinion and media in democracy - Responsibilities and freedom of media - Legal checks and RTI - Different forms of Media Censorship	To comprehend different forms of media To accept public opinion To acknowledge the importance of Media in democracy To realize Rights to information Act	Different forms of Mass Media, Public Opinion, Importance of Media in a Democracy, Media and Its Responsibilities, Freedom of Media in a democracy, Legal Checks and Media, Right to information Act	Make a collage or a chart on the role of media in promotion of: Save the Tiger or Namami Gange Project	NA	Making a collage on various forms of media.	NA	Revision and Quiz	- Q & A - LOA	Learners will know the different forms of media Learners will understand the importance of Media in democracy

					gram me						
Sep	05	Revision									
Oct	13	(SPL) Ch 6: Advertising - Objective of advertising - Types and techniques of advertising - Advantages and disadvantages of advertising - Media and advertising - Social responsibility	To understand the objectives of Advertising To identify the types of Advertising To know the technique of advertising To comprehend disadvantages and advantages of advertising	Types of Advertising, Advertising Techniques, Advantages & Disadvantages of Advertisements Media and Advertising, Social Responsibility	Role playing on the products and its advertisements with punch lines	NA	Collect different types of advertisement from the newspaper, categorized them.	Make an advertising poster on social issues with Slogan	Revision and Quiz	- Q & A - LOA	Learners will understand the objectives of Advertising. Learners will identify the types of Advertising. Learners will know the technique of advertising Learners will comprehend disadvantages and advantages of advertising
		(HISTORY) Ch 9: Religious Beliefs - Bhakti its spread in India and some famous Bhakti saints - The birth of Sikhism - Islam, Sufism, and its features - Other sects and movements - Pilgrimages	To recognize Bhakti movements To identify Bhakti Saints and Movements To accept other sects and Movements To appreciate Pilgrims	The Bhakti Movement, Bhakti in South India, Bhakti in North India, Bhakti in west India, The Birth, Other sects and Movements, Pilgrimages	A bhajan of Meera Bai and the significance of it in Bhakti Movements	Worksheet	NA	Find out any dargahs, gurudwaras or temples associated with the saints of the Bhakti tradition and describe what you see and hear.	Revision and Quiz	- Q & A - LOA	Learners will recognize Bhakti Movements Learners will identify Bhakti Saints and Movements Learners will accept other sects and Movements Learners will appreciate Pilgrims
Nov	22	(SPL) Ch 8: Role of Gender Women in the household and	To understand women in household To know Stereotypes	Women in the Household, Stereotypes, Women	Make a poster	Worksheet	NA	Find out the Ladli schemes launched in schools	Revision and Quiz	- Q & A - LOA	Learners will understand women in household

		stereotypes • Women community and social evils • Women in public places • Role of media and education • Equality, Constitution, gender and government initiatives Understanding inequality	To comprehend women Community and Social Evils To appreciate women in Public Places To acknowledge Equality, Constitution and Gender	Community and Social Evils, Women in Public Places, Equality constitution and Gender	with a slogan on 'Double Burden'						Learners will know Stereotypes Learners will comprehend women Community and Social Evils Learners will appreciate women in Public Places Learners will acknowledge Equality, Constitution and Gender
Dec	23	History -10 The Flowering of the regional cultures	Understand the rise of regional cultures in different parts of India during the medieval period.	☐ regional Culture ☐ Local Rulers ☐ Regional Languages ☐ Literature ☐ Architecture	Encourage students to write short poems or stories in the style of regional literature, inspired by the local languages	NA	NA	NA	Revision and Quiz	Q/A AND LOA	☐ Identify the contributions of regional kingdoms in promoting art, literature, and architecture. ☐ Appreciate the diversity of regional languages and literature that developed during this period.

					and traditions of the period.						
Jan	16	(HISTORY) Ch 11: Political Formation in the Eighteenth Century (Downfall of Mughals, Awadh, Hyderabad, Marathas and Sikhs)	To acquaint the later Mughals To realize the foreign invaders To acknowledge the Rise of Independent Kingdoms To understand the Rajput's, the Sikhs, the Jat, The Marathas and their administration	The Later Mughals, Foreign Invaders, Rise of Independents Kingdom, The Jat, The Marathas	Fashion Show - Outlook of the Maratha, Sikh and Mughal	NA	Making colorful and informative chart and a presentation on any one of the Later Mughal kings.	Pick any one Later Mughal king and make a colorful and informative chart and a presentation about him	Revision and Quiz	• LOA	Learners will be acquaint of the later Mughals Learners will realize the foreign invaders Learners will acknowledge the Rise of Independent Kingdoms Learners will understand the Rajput, the Sikhs, the Jat, The Marathas and their administration
Feb			(Revision through work sheets, quiz, doubt clearance classes and mock test etc.) For 2nd Term /Annual EXAMINATION 2025-2026								
March											

Textbook: 1. Integrated Social Science (Ratna Sagar)

