ANNUAL PEDAGOGICAL PLANNER 2021-2022

ENGLISH CLASS –VII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF WORKING DAYS** |
| **March - April** | * **MCB:**   Poem– *A Pirate Story ; Chapter-*The Adventure of the Mason**Grammar:**   * Parts of Speech * Nouns * Pronouns   + **Writing Skills:** * Notice Writing * Biographical Sketch   + **Vocabulary**: * Phrasal verbs * Homophones * Phrases * One Word Substitution * Idioms * Words often confuse us * General Phrases * Antonyms * Synonyms | * **MCB:**   + PDFs/Online links will be provided to read and understand the story/poem.   + Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check.   + Comprehension Check will be conducted by   + ❖ true/false   + ❖ MCQs   + ❖ short answer   + ❖ gap filling   + ❖ question/ answer   + At the end of the text questions will be attempted by the learners.   + Reference To Context will be given. * **Grammar:** * Through connection of previous knowledge with current knowledge. * Identification of same words by usage in different sentences in different parts of speech. * Through change of words in their various parts of speech | * Recite the poem with proper rhythm and expression, * Explain the poem and answer questions based on it, * To explain the concept ofalliteration * To enable to spin a story around the givenwords andpicture, * To express opinions on the basis of logical reasoning * Enable them to think critically and provide reasons for theirchoices * To enable storywriting * Identify rhyming words and the rhythm in a poem, and * Write lines that rhyme together. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * The learners would be able to organize their thoughts and express freely. * They would develop an | **5 +22** |

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|  |  | **Suggested Links**  <https://youtu.be/hT1IrDscIpc> <https://youtu.be/YElXvY84y0o>   * Editing a given paragraph. * MCQs * Card making activity * Online Quizzes * Assignments * Power Point Presentation   o **Vocabulary**:   * Online Quizzes * Assignments * Framing Sentences   o **Writing Skills**   * The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. * The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples * **Suggested Links**   [**https://www.youtube.com/watch?v=c**](https://www.youtube.com/watch?v=cS3-bcW-dQU)[**S3-bcW-dQU**](https://www.youtube.com/watch?v=cS3-bcW-dQU) | interest towards writing thus enhancing their writing skills.   * Students will be able to analyze any NOTICE shown to them on the basis of the knowledge imparted. * They will be able to frame notice about any event. * They will be able to identify important information in any given notice.      * Students will be able to use appropriate style and format to write a NOTICE effectively. * Explain what nouns are * Identify the different types of nouns * Effectively use nouns in sentence composition * Able to correctly identify adjectives. * Able to distinguish shades of meaning among closely related adjectives. * Use adjectives correctly in their writing. * Create or select   vivid adjectives to enhance their writing as they write and revise. |  |

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| **May** | **MCB:**  Poem -*The Brook*;  Chapter - Ranikhet’s Gift  o **Grammar:**   * Adjectives/Determiners * Verbs – to be, to do, to have   + **Writing Skills:** * Factual Description (Place)   + **Vocabulary**: * Antonyms * Synonyms * Homophones * General Phrases * One Word Substitution | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   **Suggested Link**  [https://simple.wikipedia.org/wiki/Tenzing\_Nor](https://simple.wikipedia.org/wiki/Tenzing_Norgay) | * Identify sound and movementwords * Connect the story with one’s own experienceof nature * To enable factual descriptionwriting. * Enable them to interpret information based on the details given in thestory. * Make them learn more about animalbehaviour * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * All students will be able to fill in key descriptive and emotive words. * Most students will be able to complete sentences in their diary entry. * Some students will be able to write their own sentences in their diary entry. * Define the term 'pronoun' * Outline the different types of pronouns * Use pronouns effectively in writing | **22** |
| [gay](https://simple.wikipedia.org/wiki/Tenzing_Norgay)  o **Grammar:**   * Power Point Presentation * Different verb structures will be given to synthesis the sentences * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   o **Writing Skills** |

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|  |  | * Power Point Presentation will be shown * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. * General topics like   Food ,Fashion, Travel ,Sports ,Work , School ,Dreams ,Friends or Family will be given for brainstorming.  **Suggested link**  https:[//w](http://www.youtube.com/watch?v=BGL)ww[.youtube.com/watch?v=BGL](http://www.youtube.com/watch?v=BGL) 1EX4nXXI |  |  |
| **July** | * **MCB:** * Chapter- *The Secret of the Machines*   + **Grammar:** * Sentences- Subject verb Agreement * Tenses   + **Writing Skills:** * Diary Entry   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms, * Commonly misspelt words * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   o **Grammar:** | * To identify poetic devices * To enable understanding of riddles for speaking skillsactivity. * Make them understand stanzas and stanzaic patterns * Introduces the students to the technological advancements of the early 20thCentury. * Connect theme of the story to a scientificconcept * Discuss the role of every citizen in making thenation strong, * Student will learn the basic definition, parts, and structure of a paragraph. * Student will write paragraphs that include a main idea, or | **24** |

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|  |  | * Some sentences will be shown on the slide and learners will be asked to figure out the action words. * To reinforce understanding of basic verb identification, learners will be asked to identify nouns and verbs in each sentence given on the slide. * Learners will be encouraged to look for more examples online and write. * Learners will study a picture and tell a story about what they see. The story will be set in the past, present, or future. * Tense chart will be shown on slide. * Usage will be explained through examples. * Differences will be explained by timeline chart.   **Suggested Link**   * <https://youtu.be/OmOcMs_mFnc> (Grammar practice for verbs and Tenses) * https:[//w](http://www.slideshare.net/mobile/gury)ww[.slideshare.net/mobile/gury](http://www.slideshare.net/mobile/gury) a87/verb-tenses-44959646 * **Vocabulary**: * Dictation * Online Quizzes * Assignments   o **Writing Skills**   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written | topic.   * Student will write a paper that includes three paragraphs. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * Students will understand that verbs change form depending on their relationship to time. * Students will be able to recognize the past, present, and future tenses of regular and irregular verbs. * Identifies incorrect and correct tense in text * Identifies common verb & tense errors * Uses appropriate tense in communication * Organizes sentences coherently in English with the help of verbal and * Identify the three key parts of a paragraph: topic sentence, supporting details, and conclusion. * Write a paragraph containing a topic sentence, supporting details, and conclusion. |  |

