

SURENDRANATH CENTENARY SCHOOL, RANCHI
ANNUAL PLAN (2023-2024) TERM I

CLASS: VII SUBJECT: ENGLISH			BOOKS: The Magic Carpet -7 Essentials of English Grammar and Composition			
MONT H	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	Ch.1 -David at the House of Shaws Grammar -Subject-Verb Agreement. Ch 2 -Rikki Tikki Tavi Writing -Paragraph Writing ASL - Listening Skills	28	Ch 1- David at the house of Shaws - Storyline, Chapter highlights, Words in Use, Question Time HOTS - Uncle Ebenezer was a miserly, cunning and deceitful person. Justify the statement with examples. Subject-verb Agreement -Rules, exception, common errors, practice questions (Pg.nos-14 & 15) Ch 2- Rikki- Tikki-Tavi - Storyline, Chapter highlights, Question Time, Words in use. HOTS - ‘Nag knew that too, and at the bottom of his cold heart he was afraid’. Elucidate. Paragraph writing- Guided Practice (Pg no-16) Listening Task - Pg 15 & 16 Activity:- Art Integrated Learning/Experiential Learning Draw a picture depicting your favourite incident /scene in David at the House of Shaws and describe it. Activity:- Subject Enrichment Let’s Talk (Pg no. 24)	<ul style="list-style-type: none"> ➤ Relate to the main idea of the story by reading the text. ➤ Analyse the character of Uncle Ebenezer. ➤ Discuss the importance of love and compassion in a relationship. ➤ Understand that victory of good over evil is possible if one faces one’s fear with courage. ➤ Understand the correct usage of the verbs according to the subject of the sentence. ➤ Identify the common errors. ➤ List the elements of paragraph writing. ➤ Strengthen listening, reading, comprehending and writing competencies 	<ul style="list-style-type: none"> ➤ Read and comprehend the story. ➤ Learn new words and infer their meanings. ➤ Connect and co-relate the incidents that puzzled David. ➤ Explain how David realised that his uncle had sent him to certain death. ➤ Discuss how Teddy’s mother changed her opinion about Rikki-Tikki. ➤ Learn the rules of Subject-Verb Agreement ➤ Develop creative writing skills. ➤ Listen and comprehend. 	
MAY	Ch 3 - Dog (Poem) Ch 4 -Ravi Arrives Grammar -Direct and Indirect Object & Transitive and Intransitive verb Writing - An itinerary and paragraph.	14	Ch 3.-Dog About the poet, poetic devices, central idea of the poem and critical appreciation, Question Time Ch 4-Ravi Arrives Storyline, Chapter highlights, Question Time, Words in Use. HOTS - Explain the strange reaction of Ravi to travelling in a tonga and playing in the garden. Grammar -Explanation and practice questions. (Pg no 35&36) Writing : An itinerary and paragraph writing. (Guided Practice Pg 25) Ref. Reading : A Christmas Carol by Charles Dickens Activity : Art Integrated Learning/ Experiential Learning (Ch 4-Ravi Arrives) Make a video brochure on tourist places of Jharkhand and Goa.	<ul style="list-style-type: none"> ➤ Discuss and share their first-hand accounts of their experiences with their own pets. ➤ Identify rhyming scheme and literary devices. ➤ Read, interpret, analyse and infer. ➤ Sensitise children towards animals ➤ Analyse and connect with the emotions of the children. (Polly, Minu, Dinu) ➤ Distinguish between direct and indirect object. ➤ Enhance and strengthen creative writing skills. 	<ul style="list-style-type: none"> ➤ Read and comprehend the story. ➤ Analyse the central idea of the poem. ➤ Identify the rhyming scheme. ➤ Identify and explain the figures of speech. (Anaphora and Personification) ➤ Draw from the personal experiences of the poet. ➤ Explain mother’s unconditional love and strong bonding with her children. ➤ Distinguish between direct and indirect object and transitive and intransitive verb. 	

JUNE	Ch 5- Sindbad and the Apes Ch 6- The Daffodils Writing- Notice Writing and Diary Writing ASL-Speaking Skills	14	Ch 5- Sindbad and the Apes Storyline, Chapter highlights, Question Time, Words in Use. HOTS- Why Sindbad yearned for another voyage? Was the voyage really a wonderful experience for him? Explain. Ch 6- The Daffodils About the poet, rhyming scheme, poetic devices and explanation. Writing- Notice Writing- Features and format of notice writing. (Pg no 38) Diary Entry- Features and format (Pg 47 & 48) Speaking- Let's Talk (Pg 47) Activity: Experiential Learning: Indulge Yourself in Reading Read a story book of any Indian Author Refer :- (CBSE Reading App) After Reading:-Design a book cover and write a book review. Enclose your book review in the book cover.	<ul style="list-style-type: none"> ➤ Read, comprehend, draw conclusions and make inferences. ➤ Explain the challenges faced by sailors on a voyage. ➤ Identify the rhyming scheme and poetic devices. ➤ Describe the beautiful and natural creations of God. ➤ Explain the purpose, features and format of a notice. ➤ Explain the purpose and format of Diary Entry. ➤ Strengthen speaking competency and develop effective communication skills. 	<ul style="list-style-type: none"> ➤ Explain how and why a pair of rocs took revenge against the people on the ship. ➤ Analyse the underlying meaning of the poem ➤ Identify, compare and contrast different poetic devices. (Simile, alliteration, hyperbole, personification) ➤ Compare and contrast the materialistic world and blissful nature. ➤ Draft a notice using correct format. ➤ Learn to express feelings and opinions in the form of diary entry. 	