Page | 87 {Class VII}

		b. Structure of the Earth c. Rocks and minerals d. Rock Cycle	c. To enable the students about the rocks and minerals d. To enable the students about the rocks cycle	e. Sedimentary rocks f. Metamorphic rocks g. Weathering h. Erosion i. Fossils	structure	Chemistry: Minerals	and classify them into igneous, sedimentary, and metamorphic			and answers. b. Case based, source based, Assertion and reasoning based questions.	the various types of rocks and their uses
June	14	Chapter – 3 Our Changing Earth a. Introduction b. Seismography c. Theory of Continental Drift d. Theory of Plate Tectonics e. Volcanoes f. earthquakes	a. To enable the students about the seismic waves b. To enable the students about the theories of continental drift and plate tectonic theory c. To understand the students about the mountain building d. To enable the students about the volcanoes and earthquakes	a. Lithospheric plates b. Pangaea c. Exogenic forces and d. Endogenic forces e. Focus Epicenter g. Folding Faulting	Prepare a ppt on the theory of continental drift and plate tectonic	Physics: Seismic waves, Centrifugal force	Diagram of an active volcano	Demonstrate through smart class slide and YouTube videos	Animation videos	a. Thought-provoking Questions b. Analytical based Questions	To develop knowledge on the concept of plate movements and the creation of various landforms
July	26	Chapter – 4 Major Landforms a. Introduction b. Landforms created by Rivers. c. Course of River	a/b. To enable the students about the landforms created by rivers. c. To enable the students about course of river	a. Meander b. Delta c. Sand dunes d. Moraines e. Gorge f. Canyon	Pictorial representation on major landforms	a. Economics-Tourism Industries	Pictorial representation of major landforms created by different exogenic force.	Formation of different landforms through PPT	a. YouTube links	a. Q & A – Concept based. b. Picture based.	To develop knowledge on the concept of various landforms created by exogenic force

Aug	22	Chapter – 4 Major Landforms (Contd) d. Landforms created by sea waves. e. Landforms created by moving Ice. f. Landforms created by Wind.	d. To enable the students about landforms created by sea waves. e. To enable the students about landforms created by moving ice. f. To enable the students about the landforms created by wind	a. Lagoon b. Sea cliff c. Estuary d. Natural levees e. Oasis f. Loess g. Mushroom rock	-----	b.English Literature: Ganga River		Formation of different landforms through PPT	b. Google map	c. Activity based questions and answers. d. Application based questions and answers.	
Sep	05	Revision work for Half Yearly Examination (Practice through assignments, doubt clearance classes, mock test etc.) HALF YEARLY EXAMINATION	Question-Answer Sessions, Diagram practice	-----	-----	-----	-----	-----	-----	-----	-----
Oct	13	Chapter – 5 Composition and structure of the atmosphere a. Introduction (Understandin	a. To enable the students about the composition of atmosphere. b. To enable the students about the structure of	a. Global warming b. Precipitation c. Insolation d. Humidity	Role plays on layers of atmosphere	Physics-Instruments used to show weather phenomena.	Diagram on structure of the atmosphere	Demonstrate through slide and You Tube videos	Slide show	a. Application based questions and answers. b. Case	Gain an understanding of atmosphere and its various gases. Learn about the role and

		g atmosphere) b. Composition of atmosphere c. Structure of the atmosphere d. Significance of atmospheric	atmosphere. c. To make understand students about the importance of atmosphere.	e. Temperature Isobars						based, source based, Assertion and reasoning based questions.	importance of atmosphere
Nov	22	Chapter – 6 Elements of Weather and Climate a. Introduction Weather and Climate b. Temperature c. Atmospheric Pressure d. winds e. Moisture f. Humidity g. Condensation h. Precipitation	a. Acquisition of knowledge: To make students understand about weather and climate, temperature, atmospheric pressure, winds, moisture, humidity, condensation, precipitation	a. Weather b. Climate c. Atmospheric pressure d. Prevailing winds (Sea breeze Land breeze Pressure belts) e. ITCZ f. Evaporation g. Condensation h. Precipitation	Art and Craft: Make a model of weather forecasting instrument	a. Physics: Land and Sea breeze b. Physics: Weather Forecasting	a. Prepare a November month weather report of Bokaro b. A cover page on seasons of India. Pictorial representation on causes of global climatic changes	PPT slide on weather change	Audio visual learning	a. Assertion and reasoning based question b. Picture based questions c. Source based questions	To gain an understanding on the importance of climate and ways for its protection. To understand the concept of global warming and adopt ways for its reduction
Dec	23	Chapter – 7 Water a. Introduction b. Water cycle c. Distribution of Water bodies	a. Acquisition of knowledge: To enable the students about the water cycle and the distribution of	a. Tsunami b. Salinity c. Crest & Trough d. Wavelength e. Wave height f. Oceans currents	Preparation of a pictorial album on flora and fauna of marine ecosystem	Physics: Waves and Currents	Make a model on water- cycle	a. Animation on the water-cycle (rsgr.in/sg0049) b. About ocean current	Audio visual learning	a. Application based questions and answers. b. Case based, source	To develop an understanding on the importance and role of hydrosphere. To gain knowledge on