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|  |  | tasks.  **Suggested Link** https:[//w](http://www.slideshare.net/mobile/DeepakKar)ww[.slideshare.net/mobile/DeepakKar](http://www.slideshare.net/mobile/DeepakKar) unakaran/1452339-634758770676533750 |  |  |
| **August** | * **MCB:** * Play- When the Fish Laughed   + **Grammar:** * Auxiliary verbs * Voice   + **Writing Skills:** * Paragraph Writing   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given   **Suggested Link** [**http://www.english-for-**](http://www.english-for-students.com/Moral-Stories.html)[**students.com/Moral-Stories.html**](http://www.english-for-students.com/Moral-Stories.html)  o **Grammar: Warm-up:**  The teacher writes two sentences on the board:  1. People speak Japanese in Japan. | * To enable them to work in pairs to role play * To encourage the students to speak about situations that they find challenging and are afraid to face * To enable them to overcome their fears related to such situations * The students would be able to identify and comprehend the use of active and passive voice. * They would be able to convert active voice into passive and passive to active. * The analyzing skills would be improved * They would be able to express themselves and deliver information in a grammatically and mechanically correct form. * Infers the meaning of unfamiliar words by reading them in context. * Refers to dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing * Student will learn the basic | **21** |

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|  |  | 1. Shakespeare wrote Romeo and Juliet.   The students are asked to present another way to say the two sentences.  The rules are derived (Inductive Method)  The session would continue with a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test prior knowledge). The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow.  The usage of Passive voice in writing newspaper report, headlines and notices would be discussed.  **Suggested Link** [**https://learnenglish.britishcouncil.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  [**org/englishgrammar/active-**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)[**and-passive-voice.**](https://learnenglish.britishcouncil.org/englishgrammar/active-and-passive-voice)  o **Vocabulary**:   * + Online Quizzes   + Assignments   + Dictation | definition, parts, and structure of a paragraph.   * Student will write paragraphs that include a main idea, or topic. * Student will write a paper that includes three paragraphs. |  |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |

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| **October** | * **MCB:** * Chapter- AReport on Cleanliness   + **Grammar:** * Adverbs * Preposition   + **Writing Skills:**   Formal Letter (Application to Principal)   * + **Vocabulary**: * Synonyms, * Antonyms * Idioms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners.   + Reference To Context will be given   + **Grammar:** * Power Point Presentation * **Who am I ? (Activity)**   Write a sentence on the whiteboard with no modifiers (e.g. The kid walks.) Ask a student to come act out the sentence. Add an adverb to the sentence (e.g. The kid walks quickly), and have the student act it out again. Change the adverb and, once more, have the student act it out.  Underline the adverb in the sentence and label it as an adverb.   * + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments | * To make them understand that our environment is our responsibility and we should act responsibly towards conversing it. * Students will be able to identify and use adverbs as modifiers to express time, place, manner, degree, and frequency. * Students will be able to identify and use prepositions to write complete sentences. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * Identify the elements of a letter * Apply the elements to compose a letter * Describe the difference between formal and informal writing * Write an original formal or informal piece | **22** |

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|  |  | o **Writing Skills**   * Begin by explaining to students that there are two types of writing: formal and informal. * Read aloud an example of formal writing and ask students to discuss why the piece might be considered formal. * Read aloud an example of informal writing and ask students to discuss the differences between the two pieces. * Next, play the video lesson, [Formal](https://study.com/academy/lesson/formal-writing-definition-rules-examples.html%23/lesson) [Writing: Definition, Rules & Examples.](https://study.com/academy/lesson/formal-writing-definition-rules-examples.html%23/lesson) * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks. |  |  |
| **November** | * **MCB:** * Chapter- Instead of the War Drum   + **Grammar:** * Conjunctions * Phrases and Clauses      * + **Writing Skills:** * Story Writing   + **Vocabulary**: * Phrasal verbs, * Synonyms, * Antonyms * Synonyms * Homophones * One Word Substitution | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given | * Make them understand war and peace and learn about the effects of war * Introduce them to the peaceful philosophy of Buddhism. * Discuss the differences between wars in the past and the present. * Learn about writing essays To enable them to write a diary entry * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. | **20** |

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|  |  | o **Grammar:**   * **Link-up Games**. Two students write a simple sentence simultaneously. Then, have students think of as many conjunctions as they can that would correctly link these two sentences together. . * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills** * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks.   Suggested Links  [**https://kv2libraipur.files.word**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf)[**press.com/2017/02/the-**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf)[**nighttrain-at-deoli-and-other-**](https://kv2libraipur.files.wordpress.com/2017/02/the-nighttrain-at-deoli-and-other-stories-ruskin-bond.pdf) **stories-ruskin-bond.pdf**  https:[//w](http://www.youtube.com/watch)ww[.youtube.com/watch](http://www.youtube.com/watch)  ?v=k4PeUWd3TG8 | * Define the term 'conjunction' * Identify different types of conjunctions * List conjunctions within each category * Explain the purpose of conjunctions * The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills.    |  |