JULY	Ch 7- Nonsense Literature Ch 8- The Boy and The Cat Ch 9-The Old Oak Tree Grammar- Negative and Interrogative of verbs. Direct and Indirect Speech Writing- Informal letter ASL-Speaking Skills	28	Ch 7- Nonsense Literature Storyline, Chapter highlights, Question Time, Words in Use. HOTS- A stuffed figure is a toy made of cloth and filled with soft material like cotton. Illustrate the reasons why Alice think that Humpty Dumpty is a stuffed figure. Ch 8-The Boy and The Cat Storyline, Chapter highlights, Question Time, Words in Use. Ch 9-The Old Oak Tree About the poet, rhyming scheme, poetic devices and critical appreciation of the poem. Grammar- Explanation of the topic, Practice exercise (Pg-57-59) Direct and Indirect Speech- Explanation, exercises (Pg. 66 & 67) Writing- Informal letter (Pg-60) Speaking:- Let's Talk (Pg 68)	<ul style="list-style-type: none"> ➤ Explain the main event of the story ➤ Analyse the features of nonsense literature ➤ Make personal connections with texts, comparing ideas and information. ➤ Explain the poetic devices. (repetition and apostrophe) ➤ Learn to use the negative forms of the verbs in a correct way. ➤ Define and distinguish direct and indirect speech. ➤ List the rules and exceptions of converting direct speech to indirect speech. ➤ Explain the purpose, format and features of informal letter. ➤ Strengthen speaking skills. 	<ul style="list-style-type: none"> ➤ Read the extract aloud and comprehend its central idea. ➤ Explain the reason why Alice was standing with her hands ready to catch Humpty Dumpty. ➤ Explain why the narrator lose his temper. ➤ Identify examples of repetition and apostrophe from the poem. ➤ Correct usage of negative form of the verbs. ➤ Identify and distinguish between direct and indirect speech. ➤ Learn the rules of changing different types of sentences from direct speech to indirect speech. ➤ Learn to write letter according to proper format. ➤ Develop creative writing skills. ➤ Express oneself and communicate effectively. 	

AUGUST	Ch 10- Ulysses and Polyphemus Ch 11- Mining, Not Stealing Grammar- Tenses Writing- Formal letter of Request ASL- Speaking Listening	28	Ch 10- Ulysses and Polyphemus Storyline, Chapter highlights, Question Time, Words in Use. HOTS- Analyse the character of Ulysses giving examples from the story. Ch 11-Mining and Not Stealing Storyline, Chapter highlights, Question Time, Words in Use. HOTS- Bobbie and Phyllis were devoted to their brother. Justify. Grammar- Tenses-Forms, uses, functions, explanation, exercises. (Pg-90-92) Writing- Formal letter of Request (Pg 82) ASL- Speaking: Let's Talk (Pg-81) Listening (Pg- 92) Activity- Art Integrated Learning (Ch 10-Ulysses and Polyphemus) Prepare a chart about any legendary hero in Indian Mythology. Activity- Sports Integrated (Ch 11- Mining, Not Stealing) Make a scrabble and write instructions how to play it. Take help of your Sports educator.	<ul style="list-style-type: none"> ➤ Explain the main events of the story. ➤ Discuss the consequence of being vain. ➤ Understand the challenges, financially weak people have to face in their daily lives. ➤ Identify the uses of different tense forms. ➤ Explain the purpose, format and features of Informal letter of request. ➤ Strengthen speaking and listening skills. 	<ul style="list-style-type: none"> ➤ Read the extract aloud and comprehend its central idea. ➤ Justify the saying 'Brains are better than brawn.' ➤ Learn the value of money and importance of using resources mindfully. ➤ Learn the correct usage of verbs with respect to time and action. ➤ Learn to write letters according to the proper format. ➤ Develop creative writing skills. ➤ Learn to express, listen, infer and comprehend. 	UT1 Lit-Ch-1,2 &3 Gr- Subject-Verb Agreement Writing Skills Paragraph Writing PT1 Lit-Ch- 4,5,6 &7 Gr-Ch-7,8,9 &16 Writing Skills Diary Entry