		d. Circulation of ocean water e. Waves f. Tides g. Ocean Currents	water bodies. b. Development of understanding: To enable the students about waves, tide, ocean currents.		m			(rsgr.in/sg0102)		based, Assertion and reasoning based questions.	the movements of ocean water
Jan	16	Chapter – 8 Life in the Deserts 1. Introduction 2. Cold Desert-Ladakh (Climate, flora & fauna, People and their economic activities)	Development of understanding: To enable the students about the Ladakh, a cold desert in details.	a. Nomads b. Wadi c. Extreme climate d. Horticulture	a. Role play of a Ladakhi	History: Nomads	a. Painting and sketch on environment of Ladakh	a. PPT slide on Ladakh	Audio visual learning	a. Assertion and reasoning based question b. Picture base d questions c. Source based questions	To develop understanding on the diverse lifestyle of cold desert-Ladakh and Sahara.
Feb		Revision for Annual Examination (Through assignments, mock test, quiz, Map work, doubt clearance classes)									
March											

SUBJECT:
Textbook: 1. Computer Arena

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activit y	Competency Based Activity Learning	Learning Outcomes
April	24/4	CH 1 - Number system:- • Introduction • Define number system • Compare different number system • Conversion of Binary to decimal • Decimal to Binary Decimal to other	Understand Different Number Systems: - Identify and define different types of number systems (e.g., binary, decimal, octal, hexadecimal). - Understand the role and significance of different bases in each number system.	- Uses of various number system - Conversion rules Syntax of conversion	Make a project on number system. Paste name of the number system and behind the page details of number system should be written.	When it comes to teaching the number system , the goal is to make sure that all students, regardless of their background, learning style, or ability, can access, understand, and apply the concepts effectively.	Project:- Explain any 2 types of number system. Explain with its syntax and example.	List out the various shortcuts to convert the numbers.	LOA Quiz ppt	students will demonstrate mastery of the number system through activities that assess their knowledge and skills in a real-world context.	The learning outcomes for the Number System should reflect a student's ability to understand and apply the concepts of different number systems, their conversion methods
May	08/2	CH 2 :- Advance Feature in Excel 2019 • Using Flash fill • Functions in Excel •Cell range and formula •Types of referencing •Sorting and filtering • Conditional formatting	When learning Excel 2019 , the focus is on mastering key features, functions, and tools that can significantly improve data analysis, organization, and	- Rules of using Internet - Safe use of internet - Different types of hacking - Digital data theft	<u>Make a poster on “Safe use of Internet”. OR Role play on Phishing.</u>	<u>Excel 2019 is a powerful tool for data analysis, organization, and presentation. The following learning objectives</u>	Project:- Make a information n brochure which explains about tips to be used for safely use your card in online	List out the names of some safe websites.	LOA Quiz ppt	Purpose: Power Query is used for data transformation and preparation. It helps users clean, reshape, and combine	the learning outcomes typically outline what skills and competencies learners will have developed by the end of the program.

			visualization			<u>will help students understand how to use Excel 2019 effectively.</u>	transaction			data from different sources. □	
June	14/2	CH 3 – Charts in Excel • Type of charts • Creating a chart • Adding chart Elements • Deleting charts	Understanding Chart Types: • Recognize and understand different types of charts available in Excel (e.g., column, line, pie, bar, scatter, area, etc.).	• Use of formula in excel • Difference between bar chart and pie chart • Use of different chart in excel	On a chart paper make a table of your Class timetable. Add some color in your table.	the goal is to ensure that every student can create, interpret, and analyze data visually, using a range of strategies and tools to make the process engaging and accessible.	Practical :- Create an Excel file to make result of PT of class VII.	List out the various formulas used in excel.	LOA Quiz ppt	The goal is to ensure learners gain a deep understanding of how to create, modify, and analyze data using various types of charts in Excel. Below is a structured	When it comes to Charts in Excel , the learning outcomes typically focus on equipping learners with the skills to create, customize, and interpret different types of charts to visually represent data in Excel.
July	26/4	CH 4:- Variable & Operators in python Introduction • Features • Keywords • Identifiers • Variables • Compiler and Interpreter • Writing program CH 5 :- Decision Making in Python . • Conditional Statements • Working with python IDLE • Nested if	<u>By the end of the lesson or module on variables and operators, Students should be able to:</u> • <u>Define and assign values to variables.</u> • <u>Use a variety of operators to manipulate</u>	• Importance of keywords • Rules to write name of variables • Types of operators • Use of compiler and interpreter	Write a Python program to display 5 lines about you.	<u>When teaching variables and operators in Python, the goal is to provide clear, accessible, and engaging content that can be understood by everyone, including those who may face challenges</u>	Practical:- Write python program using proper syntax. <u>Practical:- Make a HTML page of your school. Insert image of your school and write 50 words about it.</u>	List out the rules of writing name of the variables and rules for writing python program.	LOA Quiz ppt	Learning for Variables & Operators in Python focuses on helping learners develop a solid understanding of how to work with variables and operators in Python.	Learning Outcomes for Variables & Operators in Python. These outcomes aim to ensure that learners can effectively use variables and operators in Python to perform a range of tasks related to data manipulation, logic building, and problem-solving.