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| **December** | * **MCB:** * Poem- *Indian Weavers;*   + **Grammar:** * More Sentences   + **Writing Skills:**   Formal Letter-Placing Order**Vocabulary**:   * Idioms * Synonyms, * Antonyms * Synonyms * Proverbs * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given * Listening Skills   + **Grammar:** * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills**   Pre-writing (brain storming) would be assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail.   * The format, rules, technique would be | * Give them an introduction to Indian arts and crafts. * Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * They would be able to transform dialogues and speech with various reporting verb. * The analyzing skills would be enhanced * The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills. * Students will be able to understand independent and dependent clauses, as well as identify phrases that are not clauses (fragments). * Students will also be able to understand how to create complex sentences using both independent and dependent clauses. | **22** |

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|  |  | discussed with examples.  The usage of language would be taught and students would be assigned written tasks. |  |  |
| **January** | * **MCB:**   Chapter- Leading the way     * **Grammar:** * Reported Speech   + **Writing Skills:** * Story Writing   + **Vocabulary**: * Words often confuse us * General Phrases * Synonyms, * Antonyms * Synonyms * Homophones | o **MCB:**   * PDFs/Online links will be provided to read and understand the story/poem. * Learners will read the text in chunks (the text may be divided into three or four sections) followed by oral comprehension check. * Comprehension Check will be conducted by * ❖ true/false * ❖ MCQs * ❖ short answer * ❖ gap filling * ❖ question/ answer * At the end of the text questions will be attempted by the learners. * Reference To Context will be given     o **Grammar:**  The teacher would start with a game board (whisper game) where the class would be divided into three groups involving direct and indirect dialogues to test the students’ prior knowledge.  The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs.   * Power Point Presentation | * Make the students understand abiography * Analyze a historical character and an unusual profession outside thestory * The learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech. * They would be able to spot the use of reporting verbs and the tense. * They would be able to transform dialogues and speech with various reporting verb. * The analyzing skills would be enhanced * The students would be able to produce independent writing thus strengthening their thinking skills, creative and evaluative skills. * Comprehend meaning of the different words by looking into dictionary. * Vocabulary building by usage of new words, phrases, idioms etc. in sentences of your own. * To build a positive view of | **22** |

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|  |  | o **Writing Skills**  Pre-writing (brain storming) would be assigned to stimulate the students’ creativity. The rules and process of evaluating, structuring and editing would be discussed in detail.   * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written tasks.   **Suggested Link** [**http://learnenglishteens.britishcouncil.org/**](http://learnenglishteens.britishcouncil.org/) **grammar/intermediate**   * Identification of parts of speech of the words underlined in a passage. * Editing a given paragraph. * MCQs * Online Quizzes * Assignments * Power Point Presentation   + **Vocabulary**: * “Bingo” Vocabulary game * Online Quizzes * Assignments   + **Writing Skills** * The format, rules, technique would be discussed with examples. * The usage of language would be taught and students would be assigned written | failure by telling them that if we fear failure, we will never try and if we never try, we will never achieve |  |

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|  |  | tasks. |  |  |
| **February** | REVISION | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

HINDI CLASS –VII

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
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| **May** | * nknhek¡   O;kdj.k   * laKk ds fodkjdrRo * fo”ks’k.k ys[ku&i= ¼vukSipkfjd | * dgkuhdksvkn”kZikB ds :Ikesacǔpksa ls i<+okuk * dgkuhesavk, ns”kheghus] chekjh ds ns”khbykt ds ckjsesapkVZ * ukV~; “kSyh * https://youtu.be/hz * cǔpksaesa ls ik= pqudjlaokndskdgkuhdksfodflrd juk * ?kjesagksusokysmRloksa @R;ksgkjksa ds lanHkZesapkVZcuokuk | * Ok`n~/kksa ds izfrizse o vknj dk Hkko] fouezrk] mnkjrk dk Hkko * uSfrd o ekuoh; xq.kksa dk fodkl * dYiuk ,oardZ “kfDr dk fodkl * cǔpksaesaiBu&dkS”ky dh n{krk o dgkuh dk nzqrxfr ls okpu | **22** |
| **June** | **REVISION** | | | **12** |

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| **July** | fgeky; dh csfV;k¡ O;kdj.k   * milxZ&izR;; * “kCnHksn ¼foykse] Ik;kZ;okphvkSj lewgokph½ * lekl * eqgkojs,oayksdksfDr;k¡ ys[ku&vuqǔNsn | * ikBi<+okdjikBesavk, izlaxksa dh foLr`rtkudkjhnsuk * dfBu “kCnksa dk vFkZcrkdjokD;fuekZ.k * ufn;ksa ds ykHkcrkdjfuca/k fy[kokuk   ;g ikBlkekftdfoKku ds lkFklesfdrfd;ktk,xk  1- “kCnHksn&oxZigsyhA eqgkojksaijvk/kkfjrewdvfHku;A | * Ukfn;ksa dh mi;ksfxrk] LoǔNrk ds ckjsesatkx:ddjuk * Uk, “kCnksadkstkuus dh mRlqdrk    | **24** |
| **August** | * dBiqryh   O;kdj.k   * “kCn&fopkj] * Hkk’kk   ,oaO;kdj.k ys[ku&foKkiu | * “kqn~/k mǔpkj.kn~okjkdfork dk okpudjokuk * HkkokFkZLi’Vdjuk  1. d`’.k dh dksbZ ,d ckyyhyk A 2- Lora=rkfnol&iz”uksRrjhA    * ikB& 10 vaxzsth ds lkFklesfdr | * Lora=rk dk egRRo * dYiuk “kfDr] rdZ “kfDr o fparu “kfDr dk fodkldjuk * ldkjkRedlksp dk fodkl | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * viwoZvuqHko * dapk   O;kdj.k   * Lakf/k * “kCnHksn * fØ;k ,oadky | * NksVs&NksVsvuqǔNsnksa ls vkn”kZokpu * izR;; ds vk/kkjijlkFkZd “kCnfuekZ.k * pqukSrh] ifjJe o cgknqjh ls lacaf/krdgkfu;ksa ,oays[kksadksi<+okuk * Jqfrle&fHkUukFkZd “kCnksa ds vk/kkjijokD; esaiz;ksx o varj le>us gsrqxfrfof/k * vH;kli= | * cǔpksaesal`tukRed “kfDr dk fodkl * Hkk’kk ds izfr @#fp * uSfrd@ekuoh; xq.kksa dk fodkl * Lej.k “kfDr dk fodkl * iBudkS”ky dk fodkl * euksjatu ds lkFk&lkFk ,dkxzrk dk fodkl   + ykdksfDrvkSjeqgkojksa dk Kku    | **22** |