SEPTEMBER	Lit- Spotlight 1 Lit- Revision Grammar- Revision Writing- Revision Reading- Revision	14	Spotlight 1 Confusing words, synonyms, Lit, Grammar & Writing- Revision	<ul style="list-style-type: none"> ➤ Acquaint the students with the question pattern. ➤ Help students analyse their preparation and focus on their weaker areas. 	<ul style="list-style-type: none"> ➤ Develop understanding of Question Paper. ➤ Learn time management during the examination. 	T1 Lit-Ch- 1 to 11 Gr- Subject-Verb Agreement Ch-6,7,8,9 &16 Writing Skills Paragraph Writing Diary Entry Letter Writing

OCTOBER	<p>TERM 2 Ch 12- Whitey Ch 13- Anne's Misadventure Grammar- Adverbs and their order.</p> <p>Writing – Formal letter of Complaint</p>	28	<p>Ch 12-Whitey Storyline, Chapter highlights, Question Time, Words in Use. HOTS-Penrod considers Whitey among the best horses. Do you agree to it? Justify your answer giving examples from the story. Ch 13- Anne's Misadventure: Storyline, Chapter highlights, Question Time, Words in Use. HOTS-To get into a scrap is to get into a difficult situation due to one's silly behaviour. Does Anne keep getting into scrapes? Construct your opinion based on the incidents in the story. Grammar-Adverbs and their order. Explanation, exercises. (Pg-78-80) Writing-Letter of Complaint-Purpose, format, rules, guidelines and sample answer. (Pg 69) Ref Reading: The Conceited Python by Ruskin Bond Activity:- Art Integrated Learning Integrated With Maths Prepare a brochure on five traditional cuisines of Goa/ Jharkhand. Parents Involvement.</p> <ul style="list-style-type: none"> • Prepare a video of 2-3 min on any one cuisine of Jharkhand highlighting the following • Ingredients and amount used • Use of measuring jar, weighing balance and other equipment (tbsp, tbsp weights etc.) • Use of concepts of weights, ratio, fraction, percentage • Description of recipe. • Take help of your parents. 	<ul style="list-style-type: none"> ➤ Explain the main events of the story. ➤ Explain why Penrod wanted to keep the horse. ➤ Discuss the role of women in society as displayed by Anne. ➤ Learn to take stand for themselves and speak for what is right. ➤ Identify and use adverbs as modifiers to express time, place, manner, degree and frequency. ➤ Explain the purpose, format, and features of Informal letters. 	<ul style="list-style-type: none"> ➤ Explain the main events of the story. ➤ Make personal connections with the text, comparing ideas and information. ➤ Draw real life lessons from the character of Anne. ➤ Analyse that unique and original self is worth celebrating. ➤ Draw inspiration from the character of Anne Shirley. ➤ Explain the role and functions of adverbs and use it correctly. ➤ Learn to write letter of complaint as per the given format. 	
NOVEMBER	<p>Ch 14- Abou Ben Adhem Ch 15-Sabor's Cub Grammar- Adjectives, degree of comparison and order Writing- Descriptive essay ASL-Listening</p>	28	<p>Ch 14- Abou Ben Adhem Explanation of the poem, central idea, critical appreciation of the poem, Question Time. Ch 15- Sabor's Cub Storyline, Chapter highlights, Question Time, Words in Use HOTS-Sabor attacked the intruder and both of them died. Was this her usual reaction to the scent of a human being? What would she have done under different circumstances? Discuss. Grammar- Explanation of the topic, exercises. (Pg-104-106) Writing- Guidelines, purpose and format of descriptive essay. (Pg-138) Activity Subject Enrichment ASL- Listen and learn. (Pg-127)</p>	<ul style="list-style-type: none"> ➤ Read, comprehend, draw conclusions and make inferences. ➤ Explain the poetic devices. ➤ Elaborate the importance of love for mankind. ➤ Explain the main event of the story. ➤ Explain the emotion of empathy with special reference to the protagonist of the story, 'Tarzan.' ➤ Identify adjectives and use it in correct order. ➤ Learn to write descriptive essays. ➤ Strengthen listening competency. 	<ul style="list-style-type: none"> ➤ Read the poem aloud with expressions and comprehend its central idea. ➤ Identify and pick examples of simile, alliteration. Enjambment, imagery. ➤ Explain 'The best service to God is to serve and love humanity'. ➤ Connect with the character of 'Tarzan' and draw from his experiences. ➤ Learn the correct usage of adjectives. ➤ Learn to describe a place, a person or event in an organised and effective manner. ➤ Learn to listen, infer and comprehend. 	