			<u>ate data and make decisions in Python.</u> • <u>Create more complex expressions and evaluate conditions effectively.</u>			<u>with traditional teaching methods.</u>					
Aug	22/4	CH 6 – Introduction to HTML5:- • features of html5. • Tags in HTML • Html coding.	When learning HTML5, it's essential to understand its structure, capabilities, and role in web development. Here are the key learning objectives you should aim to achieve when studying HTML5:	Html tags. Html elements W3C		<u>The goal is to provide accessible, engaging, and supportive learning experiences for students, whether they are beginners or have previous experience in web development</u>	Practical:- Make a registration form to submit your personal details in school. Ex – Name, Class, Sec, Age, and Blood Group	Search various websites on Google to see design of the web pages.	LOA Quiz ppt	The activities below are structured to ensure learners can effectively create, structure, and style web pages using HTML5 while gaining a deep understanding of its features and best practices.	The learning outcomes for Introduction to HTML5 aim to provide learners with a strong foundational understanding of HTML5, its elements, structure, and how to use it to build modern, accessible, and interactive web pages.
Sep	05/1	Project and Revision Work									
Oct	13/3	CH 7 – Adding CSS in html 5.	When adding CSS to HTML5,	•Attributes of image tag		inclusive teaching	Practical:- Write python		LOA Quiz	Adding CSS	the goal is for

		• Understanding css. • Way of inserting css in html. • Setting text properties.	you learn how to style and layout your web pages, giving them a polished and appealing appearance	•Background nd properties •Table properties •Color and position		aims to create a learning environment that ensures all students, regardless of their learning style, abilities, or background, can effectively understand and apply CSS (Cascading Style Sheets) within HTML5 documents.	program using proper syntax.		ppt	(Cascading Style Sheets) to HTML5 allows you to style and layout web pages, making them visually appealing and interactive.	learners to understand how to enhance the presentation and layout of web pages using CSS (Cascading Style Sheets).
Nov	22/4	CH 8 - Internet services:- •E-learning •E-commerce • Social networking • Cloud storage	When learning about Internet services, it's important to understand the various types of services, how they function, and their role in the digital world.	•Use of Email •Ecommerce types •Blogger Different social networking platforms •Order of operator to be evaluated	Make a poster to show “Steps to purchase item from a Ecommerce website”.	The purpose of teaching Internet services inclusively is to ensure all students— regardless of their learning style, background, or abilities— can understand and use key Internet services effectively.	Project:- Group of 5 – 5 students will do the role play on the topic “Social networking is Boon or Curse	List out various social networking websites and its feature	LOA Quiz ppt	context of internet services focuses on using practical, real-world activities to develop and assess the knowledge and skills required to operate	Internet Services , it's essential to focus on the various types of services that the internet offers and how they work, both from a technical and practical perspective.

										and use various internet services effectively.	
Dec	23/4	CH 9 – Computer Malware • What malware can do. • What malware cannot do • Type of malware. • Preventing malware infection . • Antivirus Software CH-10 – Apps Development:- • Introduction • Working of Apps • Types of Apps • Commonly used Apps • Developing mobile Apps	Understanding computer malware is crucial to cybersecurity as it helps you identify, prevent, and mitigate the risks associated with malicious software.	Spyware Adware Trojan Horse • Difference between Apps and Computer software • Segregation of Mobile App and Desktop Apps • Language to be used to develop App	Conduct a group discussion on the topic “App Development is a fun task”.	When teaching computer malware inclusively, the goal is to ensure that all students, regardless of their background, ability, or learning style, can understand and apply concepts related to computer security and malware detection and prevention.	Project:- Make a chart paper and show different categories of Apps. With each category write example of Apps also.	Search various Apps to be used for different purpose.	LOA Quiz Ppt	computer malware would help learners develop both theoretical knowledge and practical skills for identifying, preventing, and dealing with malware.	Computer Malware , it's crucial for students to understand the various types of malware, how it spreads, its impact, and methods for protection and removal.
Jan	16/2	CH 11 – How AI Works, Introduction if AI History of AI Components of AI Limitations of AI •Natural language processing (NLP) • Types of AI	Artificial Intelligence (AI) works involves grasping the principles, techniques, and tools used to create intelligent systems that mimic human capabilities.	• Real life example of Ai • How does humanoid robot’s work • Use of NLP • Types of data	Make a robot using waste material. Use motor and battery to move the robot.	These learning objectives focus on breaking down complex AI concepts into accessible content and ensuring a diverse set of students can	Practical:- Use various online activities for AI. Ex:- teachable machine		LOA Quiz ppt	how AI works aims to provide learners with a deep understanding of the principle	AI Works , it's important to provide students with a foundational understanding of

						engage with the topic in a meaningful way.				es, tools, and real-world applications of artificial intelligence.	artificial intelligence (AI), its core concepts, and its applications.
Feb											
March											