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|  | ys[ku&i= ¼vkSipkfjd) | * dgkuh dk lkjka”kvius “kCnksaesafy[kokuk o ekSf[kd :Ik ls vius “kCnksaesaO;Drdjokuk * [https://youtu.be/bP10bN4](https://youtu.be/bP10bN4DMpU) [DMpU](https://youtu.be/bP10bN4DMpU) |  |  |
| **November** | * ,d frudk * [kkuiku dh cnyrh   O;kdj.k   * vO;; * okD; ,oav”kqn~f/k “kks/ku   ys[ku&foKkiu | * dfork dk vkn”kZokpu * dforkdksdaBLFkdjokuk * dfBu “kCnksa ds vFkZcrkdj in~;ka”kksa dh O;k[;k djuk [https://youtu.be/FtqIAlDiZ](https://youtu.be/FtqIAlDiZNA) [NA](https://youtu.be/FtqIAlDiZNA) * larqfyrHkkstu dk pkVZcuokuk * iz”uksRrjhizfr;ksfxrkdjokuk * cǔpksa ls muds [kkuiku ds ckjsesatkudkjhysuk * ;g ikBlkekftdfoKku ds lkFklesfdrfd;ktk,A * [https://youtu.be/yzvYfsRnnx](https://youtu.be/yzvYfsRnnx0) [0](https://youtu.be/yzvYfsRnnx0) | * dYiuk “kfDr dk fodkl * “kCnHkaMkjesao`n~f/k * Rqdcanh] “kCnksa dk p;udjdforkjpuk * Lej.k “kfDr dk fodkl * Ikf”pehlH;rk ds Hkkstu dh tkudkjh * Larqfyrvkgkj dh tkudkjhnsuk * LokLF; ds egRRo dh tkudkjh      | **20** |
| **December** | * ,d frudk * uhydaB | * dfork dk vkn”kZokpu * dfork dk daBLFkdjokuk * lkekU; okD; ls dforkjpuk   <https://youtu.be/4ucUZAosY4o>   * ikBesavk, thotarqvksa ls tqM+htkudkfj;k¡ ohfM;ksa ds ek/;e ls fn[kkbZtk, | * thou esa ?kaeM u djus dh lh[k * Lej.k “kfDr dk fodkl   + “kCnHka>kjesao`n~f/   + ftKklkRedizo`fRr dk fodkl   + lw{e&l`tukRed “kfDr dk fodkl   + fuca/k ys[ku ds dkS”ky dk fodkl | **22** |

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| **January** | * HkksjvkSjcj[kk   O;kdj.k   * Ekqgkojs ,oayksdksfDr;k¡   ¼ikB~; iqLrdijvk/kkfjr½  ys[ku&lwpuk | * ljykFkZ @HkkokFkZ lek>kuk * dfBu “kCnksa ds vFkZcrkdj in~;ka”kksa dh O;k[;k * dforkesavk, laKk o loZuke “kCnksa dk Nk¡Vuk * ;g ikB**laxhr**fo’k; ds lkFklesfdrfd;ktk,A | * \_rqvksa ls lacaf/krR;ksgkjksa dh tkudkjhnsuk * d`’.kckyyhyk ls cppksa dk euksjatu dYiuk “kfDr dk fodkl | **22** |
| **February** | * ohjdq¡oj flag | * ikBdkscǔpksa ls i<+okuk * 1857 izFke Lora=rklaxzke ds egkuuk;dksaijvk/kkfjrfQYefn[kku k * Lora=rklaxzke ds uk;dksa ds cpiu ds {k.kksadkscǔpksa ds lkFkppkZdjuk * [https://youtu.be/P5u69qQ](https://youtu.be/P5u69qQdAoQ) [dAoQ](https://youtu.be/P5u69qQdAoQ)   ;g ikBlekftdfoKku ds lkFk  ,dhd`rfd;ktk, | * usr`Ro ds xq.kksa dk fodkl * ns”kHkfDr dh Hkkoukdkstkxzrdjuk * fdz;k ,oadky ds lkekU; :iksa dk Kku | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

MATHEMATICS CLASS –VII

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| **MONTH** | **TOPIC** | **METHODOLOGY / ACTIVITIES** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | * Integers * Fractions & Decimal | * Multiplying integers on the number line * Link- <https://youtu.be/ve7oSl7QOQw> * To find the product of two given fractions * Link- <https://youtu.be/p2TCv4wf-ug> | * Define 'integers' * Distinguish integers from other types of numbers * Order integers from least to greatest and greatest to least * Addition and subtraction of fractions * Multiplication of fractions * Division of fractions * Addition and subtraction of decimals * Multiplication of decimal numbers   + Division of decimal numbers | **5 +22** |
| **May** | * Rational Numbers | * To represent Rational numbers on number line * Link - <https://youtu.be/TUg31vpCpsg> | * Properties of rational numbers * Understand the role of zeroes and one * Identify the negative of a rational number * Determine the reciprocal of a rational number * Represent rational numbers on the number line * Find rational numbers between two rational numbers | **22** |
| **June** | **REVISION** | | | **12** |
| **July** | * Algebraic Expressions * Lines & Angles | * Addition of Algebraic expressions * Link- <https://youtu.be/_6kS5dfX4kE>   + To find out the relation between two vertically opposite angles, formed by the intersection of two straight lines at a point * Link- <https://youtu.be/3spe3_MRkIw> https://youtu.be/MsggVrAXXkM | * Algebraic expressions * Terms of an expression * Factors of a term and coefficients * Like and unlike terms * Monomials, binomials, trinomials and polynomials * Addition and subtraction of algebraic expressions * Finding the value of algebraic expressions * Using algebraic expressions – formulas and rule * Complementary angles and supplementary angles * Adjacent angles and vertically opposite angles * Intersecting lines | **24** |