DECEMBER	Ch 16-Science and Serendipity Ch 17- Poem Pair Grammar- Prepositions Writing- Story Writing ASL- Speaking	28	Ch 16- Science and Serendipity Storyline, Chapter highlights, Question Time, Words in Use HOTS- Analyse the reason that drove Leeuwenhoek to make his discoveries. Ch 17- Poem Pair Explanation of the poem, central idea, critical appreciation of the poem, Question Time. Grammar- Explanation of the topic and exercises.(Pg-115 &116) ASL- Let's Talk (Pg- 137) Activity- Experiential Learning/ Art Integrated Learning (Ch 16-Science and Serendipity) Make a pictorial representation (collage, scrap book) of impact/ use of artificial intelligence. Refer:- Newspaper and Magazine Articles.	<ul style="list-style-type: none"> ➤ Illustrate few important scientific discoveries. ➤ Explain the experiments that led to new discoveries. ➤ Read, comprehend, draw conclusions and make inferences. ➤ Explain the poetic devices. ➤ Demonstrate their feeling and memories associated with bedtime stories by their mother. ➤ Identify prepositions and use it correctly. ➤ Strengthen speaking competency. 	<ul style="list-style-type: none"> ➤ Explain the meaning of Serendipity. ➤ Discuss some accidental and unintended scientific discoveries and inventions. ➤ Read the poem aloud with expressions and comprehend its central idea. ➤ Make personal connection with the poem and the children. ➤ Learn the correct usage of prepositions. ➤ Express oneself and communicate effectively. 	UT2 Lit- Ch- 12,13 &14 Gr-Ch- 13 Writing Skills Letter Writing
JANUARY	Ch 18- The Seven Cream Jugs Ch 19- Macbeth Grammar- Conjunction Determiners Writing- Story Writing	28	Ch 18-The Seven Cream Jugs Storyline, Chapter highlights, Question Time, Words in Use HOTS- Compare and contrast between Wilfrid's behaviour and that of his hosts on the evening the passing traveller was being entertained. Ch 19-Macbeth Storyline, Chapter highlights, Question Time, Words in Use. HOTS- Lady Macbeth said to him,"Be bright and jovial among your guests tonight." When and why did Lady Macbeth make this suggestion to her husband? Grammar- Explanation of the topic, exercise (Pg-126 & 127) (Pg-135-137) Writing- Story Writing (Pg 151& 164) Activity:- Art Integrated / Experiential Learning (Ch 19- Macbeth) Use a shoebox to create a diorama model of the three witches telling Banquo and Macbeth their prophecies.	<ul style="list-style-type: none"> ➤ Explain the main events of the story. ➤ Discuss the saying, 'Don't judge a book by its cover.' ➤ Discuss 'loyalty' as one of the most important moral values. ➤ Identify and use determiners accurately. ➤ Identify different types of conjunctions. ➤ Learn to write stories by organising key points or outlines of the story according to Freytag's Pyramid. 	<ul style="list-style-type: none"> ➤ Read the extract aloud and comprehend its central idea. ➤ Explain that a person should not be judged by their name or outward appearance. ➤ Analyse that the destruction wrought when ambition goes unchecked by moral constraints. ➤ Learn the correct usage of determiners. ➤ Learn the correct usage of conjunctions. ➤ Develop creative writing skills. 	PT2 Lit- Ch-15,16,17 &18 Gr-Ch-3,14 &15 Writing Skills Story Writing