SUBJECT: PHYSICAL EDUCATION

Month	W.D	Chapter/ Sub-topics	Learning Objectives	Key Term and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
April	(24)	I) Definition, Aims, Objectives of Health & Physical Education and practice of general fitness exercises.	To inculcate knowledge about subject.	# To know about the rules & Regulation. Of games # Focus on fundamental skills.	* Evaluating shape & size. * Team Leading	* Basketball to be integrated with Physics. * Badminton to be integrated with Physics	Art integrated project * Identify sports equipment.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source	# Improve motor fitness. # Students will come to know about different movement of body. # Students
		II) General Rules & skill practice of Basketball.	# To develop coordination ability.								
		III) Free hand & Stretching exercises.	# To develop body posture. # To								

		IV) Learning & practice of Badminton game game.	improve speed ability. #to basketball team							based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	will come to know about Basketball match
		V) Inter house Basketball Tournament									
May	(08)	I) Inter house Badminton Tournament.	# To knowledge of chess and carrom game.	# Mind and concentration.	*Role Play	* Chess to be integrated with mathematics	Art integrated project	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Quizzing *Creating and engaging *Mind mapping	# Students will be able to understand the rules and regulation of chess game
		II) Introduction & practice of chess game	To inculcate knowledge about subject. # To develop coordination ability. #to badminton team	# To know about the rules & Regulation. Of games # Focus on fundamental skills.							
June	(14)	I) Inter House tournament & practice of Yoga Day	# To improve of mental Strength. # To develop body	# To know about the rules & Regulation. # Focus	*Role Play	* Yoga to be integrated with respiration system.	Art integrated project * Identify any two-yoga pose.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical	# Students will be able to

		II) Inter House Chess tournament.	flexibility. # Improve thinking ability. #to chess team	on body improvement.		* Warming up and cooling down to be integrated with respiration system.				reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	understand the rules and regulation of Yoga. # Improved mental development.
		III) Basic Knowledge & practice of rope skipping game.									
July	(26)	I) Inter house rope skipping tournament.	# To improve their confidence level.			* Volleyball game to be integrated with physics.	Art integrated project * Identify sports equipment.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and	# Students will be able to understand the rules and regulation of Rope skipping, volleyball and Taekwondo game.
		II) Basic Knowledge & practice of Taekwondo.	# To improve fitness level and coordination.	# To know about the rules & Regulation.	*Role Play						
		III) Basic knowledge & practice of Volleyball game.	# Improve leg strength. # Learn the	# Focus on fundamental skills							

		IV) Inter house Taekwondo champioship.	game. # To taekwondo team							engaging *Mind mapping	
Aug	(22)	I) Basic Knowledge & practice of throwing events.	# To improve speed ability. # To develop endurance power. # To give idea of Kho-Kho, volleyball games & throwing events.	# Throwing Ability # To know about the rules & Regulation.	*Role Play	. * throwing events to be integrated with physics. * Kho -Kho Exercises to be integrated with respiration system.	Art integrated project * Name any five fundaments' skills of basketball.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve strength ability. # Students will be able to understand the rules and regulation of volleyball, Kho-Kho and Kabaddi games.
		II) Basic Knowledge & practice of Kho - Kho									
		III) Inter house Volleyball tournament.									
		IV) Basic Knowledge & practice of Kabaddi.									
Sept	(05)										

Oct	16	I) Inter House Football tournament.	# To understand Games & Sports.	# School ground	*Role Play	* march past integrated with coordination ability.	Art integrated project	* Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Increase speed. # Improve endurance ability. # to able to march past.
		II) Practice for March Past.	#to Football team #to march past team								
Nov	(22)	I) Inter house kho – kho tournament.	# To improve their confidence level. # To improve energy level.	# Track & Field. #kho-kho match	*Role Play	* Athletic events to be integrated with respiration system.	Art integrated project.	* Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Students will be able to play high level match of kho-kho game. # Knowledge of annual sports meet
		II) Events practice of Annual Sports Day.	# To learn rules of track & field event. #to make a kho-kho team								