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|  |  |  | * Transversal and angles made by a transversal |  |
| **August** | * The Triangles & its Properties * Symmetry | * To verify that the sum of the three angles of a triangle is 180o. * Link - <https://youtu.be/nvrgkKIVvnU> * To verify Pythagoras theorem * Link- <https://youtu.be/dxyti_wCWaE> * To verify that an exterior angle of a triangles equal to the sum of its interior opposite angle. * Link- <https://youtu.be/97ECojRXsiM>   + Understanding rotation of a figure * Link- <https://youtu.be/xVYa9orJv08> | * Introduction to triangles * Medians of a triangle * Altitudes of a triangle * Exterior angle of a triangle and its property * Angle sum property of a triangle * Equilateral and isosceles triangles * Sum of the lengths of two sides of a triangle * Right-angled triangles and Pythagoras theorem * Line of symmetry for regular polygon * Rotational symmetry * Centre of rotation * Order of rotation * Angle of rotation | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | * Exponents & Power * Simple Equations * Visualising Solid Shapes | * To verify quotient law by paper folding activity * Link - <https://youtu.be/T9H8D7iu5BI> * To solve a puzzle of linear equation in one variable * Link - <https://youtu.be/lN20VrPmxdk> * To find out number of faces , number of edges and number of vertices in the given solid shapes * Link - <https://youtu.be/3-QwWFkz5hw> | * Multiplying powers with the same base * Dividing powers with the same base * Taking power of a power * Multiplying powers with the same exponents * Dividing powers with the same exponents * Miscellaneous examples using the laws of exponents * Decimal number system * Expressing large numbers in the standard form * What equation is? * Solving an equation * Applications of simple equations to practical situations. * Introduction: plane figures and solid shapes * Faces, edges and vertices * Nets for building 3-d shapes * Drawing solids on a flat surface | **22** |

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|  |  |  | * Oblique sketches * Isometric sketches * Visualising solid objects * Viewing different sections of a solid * One way to view an object is by cutting or slicing * Another way is by shadow play |  |
| **November** | * Comparing Quantities * Practical Geometry | * Represent Percentage using a 10 x10 grid * Link - <https://youtu.be/SfIsofMkzLw> * Construction of a line parallel to a given line, through a point not on the line * Link -   <https://youtu.be/pCMwROMYpRs>   * Link- <https://youtu.be/d5c8Z-P0uHE> | * Equivalent ratios * Percentage and its uses * Conversion of decimals, fractions into percentage and vice-versa * Ratios to percentage * Increase and decrease in percent * Prices related to an item on buying and selling * Profit and loss as a percentage * Charge given on borrowed money or simple interest * Construction of a line parallel to a given line, through a point not on the line * Construction of triangles * Constructing a triangle when the lengths of its three sides are known (SSS criterion) * Constructing a triangle when the lengths of two sides and the measure of the angle between them are known. (SAS criterion) * Constructing a triangle when the measures of two of its angles and the length of the side included between them is given. (ASA criterion) * Constructing a right-angled triangle when the length * of one leg and its hypotenuse are given (RHScriterion) | **20** |

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| **December** | * Congruence of Triangle * Perimeter & Area | * To verify the SAS criterion for congruence of triangle * Link - <https://youtu.be/n9U0sDHRsf8> * To find the circumference of a circle and to suggest the relationship between diameter and circumference of the circle * Link- <https://youtu.be/6ZGptQ99d04> * To derive a formula for the area of a triangle , given its base and height. * Link- <https://youtu.be/ur9ffiT-Uiw> | * Congruence of triangles * Congruence of plane figures * Congruence among line segments * Congruence of angles * Criteria for congruence of triangles * Congruence among right-angled triangles * Perimeter and area of squares and rectangles * Area of triangle * Area of parallelogram * Area and Circumference of a circle * Applications in real life | **22** |
| **January** | * Data Handling | * Record the data to represent number of seats won by different political parties in Lok Sabha Election in 2014 and 2019. Draw the bar graphs to represent the polling result in both terms. * Link- <https://youtu.be/2w-R0_QRPG4> | * Organisation of data * Representative values * Arithmetic mean * Range * Mode * Mode of large data * Median * Use of bar graphs with a different purpose * Chance and probability | **22** |
| **February** | **REVISION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

SCIENCE CLASS –VII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March - April** | NUTRITION IN PLANTS   * Nutrition * Modes ofnutrition * Parasiticplants * Saprophyticplants * Symbioticplants * Insectivorous plants   WATER – A PRECIOUS RESOURCE   Watercycle   Scarcity ofwater   Depletion of watertable   Watermanagement  THE WASTE WATERSTORY   * Sewage * Harmful effectsof untreatedsewage * Wastewatertreatment * Alternative ways of sewage disposal | * To explore and find the difference between saprophytic/parasitic and green plants with help of livespecimens. * To collect various interesting facts on insectivorousplants. * To show videos depicting photosynthesis, saprotrophic nutritionetc.   .   * To write a letter to Municipality regarding leakage in the water pipeline-integration with English * To show videos depicting water crisis overthe world * To show the videos of waste water treatment plant. * To show videos on water pollution. | * To explain the process ofnutrition. * To classify the Modes of nutrition. * To differentiate between Autotrophic and Hetero trophicnutrition. * To write the word equation ofphotosynthesis. * To identify Parasitic plants, Saprophytic plants, insectivorous plants and symbioticplants.    To Understand the importance of conservingwater.   To list ways of conservingwater  To sensitize others about watercrisis.   * To explain the process of waste watertreatment. * To follow right practices for sanitation at home and publicplaces. | **5 +22** |