FEBRUARY	Lit- Spotlight 1 Lit-Revision Grammar-Revision Writing: Revision	14	Spotlight 2 Correct use of that/who, who/whom, that/which, using a comma, using a colon. Lit, Grammar & Writing- Revision	<ul style="list-style-type: none"> ➤ Acquaint the students with the question pattern. ➤ Help students analyse their preparation and focus on their weaker areas. 	<ul style="list-style-type: none"> ➤ Learn or brush up on, revision and exam skill. ➤ Learn time management during the examination. 	T2 Lit-Ch-12 to 19 Gr-Ch - 3,13,14 &15 Writing Skills Descriptive Paragraph Letter Writing Story Writing

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CLASS: VII		BOOKS: प्रत्यूष , बाल महाभारत और व्याकरण भारती।				
SUBJECT : Hindi						
MONTH	CHAPTER	No. of Peri ods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	प्रत्यूष:- 1.आभार 2.मेरा मित्र: अनादि महाभारत:- 1.महाभारत कथा 2.देवव्रत 2.भीष्म प्रतिज्ञा 3.अंबा और भीष्म 4. विदुर व्याकरण भारती:- 1.भाषा, बोली, लिपि और व्याकरण 2. वर्ण विचार 3.संधि	18	अनुभवजन्य क्रियाकलाप:- उच्चारण स्थान के आधार पर ध्वनियों का वर्गीकरण करते हुए एक चार्ट बनाकर कक्षा में लगाए। Skills :- मानवता, त्याग सहायता, सहयोग ,परोपकार और कर्तव्यनिष्ठता।	•सामाजिक सरोकार तथा सहयोग भावना की सीख देना। • साहित्य के प्रति रुचि, क्षमता एवं हुनर की भावना को विकसित करना लियो तोल्टोय के विचारों से अवगत करना। •हिंदी की वर्णमाला , उच्चारण स्थान तथा उसके सही प्रयोग के ज्ञान कराना। •पिता के प्रति कर्तव्य निष्ठ रहने की प्रेरणा देना।	•सामाजिक सरोकार तथा सहयोग भावना की सीख मिलेगी। • साहित्य के प्रति रुचि, क्षमता एवं हुनर की भावना विकसित होगी। •लियो तोल्टोय के विचारों से अवगत होंगे। हिंदी की वर्णमाला , उच्चारण स्थान तथा उसके सही प्रयोग का ज्ञान होगा। •पिता के प्रति कर्तव्य निष्ठ रहने का ज्ञान होगा।	

MAY	<p>प्रत्यूष :- 4..गोवा मुक्त महाभारत:- 1.कुंती 2. भीम व्याकरण भारती:- 37. निबंध लेखन 5.पर्यायवाची शब्द 32.अपठित गद्यांश</p>	12	<p>निबंध लेखन:- मोबाइल फोन Skills :- सृजनात्मक लेखन, संवैधानिक मूल्य, देश के विभिन्न संस्कृति एवं भौगोलिक क्षेत्रों की पहचान, और सूचना संग्रह आदि। SDG:- थलिय जीवों की सुरक्षा।</p>	<p>•स्वतंत्रता संग्राम के संघर्ष से परिचित कराना एवं भारत के गौरव को समझाना। • राष्ट्रीय भावना एवं देश प्रेम की भावना जागृत करना । •एक भारत श्रेष्ठ भारत के भाव को आत्मसात करने की प्रेरणा देना। •भाषा के अंतर्गत एक ही अर्थ प्रकट करने वाले विभिन्न प्रकार के शब्दों का ज्ञान होना।</p>	<p>•स्वतंत्रता संग्राम के संघर्ष से परिचित होंगे एवं भारत के गौरव को समझेंगे। • राष्ट्रीय भावना एवं देश प्रेम की भावना जागृत होगी । •एक भारत श्रेष्ठ भारत के भाव को आत्मसात करने की प्रेरणा मिलेगी। •भाषा के अंतर्गत एक ही अर्थ प्रकट करने वाले विभिन्न शब्दों का ज्ञान होगा।</p>	
JUNE	<p>प्रत्यूष:- 5.बेजुबान 6.समय महाभारत:- 1.द्रोणाचार्य 2.लाख का घर 3. पांडवों की रक्षा व्याकरण भारती :- 15.लिंग 36. पत्र लेखन 30.मुहावरे 4.शब्द विचार</p>	11	<p>विषय संवर्धन क्रियाकलाप:- पाठ के अतिरिक्त समय के महत्व को स्पष्ट करने वाली एक कविता कक्षा में प्रस्तुत करें। पत्र लेखन :- डाकिए की शिकायत करते हुए डाकपाल को पत्र लिखिए। SDG:- थलिय जीवन की सुरक्षा।</p>	<p>•पहाड़ी जीवन, प्राकृतिक सौंदर्य एवं बेजुबानों के प्रति दया भाव की सीख देना। •भारतीय संस्कृति एवं परंपराओं से परिचित कराना। •जीवन के प्रत्येक क्षेत्र में समय के महत्व मूल्यों के महत्व को समझना। •सफल जीवन के निर्माण में समय की भूमिका से परिचित होना। •वाक्य विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होना।</p>	<p>•पहाड़ी जीवन, प्राकृतिक सौंदर्य एवं बेजुबानों के प्रति दया भाव की सीख मिलेगी। •भारतीय संस्कृति एवं परंपराओं से परिचित होंगे। •जीवन के प्रत्येक क्षेत्र में समय के महत्व तथा मूल्यों के महत्व को समझने की सीख मिलेगी। •सफल जीवन के निर्माण में समय की भूमिका से परिचित होंगे। •भाषा विन्यास के दौरान लिंग के सही प्रयोग का ज्ञान होगा।</p>	