Dec	(23)	I) Basic knowledge and skill practice of Cricket game.	# To improve physical fitness.	# Speed Ability	*Role Play	*Cricket to be integrated with physics.	Art integrated project *Name any five skills.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve agility and coordination. # Knowledge of gatka games.
		II) Learning & practicing Gatka.	# To improve agility and coordination								
Jan	(16)	Warming up exercises.	# To improve leg Strength. # To develop body flexibility. # Improve thinking ability.	# Focus on body improvement	*Role Play	#Warming up and cooling down to be integrated with respiration system.	Art integrated project * Identify any two-yoga pose.	*Animation, *PPT Slides, *YouTube link etc.	Audio visual learning	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based learning *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# Improve body fitness.
		Cooling down exercises.									
Feb											

SUBJECT : DANCE

Month	WD / NOP	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended earning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Cultural awareness.	Cultural awareness.	With SST(history)	NO	NO	With SST(history)	<u>To know the basic starting of Bharatnatyam</u>
MAY	8	REVISION									
		Basic Adavus steps of Bharatnatyam and revision of previous class.	<u>Beginning steps of Bharatnatyam.</u>	<u>Draw the Adavus steps one by one(at least 8)</u>				NO	NO	Integrate with Yogasana.	<u>Beginning steps of Bharatnatyam.</u>
JUNE	14	Any one Folk Dance of India.	<u>Know to about their diverse culture.</u>	<u>Jewellery making of that specific dance.</u>	Bharatnatyam basic steps.	Bharatnatyam basic steps.	Integrate with Yogasana.	NO	NO	Integrate with Art and SST.	<u>Know to about their diverse culture.</u>
JULY	26	Janmashtami special Dance		<u>Krishna Bhajan writing and meaning</u>	Merging two folk dances.	Merging two folk dances.	Integrate with Art and SST.	NO	NO	Integrate with history.	
AUG	22	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	Jewellery with Mor pankh(peacock feather).	Jewellery with Mor pankh(peacock feather).	Integrate with history.	NO	NO	With SST(history)	<u>To know the basic starting of Bharatnatyam</u>
SEPT	05	REVISION ,PROJECT WORK AND TERM 1									

OCT	13	Anga, Pratyanga & Upanga	Classification of body	<u>Draw a diagram of the body labelling anga, pratyanga & upaanga.</u>	Understanding the body.	Understanding the body.	Integration with science.	NO	NO	Integration with science.	Classification of body
NOV	22	Shirobheda	<u>Head Movements</u>	<u>The art of moving our head on the classical rhythms.</u>	Understanding the mobility.	Understanding the mobility.	Integration with science.	NO	NO	Integration with science.	<u>Head Movements</u>
DEC	23	<u>Counts are the rhythmic arrangements of beats in a song.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	Integrate with Mathematics.	<u>Counts are the rhythmic arrangements of beats in a song.</u>	<u>Counts are the rhythmic arrangements of beats in a song.</u>	<u>counts with bass beats , & counts and empty beats</u>	NO	NO	<u>counts with bass beats , & counts and empty beats</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>
JAN	16	Mudra	<u>Basics of Mudra, its classification</u> :	<u>Draw and name different kinds of asamyukta mudras(at least 10)</u>	List up the mudra names along with their usage.	List up the mudra names along with their usage.	Integrate with Yogasana.	NO	NO	Integrate with Yogasana.	<u>Basics of Mudra, its classification.</u>
FEB											

SUBJECT : ART & CRAFT

Text Book: 1. MASTER STROKE

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
APRIL	24	From book CHAPTER 1 &2 Element of art Color shade chart	<u>To give brief knowledge of art elements.</u>	Elements of art	Shape & Size Visual aspect of various 3 D SHAPES	Shape & Size Visual aspect of various 3 D SHAPES	<u>Color shade chart to be made.</u>	Make different tints of same color. PROPORTION	Revision and Quiz	• Q & A LOA	- Students will be able to understand various aspects of development . - Students will be able to identify various indicators of development Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	08	From book CHAPTER 1 &2 Element of art Color shade chart	Elements of art	Shape & Size	Shape & Size	<u>Prepare a chart of color shade.</u>	Make different tints of same color.	Elements of art	Shape & Size	• Shape & Size	• <u>Prepare a chart of color shade.</u>
JUNE	14	From book CHAPTER 3 Tone (pencil shading Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera	• Human Anatomy and Composition in Tempera
JULY	26	From book CHAPTER 3	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media art	Mixed media	• Mixed media art	• Mixed media art