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| **May** | FIBRE TO FABRIC   * AnimalFibres * From fibre towool * From cocoon tosilk. | * To show videos depicting wool and silk production. * To explore different kinds of fabric by touching, soaking in water , burningetc. | * To explore various animal fibres such as wool , silketc. * To ask question leading to investigation-Do some of our cloth come from animalsource? * To explain the process of   manufacturing wool and silk fabric fromfibre. | **22** |
| **June** | **REVISION** | | | **12** |
| **July** | ACIDS, BASES ANDSALTS   * Acids andBases * Indicators * Neutralization reaction and its uses in everydaylife.   ELECTRIC CURRENT AND ITS EFFECTS   * Electriccurrent * Electric circuit and its components * Effects of Elecriccurrent | * To conduct experiment and test whethera substance is acidic, basic or neutral using indicators. * To study a neutralization reactionthrough experimentation. * To make a card using turmeric paste and soap solution.(integration with arts)   + To construct an electric circuit and electromagnet.   + Using PPT to explain working of Fuse and MCB.   + To compare the structure and working of CFL, LED and an ordinarybulb.   + To study the sample of an electricitybill.   + To explain working of Electric bell through video. | * To identify the nature of materials as acidic, basic and neutral by observing different colours with indicators. * To relate the process of neutralization withdaily life * To draw symbols and circuit diagram * To discuss various ways of reducing consumption of electrical energy. * To find out devices where heating and magnetic effects of electric current areused. | **24** |

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| **August** | PHYSICAL AND CHEMICAL CHANGES   * Physicalchanges * Chemicalchanges * Crystallization | * To demonstrate different chemical and physical changes through PPT and live experiments. | | * To list different physical and chemicalchanges * To categorize the changes into physical and chemical | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | | **22** |
| **October** | TRANSPORTATION OF SUBSTANCES IN ANIMALS AND PLANTS   * Transport ofmaterials * Circulatorysystem * Excretory system in humans * Transport of substances in plants | * To find out and compare the pulse rate at rest and after physicalactivity. * To construct a model ofstethoscope. * To show conduction of water throughstem. * Usage of videos to show working ofcirculatory and excretory system in humanbeings. | * To learn the importance of blood as medium of transport in humanbody. * To explain the working of circulatory and excretorysystem. * To find out the significance of nutritious food, intake of water and exercise for healthy heart and kidneys. | | **22** |
| **November** | RESPIRATION IN ORGANISMS   * Definingrespiration * Types ofrespiration * Respiration inhumans * Breathing in otheranimals * Respiration inplants   LIGHT   * Reflection oflight * Image formed by plane mirror * Spherical mirrors and Lenses * Dispersion oflight | * To explain the mechanism of breathing usinga model oflungs. * To show that exhaled air contains carbon dioxide. * To find out that the breathing rate increases with any physicalactivity. * To calculate the breathing rate whileresting. * Usage of videos to show mechanism of breathing and gaseous exchange in humanbeings. * To demonstrate image formation by concave and convex mirrors andlenses. * To demonstrate the dispersion of light using glassprism. | * To explain cellularrespiration. * To differentiate between Breathing and respiration. * To distinguish between aerobic and anaerobic respiration * To describe the mechanism ofbreathing. * To explore the process of gaseous exchangein animals andplants * To understand reflection oflight. * To list the characteristics of image formedby concave and convexmirrors. | | **20** |

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|  |  | * To observe the image formed by planemirror. | * To relate light energy to photosynthesis in living organisms. |  |
| **December** | NUTRITION IN ANIMALS   * Steps in animalnutrition * Nutrition inhumans * Nutrition inruminants * Nutrition inAmoeba | * To observe and count the number ofteeth. * To explore the surroundings and observethe process of ingestion in differentanimals. * Usage of videos to show the process of digestion in humans, ruminants andamoeba. | * To identify and explain the steps of nutrition in humanbeings.   + To analyze the functions of differentdigestive organs in Human DigestiveSystem.   + To draw a well labeled diagram ofHuman DigestiveSystem.   + To explain the process of digestion in ruminants   andamoeba. | **22** |
| **January** | MOTION AND TIME   * Objects inmotion * Speed * Measurement oftime * Uniform and non- uniform motion * Distance – timegraph | * To find the time period of a simple pendulum- integration withMaths * To write a paragraph on time management- integration withEnglish * Using PPT to explain the concept of speed and motion | * To recall different types ofmotion. * To calculate speed of a movingobject. * To explore ancient methods of   timemeasurement.   * To differentiate between uniform and non- uniformmotion * To plot and interpret distance – timegraph. | **22** |
| **February** | **REVISION FOR FINAL TERM EXAMINATION** | | | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