JULY	<p>प्रत्यूष:- 7.शुभचिंतक</p> <p>महाभारत:- 1.द्रौपदी स्वयंवर</p> <p>2.इंद्रप्रस्थ 3.जरासंध शकुनि का प्रवेश</p> <p>4.चौसर का खेल व द्रोपदी व्यथा</p> <p>व्याकरण भारती:- 6.विलोम शब्द</p> <p>11.उपसर्ग 12.प्रत्यय</p> <p>7.अनेकार्थी शब्द</p> <p>5.पत्र लेखन 32.अपठित पद्यांश</p>	22	<p>कला समेकित क्रियाकलाप:- चित्रों के माध्यम से विलोम शब्द को कॉपी में स्पष्ट करें।</p> <p>पत्र लेखन :- व्यायाम के महत्व को बताते हुए अपने छोटे भाई को पत्र लिखिए।</p>	<p>•कथनी और करनी में अंतर की धारणा से परिचित करना।</p> <p>•आधुनिक जनजीवन के स्वार्थ लाभ की मनोदशा को समझाना ।</p> <p>•वाकपटुता एवं व्यंग भाषा शैली से परिचित कराना।</p> <p>•जुआ जैसे खेलों का दुष्परिणाम तथा कुटिलता के दुष्परिणाम से अवगत करना।</p> <p>•उपसर्ग तथा प्रत्यय के अंतर का ज्ञान कराना।</p>	<p>•कथनी और करनी में अंतर की धारणा से परिचित होंगे।</p> <p>•आधुनिक जनजीवन के स्वार्थ लाभ की मनोदशा को समझेंगे ।</p> <p>•वाकपटुता एवं व्यंग भाषा शैली से परिचित होंगे।</p> <p>•जुआ जैसे खेल के दुष्परिणाम तथा कुटिलता के दुष्परिणाम से अवगत होंगे।</p> <p>•उपसर्ग तथा प्रत्यय के अंतर का ज्ञान होता होगा।</p>	<p>1st UT</p> <p>प्रत्यूष:-</p> <p>1.आभार 2.मेरा मित्र: अनादि</p> <p>महाभारत:-</p> <p>1.महाभारत कथा 2.देवव्रत</p> <p>2.भीष्म प्रतिज्ञा</p> <p>3.अंबा और भीष्म</p> <p>4. विदुर</p> <p>व्याकरण भारती:-</p> <p>1.भाषा, बोली, लिपि और व्याकरण</p> <p>2. वर्ण विचार</p> <p>3.संधि</p>
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AUGUST	<p>प्रत्यूष :- 8.वहअपना</p> <p>महाभारत:- 1.धृतराष्ट्र की चिंता</p> <p>2.भीम और हनुमान</p> <p>3.द्वेष करने वालों का जी नहीं भरता 4.मायावी सरोवर</p> <p>5.यक्ष प्रश्न व्याकरण भारती:-</p> <p>13.समास 14.संज्ञा 17.कारक</p> <p>37.निबंध लेखन।</p>	23	<p>विषय संवर्धन</p> <p>क्रियाकलाप:-बाल श्रम को रोकने के लिए सरकार द्वारा समाज सुधार संस्थाओं द्वारा किए गए कार्य की सूची बनाएं।</p> <p>निबंध लेखन :- स्वतंत्रता दिवस</p>	<ul style="list-style-type: none"> •बालश्रम की समस्या, संघर्ष एवं संकल्पना जीवन से परिचित कराना। •सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझने की प्रेरणा देना। •विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होना। •भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझाना । •भीम तथा हनुमान के बल से अवगत कराना। •पुत्र मोह से होने वाले नुकसान से अवगत कराना 	<ul style="list-style-type: none"> •बालश्रम की समस्या, संघर्ष एवं संकल्पना जीवन से परिचित होंगे। •सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझने की प्रेरणा मिलेगी। •विभिन्न प्रकार के संज्ञा शब्दों का ज्ञान होगा। •भाषा के अंतर्गत समास, समास भेद तथा विग्रह करना समझेंगे। •भीम तथा हनुमान के बल से अवगत होंगे। •पुत्र मोह से होने वाले नुकसान से अवगत होंगे। 	<p>PT 1</p> <p>प्रत्यूष :-</p> <p>1.गोवा मुक्त,</p> <p>2.बेजुबान ,</p> <p>3.समय।</p> <p>महाभारत:-</p> <p>1.कुंती, 2.भीम</p> <p>3.द्रोणाचार्य4.लाख का घर तथा</p> <p>5.द्रौपदी स्वयंवर।</p> <p>व्याकरण भारती:-</p> <p>1.पर्यायवाची शब्द 2.मुहावरे</p> <p>3.शब्द विचार तथा</p> <p>4. पत्र लेखन</p>