		Paper collage (craft) Mixed media art							art		
AUG	22	From book CHAPTER 4 &5 Prehistoric painting M- Seal craft	<u>To give knowledge of cave painting.</u>	Elements of art	SST – topic cave painting of Indus valley Civilization	SST – topic cave painting of Indus valley Civiliza- tion	<u>Make a painting of cave .</u>	To use M-Seal to create art.	<u>To give knowle dge of cave paintin g.</u>	• Elements of art	• SST – topic cave painting of Indus valley Civilization
SEP T	05	From book unit CHAPTER 5& 6 Raja Ravi Verma (Theory Soharai painting	<u>To inculcate knowledge about Folk Art of Jharkhand.</u>	Elements of art	SST art and culture of Jharkhand	SST art and culture of Jharkhan d	<u>Prepare a profile of Raja Ravi Verma.</u>	Life history of Raja Ravi Verma.	<u>To inculcat e knowle dge about Folk Art of Jharkha nd.</u>	Elements of art	SST art and culture of Jharkhand
OCT	13	From book CHAPTER 7& 8 Rangoli (Theory) Practical -Rangoli pattern on Graph paper	<u>Give idea of Rangoli.</u>	Elements of art	Math TOPIC- Symmetry	Math TOPIC- Symmetr y	<u>To make Rangoli</u>	Make rangoli with Aabir.	<u>Give idea of Rangoli</u>	Elements of art	Math TOPIC- Symmetry
NOV	22	From book CHAPTER 9 Theory & Practical Composition in Watercolor	To inculcate knowledge about composition drawing.	Elements of art	It can be related with village story, in Hindi or Eng subject	It can be related with village story, in Hindi or Eng subject	One Landscap e and one village landscape to be done	Students will draw composition of a village visited by them			
DEC	23	From Book CHAPTER 9	To inculcate knowledge about	Elements of art	It can be related with village	It can be related with	One Landscap	Students will draw			

		Practical - Composition in Watercolor	composition drawing.		story, in Hindi or Eng subject	village story, in Hindi or Eng subject	e and one village landscape to be done	composition of a village visited by them			
JAN	16	Graphic Art (Practical) Theory – Crafts of India Practical Any craft of any state	<u>To give idea of Graphic Art.</u>	Elements of art	Computer. Graphic Design	Computer . Graphic Design	<u>To prepare any one graphic art of your choice</u>	Draw a Graphic Art in computer.			

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac “ Yakeen Kar ”	Knowing to sing in Different Patterns of Same taal. Knowing About Veer Ras in Sinning Knowing about the meaning of the song	Concept About - Rupak Taal - Singing in different pattern of Laya	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	Name those persons who have fight for Independence of india	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About Karun Ras in Sinning
May	08										
June	14	Raag “ Yaman ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Raag Yaman Using tivra Ma Effortlessly singing suddh swars and usage as sargams with Tivra ma	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar NI and GA sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understand ing the Tune	Children will know the Importance of Practice of small alnkars in using tivra maa Effortlessly singing Tivra swar and useage as sargams
July	26										
Aug	22	Song from almanac “ Hamare Khoon ”	Knowing about the following	Concept About Kaharwa &	By singing Knoeing	Inclusive ly	Similar Songs	Finding out the musical	NO	NO	Children will know about the following

		Me Watan”	• Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing	Dadra taal • How to westernize the taal	the difference between komal and suddh swar	teaching about raag desh and using swar of this Raag	which Use the same Swar	note which changes the mood of the song			• Use of Tune which Needs in composing Patriotic Song • Enhancing Ability of Composing
Sept		Term I EXAMINATION									
Oct	13	Song From Almanac “Hey Jag Janani”	Knowing about Bhajan theka to properly sing in bhajan theka	Concept About	Integrated With “Durga Stuti”	Learning about bhajan genre and Bhajni theka	Different Nams of goddess Durga	Another Wandana of Maa Durga	NO	NO	Children will Know about Bhajan theka to properly sing in bhajan theka
Nov	22		Counting of 8 beats and Use of Raag Shankara	• Kaharwa taal • Bhajan Theka • Chalan of Raag Shankara							Counting of 8 beats and Use of komal Dha in the song
Dec	23	Christmas Song “We three Kings”	Knowing About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)	Concept About • Four By Four Beat Structure • Scale and its type	Difference between Indian Rhythm and western rhythm	Learning about difference between fast beat and slow beat songs	Western notation and sound system	Songs related other western culture	NO	NO	Children will know About Singing in Western Beats along with Clapping and taping Sound Variations in Western music (Western Notation)
Jan	16	Song from Almanac “Tum Samay ki Ret Par”	Knowing About How to sing Motivational Song Using of Komal Ga swar in Song	Concept About • Kaafi Raag And its different Chalan • Swar and its type	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Other Songs related to Horse Beat	Using of other musical notes rather than Komal gandhar and Dhawat	NO	NO	Children will Know About How to sing Motivational Song Using of Komal Ga swar in Song
Feb		Term II EXAMINATION									
Mar		Revision “All Songs”	Revision								

Subject: INSTRUMENT (Music)