**SST CLASS –VII**

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| **MONTH** | **UNIT/TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF WORKING**  **DAYS** |
| **May** | **History**:  Lesson-1 Medieval India (3days)+  History: Lesson-2 Rise of New Kingdoms(4days)  **Geography** :  ch-1 Our environment (3days)  Ch-2 The structure of the earth.  **Pol.sci:**  Ch-1 Equality In Indian democracy(3days)  Ch-2 Health care service in India (3days) | * -collection of old coins * Identify pictures related to Historical moments * How can we dispose the waste articles without Pollution environment. * Collection of different types of stones * Compose the life of poor & Rich Students. * Tell the Students Importance of Health. | * To make students aware about our past changes. Familiarise the students with the changing names of the land of India. * To generate the feeling of equality along with the meaning of democracy. Meaning of UAF * To make students aware about our surroundings which include living and non living things. | **5 +22** |
| **June** | **REVISION** | | | **12** |
| **July**  **July** | **History**  Ch no-3 The Delhi Sultanate(4days)  Ch-4 The Mughal Empire (4days)  **Geography**  Ch no -3 Our changing Earth(4days)  **Pol.sci**  Ch no -3 The state government | * Write diary Describing the hardship you faced during the shifting of the capital. * Collect Pictures depicting Indo-Persian architecture of the Mughals under different Kings. | * Trace the patterns of political developments and military conquests of the Gurjara,Pratiharas,the Rashtrakutas,the Palas * To gain a sense of the nature of decision making within   a state govt.,understand the extent of power and authority exercised by the state   * + To understand gender biasness( about difference between boys and girls), gender role, gender inequality, value of house work ect. | **24** |
| * Make an Artificial Clay mountain.Pour Eno Fruit Salt And Add some red colour to it.Now add Some soda Water to it. It will give figure of Lava during a Volcanic Erruption. * Make a class Vidhansabha . Divide the Students in ruling and opposition Party,one speaker . Discussion on more improvement of education. |
| **August** | **History :**  Ch no -5 Medieval Architecture (5days)  Ch no-6 Towns ,tradersand craftman (3days)  **Geography :**  Ch no -4 Major Landform (4days)  Ch no -5 Air composition And structure (5days)  Ch no -6 Weather and climate (3days)  **Pol .sci**  Ch no -4 Gender issue  (4days)  Ch no –5 Women empowerment(days) | * Choose any one monument for e.g Taj Mahal or Red fort From the Medieval Period And Stick Pictures to give visual expressions and Write details about the monument * Choose any monument e.g Red fort or Jama Masjidand the towns they belong to .Find the details of how they lost importance * Cut out pictures of various Landforms from Magazines and newspapers. Make a collage with them . you can use this collage as greeting Card. * We often get infected in the rainy season . List out all comman diseases during rainy season.What Precautions should be taken to Protect ourself from diseases * Divide the class into several groups and have discussion on , how can we reduce air Pollution. * Prepare a list of games that girls and boys play. List the difference and can you the reason behind these differences. Share it class * Suggest some more new ideas for upliftemnt of girls and womens. Note it in on your fair notes | * To make students aware about advent of The Mughals * Students would understand that how culture of a region changes   + To understand the engineering and construction skills, artisanal | **21** |

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| **September** | **REVISION & FIRST TERM EXAMINATION** | | | **22** |
| **October** | **History**  Ch no -7 Tribal communities and their developments (4days)  **Geography**  Chn o -7 Water and its circulations (4days)  **Pol.sci**  Ch no -6 The role of media in democracy (4 days) | * The government formulated certain policies for tribal population. Find out about this Policies and organize a discussion in the class * Oceans are larg water bodies and a very important for us.Most of the bulk cargo transportation done through oceans . List the things that we get from the oceans. * As you have read the ways in which the media sets agenda .What kind of effect does this have democracy ?Provide any two examples two support your Point of view in the class.   . | * To make students aware about different layers of the earth.Also about   composition of the atmosphere.   * To understand the role of media in our daily life.How it help to create public opinion. | **22** |
| **November** | **History**  Ch no -8 devotional Paths and religious moments(4days)  **Geography**  Ch no -8 Natural and vegetation wild life (5 days)  **Pol sci**  Ch no 7 Advertising(4days) | * Perform a good deed and few lines about your feeling after performing the task * Make a chart showing the vegetation belts and flora fauna of the regions of the world. * Do a market research plain an advertising campaign and conduct trial to collect feedback before the actual launch of the Products | * To know about different types of settlements found in India and   Abroad   * Convey an idea of long term social change and movements of people in the subcontinent * How Tribal communities became settled communities | **20** |
| **December** | **History**  Ch no -9 Development of regional cultures  (5days)  **Geography**  Ch no -9 The human environment (4 days)  Ch no -10 Life in the tropical and sub tropical regions(4days)  **Pol sci**  Ch no -8 Market around us (4 days) | * Paste a picture traditional dress of your state or native Place to celebrate a festival. Talk about the rituals and legends associated with the festival * Collect images of different transport system and Paste them in your copies . Select at least to pics of each transport system . (Like water transport, Road transport etc) * River Ganga and yumuna are very important rivers of India they are the lifeline of our country.Serveral decades a go ,our government launched some initiatives to clean this rivers. With help of Internet .Try to these initiatives.. * Take the help of Internet and carry out a research project on AMUL cooprative society to show how interest of the Poor have been taken care so beautifully. | * Different type of forests and wildlife found in different parts of India. * To make student aware about different | **22** |

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|  |  |  | Bhakti movements and about social reformers.   * Role of advertisement in daily life , different types of advertisements (social,commercial etc. * How advertisement influence the cost of a product |  |
| **January** | **History**  Ch no -10 Political formation during the 18th century (5days)  Ch no -11 Life in the Temperate regions (3days) | * The American and French revolutions gave a gift to the common People. Divide the class into groups and conduct on how the revolutions began, the important happenings and final results * Choose a grassland of the world . Collect information about following and prepare A project on it.(People, climaticcondions,food,lifestyle,occupation | * To make students understand different type of shops around us,to understand about the concept of different type of market like retail shop,wholesale market etc.   + To know about different type of environment found in different parts of the world. | **22** |
| **February** | **Geography**  Ch no 12 Life in the desert regions(3days)  **Pol sci :**  Ch no 9 Towords equality (4days) | * Mark the sahara desert and any four countries near by it on an outline map Aferica * Midday meal scheme is scheme introduce by government of the india in schools .Research on its various aspects and prepare a report on it. | * To differentiate between Life style in the temperate grassland and tropical grasslands. * To understand life in a desert. | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |