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<p>SEPTEMBER</p>	<p>पुनरावृत्ति अर्धवार्षिक परीक्षा महाभारत :- 1.अज्ञातवास 2.प्रतिज्ञा पूर्ति 3.विराट का भ्रम व्याकरण भारती :- 18..सर्वनाम 37.निबंध लेखन 8.समश्रुत भिन्नार्थक शब्द</p>	<p>9</p>	<p>निबंध लेखन :- विज्ञापनों की दुनिया</p>	<p>•धैर्य के साथ चीजों को समझने की क्षमता को बढ़ाना। •कर्तव्य के प्रति निष्ठावान रहने की प्रेरणा देना। •स्व लेखन की कला विकसित करना। •भाषा के अंतर्गत एक ही समान सुनाई वाले शब्द भंडार को बढ़ाना तथा अर्थ समझाना।</p>	<p>•धैर्य के साथ चीजों को समझने की क्षमता बढ़ेगी । •कर्तव्य के प्रति निष्ठावान रहने की प्रेरणा मिलेगी। •स्व लेखन की कला विकसित होगी। •भाषा के अंतर्गत एक ही सामान सुनाई देने वाले शब्द भंडार बढ़ेंगे तथा अर्थ समझेंगे।</p>	<p>Term- 1 प्रत्युष 1.आभार 2.गोवा मुक्त 3.बेजुबान 4.समय 5.शुभचिंक 6.वह अपना महाभारत: पाठ शकुनि का प्रवेश से यक्ष प्रश्न तक व्याकरण भारती:- 1.अपठित गद्यांश 2.अपठित पद्यांश 3.पठित गद्यांश 4.पठित पद्यांश 5.पत्र लेखन 6.निबंध लेखन 7.विलोम शब्द 8.उपसर्ग 9.प्रत्यय 10अनेकार्थी शब्द 11.समास 12.संज्ञा 13.कारक 14. मुहावरे</p>
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OCTOBER	<p>प्रत्युष :- 9.रक्त का पंचनामा 11.चुनौती</p> <p>महाभारत :- 1.मंत्रणा 2.राजदूत संजय</p> <p>व्याकरण भारती:- 36.पत्र लेखन 7. अनेक शब्दों के बदले एक शब्द 30.लोकोक्तियां 19.विशेषण</p>	16	<p>अनुभवजन्य क्रियाकलाप :- ' रक्तदान ' शीर्षक पर चार्ट पेपर में स्लोगन लिखकर कक्षा में लगाएं।</p> <p>पत्र लेखन:- सफाई की अव्यवस्था के संबंध में नगर निगम के स्वास्थ्य अधिकारी को पत्र लिखें।</p> <p>SDG:- लोगों के लिए स्वास्थ्य तथा आरोग्यता ।</p> <p>Skills:- कर्मठता, परिश्रम ,लगन , विवेक और कार्य नियोजन सीखना।</p> <ul style="list-style-type: none"> ● स्वास्थ्य सुरक्षा तथा रक्तदान के लाभ से अवगत कराना । ● सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझाना। ● स्व-लेखन की कला को विकसित करना। ● वाक्यों को संक्षेप में लिखने की कला को सिखाना। ● भाषा को परिमार्जित रूप से लिखने की कला को विकसित करना। 	<ul style="list-style-type: none"> ● स्वास्थ्य सुरक्षा तथा रक्तदान के लाभ से अवगत होंगे । ● सामाजिक जिम्मेदारी एवं उत्तरदायित्व को समझेंगे। ● स्व- लेखन की कला विकसित होगी। ● वाक्य को संक्षेप में लिखने की कला सीखेंगे। ● भाषा को परिमार्जित रूप से लिखने की कला जानेंगे। 	
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NOVEMBER	<p>प्रत्युष :- 12.तीन शर्ते, 13.पेट्रोल का विकल्प महाभारत :- 1.शांतिदूत श्री कृष्ण 2. पांडवों और कौरवों का सेनापति 3.पहला दूसरा और तीसरा दिन 4.चौथा, पांचवा और छठा 5.सातवां आठवां और नवा दिन</p> <p>व्याकरण भारती:- 20.क्रिया 21.काल 22. वाच्य 37.निबंध लेखन 31.अपठित गद्यांश</p>	18	<p>अनुभवजन्य क्रियाकलाप:- कर्मठता संबंधित कुछ नारों के पोस्टर बनाकर कक्षा में लगाएं। निबंध लेखन:- हमारा आधार :हमारी पहचान SDG:-लोगों के लिए स्वास्थ्य तथा आरोग्यता। Skills:-सामाजिक व्यवहार धन की उपयोगिता , सोच समझकर कार्य करना , अवसर पहचानना तथा समय का महत्व समझना आदि,</p>	<p>•विषम परिस्थितियों में संघर्ष करना , अवसर की पहचान एवं समय के महत्व का आकलन कर आगे बढ़ने की सीख देना। •नैतिक एवं चारित्रिक जीवन मूल्यों की सीख देना। •विज्ञान के प्रति रुचि जिज्ञासा एवं कुतूहल पैदा करना •समस्या समाधान पर ध्यान केंद्रित कराना •अंतरविषयी ज्ञान एवं प्रासंगिक विषय से परिचित कराना। •स्व-लेखन की कला विकसित करना। •क्रोध करने के दुष्परिणाम तथा गलत निर्णय के दुष्परिणाम से अवगत करना।</p>	<p>UT 2 प्रत्युष:- 1.रक्त का पंचनामा 2.चुनौती तथा 3.तीन शर्ते महाभारत 1.अज्ञातवास 2. प्रतिज्ञा पूर्ति 3.विराट का भ्रम 4. मंत्रणा व्याकरण भारती: 1.सर्वनाम 2.अनेक शब्दों के बदले एक शब्द 3. लोकोक्तियां</p>