Month	W. D.	Chapter/Sub-Topic	Learning Objectives	Key Terms and Concept	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Research Work Blended Learning	Smart Board Activity	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	24	Bhatkhand Definition Hasta sadhan bol	To inculcate knowledge about different Hasta sadhan bol .	To inculcate knowledge about different Hasta sadhan bol .	Number Counting.	Number Counting.	Practice for bhatkhand style bol.	Count with finger.	NO	Students will come to know about Hasta sadhan bol.	Students will come to know about Hasta sadhan bol.
May	08	Taal parichay	To inculcate knowledge about different Theka.	To inculcate knowledge about different Theka.	Number Counting.	Number Counting.	Practice for Ektaal, Jhaptaal, Chartaal.	Count with Tali.	NO	Students will come to know about taal Parichay & Theka Bole.	Students will come to know about taal Parichay & Theka Bole.
June	14	Theka practice above taal.	To improve hand practice.	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Count with Tali & Khali.	NO	Students will learn about above taal.	Students will learn about above taal.
July	26	Teen taal kaida, Palta, Vishtar and Tihai Western beat 4/4 beats	To inculcate knowledge about Kaida, Palta, & Tehai.	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice	Count with Tali & Khali.	NO	They will learn about Kaida, Palta, Vishtar & Tihai. And Western beats.	They will learn about Kaida, Palta, Vishtar & Tihai. And Western beats.
Aug	22	Jhaptaal, kaida with palta, vistar and tehaai,	To improve knowledge about different Kaida and	To improve knowledge about different	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaida, paltal and Tehaai, Weate	Count with Tali & Khali	NO	They will come to know about Western	They will come to know about

		Weatern beat practice continue	Palta	Kaida and Palta			rn beats			beats and Kaida	Weatern beats and Kaida
Sept	05	Revision Practice & Term - I Examination.									
Oct	13	Jhaptaal rela with palta ,vistar and tehaai Western beats practice	Practice of Rela, Jhaptaal.	Practice of Rela, Jhaptaal.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	Coordination with Vocal music.	NO	Adherence of rule, discipline and observation..	Adherence of rule, discipline and observatio n..
Nov	22	Cont, Jhaptaal Rela Western beast practice folk beats	To improve knowledge about different Taal.	To improve knowledge about different Taal.	Folk music & Vocal music.	Folk music & Vocal music.	Practice of Folk beatsl and Westren Beats	Tali Counting in Taal.	NO	They will come to know about skill development	They will come to know about skill developm ent
Dec	23	Jhaptaal tukra, March past on kattle drum practice Practice almanac song beats	To inculcate knowledge about taals	To inculcate knowledge about taals	Counting of Western beat	Counting of Western beat	Practice of Jhaptaal tukra and almanac song beats	Count with hands.	NO	Students will learn skill development	Students will learn skill developm ent
Jan	16	Jhaptaal chakradhar .Western beat and kattle drum practice continue	To improve perfection	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	Hand Coordination	NO	They will improve their performance.	They will improve their performan ce.
Feb		Revision & Assignment , Term - II Examination									
March		Bridge classes with Kaharwa and Dadra taal									

SUBJECT: GENERAL KNOWLEDGE**Textbook: 1. Knowledge Trek**

Month	WD	Chapter/ Sub-Topics
April	24	Unit-1 Our Environment Ch 1-Environmental Organisations Ch 2-Strange Plants Ch 3- Strange Reptiles Ch 4-Amazing Animals and Birds Ch 5-The Arachnids Ch 6-Natural Disasters Ch 7-Environmental Issues Knowledge Park Things Around Us
May	08	Unit 2 India and the World Environment Ch 8-Our Constitution Ch 9-Women Pioneers
June	14	Unit 2 India and the World Ch 10-Economic Terms Ch 11-Famous Explorers Ch 12-Banking on Banks Ch 13- International Airports Ch 14-Revolutions in India
July	26	Unit 2 India and the World Ch 15-Official Residences Ch 16-Statues Let's Review Knowledge Park Unit 3 Science and Technology Ch 17-Nuclear Energy Ch 18-Genetics Ch 19-Strange Scientists Ch 20-Sound of Music
Aug	22	Unit 3 Science and Technology Ch 21-Mission Moon Ch 22-Computer Virus Ch 23-Net Savvy Ch 24-Fascinating Fungi Knowledge Park
Sep	05	

Oct	13	Unit 4 Art and Culture Ch 25-Great Teachers Ch 26-Dance Mania Ch 27-Sing a Song Ch 28-Holy Temples Ch 29-The Ancient Epic Ch 30-Famous Quotes Ch 31-Regional Festivals Let's Review Knowledge Park
Nov	22	Unit 5 Sports and Entertainment Ch 32-Martial Arts Ch 33-Sports Tournaments Ch 34-Games 4 U Ch 35-Sports Quiz Ch 36-Sports in Movies Ch 37-Movies Based on Novels Ch 38-Legends of Bollywood Ch 39-TV Hosts Knowledge Park
Dec	23	Unit 6 Language and Literature Ch 40-Book Quiz Ch 41-Animal Adjectives Ch 42-Writer's Block Ch 43-What's the Word Ch 44-One Word Substitution Ch 45-Popular Authors of India Ch 46-Ancient Authors Let's Review Knowledge Park
Jan	16	Eco Zone Life Skills Mathemagic Observation Power Be Quick Number Fun Not To Miss! Test Paper-1 Test Paper-2
Feb		
March		