COMPUTER CLASS –VII

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| **MONTH** | **TOPIC** | **METHODOLOGY** | **LEARNING OUTCOMES** | **NO. OF**  **WORKING DAYS** |
| **March-April** | Ch-7 Graphics in QBASIC | * WAP to create three circles one inside the other, and all having different colors * <https://www.youtube.com/watch?v=2hjayC-6pwk> * <https://www.youtube.com/watch?v=00_CaHNFxAc> * <https://www.youtube.com/watch?v=jdhBJErsjYQ> * WAP to create a multicolored hut and various other shapes and fill colors inside * WAP to accept a number from user and check whether it is even/odd, and play a beep sound if it is   even and a sound if it is odd. | * To recapitulate the various QBasic statements learnt in previous class. * To make the students understand the graphics in QBasic. * To enable students to inculcate logical thinking to make the   graphics more creative. | **5 +22** |
| **May** | Ch-8 Looping Statements | * Program to make different shapes as   + Boat   + Car   Using Draw statement and color them. Use the below link:  <https://www.youtube.com/watch?v=LPknI9pOoIw>   * <https://www.youtube.com/watch?v=5hBmsUhN8V4> * WAP to print table of any two numbers using DO- WHILE LOOP/DO-UNTIL LOOP. * [https://www.youtube.com/watch?v=BvhGmGUMxW](https://www.youtube.com/watch?v=BvhGmGUMxWk) [k](https://www.youtube.com/watch?v=BvhGmGUMxWk) * Programs for DO-WHILE … Wend Loop: <https://www.youtube.com/watch?v=Ur9ksxjrNRg> * WAP to print Fibonacci series from 1 to 100 using For…Next Loop. * WAP to create simple calculator in QBasic. * Conducting online quiz. | * To make the learner understand the use of looping to reduce the line of code in programming and make the coding more effective. * To enable students to apply logic to create programs using different looping statements. | **22** |
| **June** | **REVISION** | | | **12** |

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| **July** | Ch-3 Formulas and Functions | * Student Marks and prepare Report card * Prepare your Report Card on any subjects UT1, UT2 mark list and calculate your total, max, min, average, percentage and grades using various formulas. * Giving reference of one worksheet to other to make the report card for UT3, UT4. * [https://www.youtube.com/watch?v=eNP](https://www.youtube.com/watch?v=eNPN26WklMI) [N26WklMI](https://www.youtube.com/watch?v=eNPN26WklMI) | * To enable students to understand the various new concepts in MS Excel and its use in various data management work and calculations work and relate it to use it in daily life. | | **24** |
| **August** | Ch- 4 Using Excel as Database  Ch- 10 Computer Virus | * In the above created Database add various features:   o Subtotal, Data validations, Sorting and Filtering data, Creating Pivot tables.   * Make a PPT on Types of Virus and its Effects. * [https://www.youtube.com/watch?v=-](https://www.youtube.com/watch?v=-yRTRMQg8O8) [yRTRMQg8O8](https://www.youtube.com/watch?v=-yRTRMQg8O8) * [https://www.youtube.com/watch?v=lvi5](https://www.youtube.com/watch?v=lvi5KVnU0FM) [KVnU0FM](https://www.youtube.com/watch?v=lvi5KVnU0FM)   onducting online quiz. | * To enable students understand the difference between various functions and features that can be used to make the Excel work more effective, easy and presentable. * To enable students to understand   + What is a computer virus?   + How it can enter in your computer?   + What are the preventive measures to be taken to avoid a virus attack? * To make the learner aware of Antivirus software’s. | | **21** |
| **September** | **REVISION & FIRST TERM EXAMINATION** | | | | **22** |
| **October** | Advance Features of Excel | * Creating chart based on the database created in Term1 * Interlinking sheets by giving references. * Conducting online quiz combined for MS Excel concepts * For explanation of components of charts, below link can be used:   <https://www.youtube.com/watch?v=syISrpK29r0> | | * To make the students learn the use and purpose of making Charts in MS Excel. | **22** |

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| **November** | Number System | * Make a PPT on Data Hierarchy and Number System. * Problem solving with various number systems.   + Binary to Decimal and Vice Versa   + Binary to Octal and Vice Versa   + Binary to Hexadecimal and Vice Versa   + Addition, Subtraction, Multiplication, Division of Binary numbers.   <https://www.youtube.com/watch?v=3ORJa_Hu0SE>   * Conducting online quiz. | * To enable students to understand the calculations of Binary numbers that is learnt in class 6. | **20** |
| **December** | Learn to user Adobe Flash CS6 | * Prepare a complete movie of approx 1 minute based on any recent social issues. * To use Onion skin tool for the animation as shown in the below link: [https://www.youtube.com/watch?v=jJecCYHSMb](https://www.youtube.com/watch?v=jJecCYHSMbc) [c](https://www.youtube.com/watch?v=jJecCYHSMbc)   Conducting online quiz. | * To recapitulate the various features of Flash being learnt in previous class. * To enable students to make the flash scene more effective and creative using various new   features. | **22** |
| **January** | Graphics in QBASIC & Ch- 5 Computer Virus + Term 2 | * To draw different shapes using graphics in QBasic as boat, hut, temple etc. and evaluate with the mode of computer practical exam | * To integrate flash with Science and SST subject topics and to make animated scene of different topics covers in the   two subjects. | **22** |
| **February** | * Flash Revision | * Designing human body structure and to show blood flow in the different parts of the body * Design circuit diagram and make it animated functional. * Design volcano’s | * To recapitulate the different function of Flash. | **20** |
| **March** | **REVISION & FINAL TERM EXAMINATION** | | | **22** |