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<p style="text-align: center;">DECEMBER</p>	<p>प्रत्यूष :- 14.वर्तमान में भविष्य 15.सुनहरी किरण महाभारत :- 1.भीष्म शरशैल्या पर 2.12 दिन 3.अभिमन्यु 4.युधिष्ठिर की चिंता और कामना, भुरिश्वा, जयद्रथ और आचार्य द्रोण का अंत व्याकरण भारती:- 23.अविकारी शब्द:क्रिया विशेषण , 27.वाक्य विन्यास</p>	<p style="text-align: center;">19</p>	<p>विषय संवर्धन क्रियाकलाप:-कश्मीर को 'भारत का स्वर्ग' क्यों कहा जाता है ? अनुच्छेद लिखे। SDG:-जल एवं स्वच्छता।</p>	<p>•प्राकृतिक सौंदर्य एवं नैसर्गिक जीवन जीने की कला सिखाना। •अनुभवात्मक चिंतन की अभिव्यक्ति की सीख देना। • समाज के विभिन्न वर्गों के प्रति करुणा एवं सहयोग भावना की सीख देना। •कलात्मक सौंदर्य बोध से परिचित कराना। •भाषा के अंतर्गत वाक्य विन्यास की कला का ज्ञान कराना।</p>	<p>•प्राकृतिक सौंदर्य एवं नैसर्गिक जीवन जीने की कला सीखेंगे। •अनुभवात्मक चिंतन की अभिव्यक्ति की सीख मिलेंगी।। • समाज के विभिन्न वर्गों के प्रति करुणा एवं सहयोग की भावना जागृत होगी। •कलात्मक सौंदर्य बोध से परिचित होंगे। •भाषा के अंतर्गत वाक्य विन्यास की कला का ज्ञान होगा।</p>	
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JANUARY	<p>प्रत्युष :- 16.जरूरत जो बन गई मुसीबत</p> <p>महाभारत :- 1.कर्ण और दुर्योधन भी मारे गए 2. अश्वत्थामा 3. युधिष्ठिर की वेदना 4. पांडवों का धृतराष्ट्र के प्रति व्यवहार 5. श्रीकृष्ण और युधिष्ठिर</p> <p>व्याकरण भारती:- 28.वाक्य रचना की सामान्य अशुद्धियां 29.विराम चिन्ह 36. पत्र लेखन 10.एकार्थी प्रतीत होने वाले शब्द 32.अपठित पद्यांश</p>	19	<p>कला समेकित क्रियाकलाप :- विराम चिन्ह को चित्र तथा एक एक उदाहरण द्वारा कॉपी में स्पष्ट करें ।</p> <p>पत्र लेखन :- नव वर्ष की शुभकामना देते हुए अपने नानाजी को पत्र लिखें।</p> <p>SDG: थलिय जीवों की सुरक्षा।</p>	<p>•वैज्ञानिक चिंतन के प्रति जागरूक करना।</p> <p>•पर्यावरण के गंभीर चुनौती को समझने एवं प्लास्टिक से होने वाले नुकसान के प्रति सावधान रहने की सीख देना ।</p> <p>•समसामयिक विषयों से परिचित कराना।</p> <p>•भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण का ज्ञान होना।</p> <p>•साहित्य के अंतर्गत पद्य विधा की समझ को बढ़ाना।</p> <p>•भाषा के अंतर्गत शब्द भंडार तथा उसके समझ की वृद्धि करना।</p>	<p>•वैज्ञानिक चिंतन के प्रति जागरूक होंगे।</p> <p>•पर्यावरण के गंभीर चुनौती को समझने एवं प्लास्टिक से होने वाले नुकसान के प्रति सावधान रहने की सीख मिलेगी ।</p> <p>•समसामयिक विषयों से परिचित होंगे।</p> <p>•भाषा के अंतर्गत त्रुटि रहित वाक्य निर्माण की कला का ज्ञान होगा।</p> <p>•साहित्य के अंतर्गत पद्य भाग की समझ बढ़ेगी।</p> <p>•भाषा के अंतर्गत शब्द भंडार तथा उसकी समझ में वृद्धि होगी।</p>	<p>PT 2 प्रत्युष 1. तीन शर्तें 2.पेट्रोल का विकल्प 3.वर्तमान में भविष्य 4.सुनहरी किरण</p> <p>महाभारत 1.राजदूत संजय 2.शांतिदूत श्री कृष्ण 3.पांडव और कौरवों का सेनापति 4.पहला दूसरा और तीसरा दिन</p> <p>व्याकरण भारत 1.विशेषण, 2. क्रिया विशेषण 3.वाक्य विन्यास 4. पत्र लेखन</p>
FEBRUARY	पुनरावृत्ति वार्षिक परीक्षा	6				T1+T2

SURENDRANATH CENTENARY SCHOOL, RANCHI
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CLASS: VII SUBJECT: SANSKRIT			BOOKS: संस्कृतस्य मित्रम् 2			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	1.कारकावृत्ति: 2.कवेः वृत्तम्	8	<p>पाठ 1.</p> <ul style="list-style-type: none"> कारक,व कारक के प्रकार। श्लोक-वाचन व अर्थ,अभ्यास कार्य <p>पाठ 2.</p> <ul style="list-style-type: none"> इकारान्त पुल्लिङ्ग शब्द वाचन-अर्थ, अभ्यास कार्य <p>अनुभवजन्य शिक्षण (Ex. Lr.)</p> <p>कारक चिन्हयुक्त शब्दों का प्रयोग ।</p> <p>ASL- श्लोक -श्रवण-वाचन ।</p> <p>रचनात्मक कौशल -</p> <p>समान शब्द रूप लेखनकला-ज्ञान।</p> <p>(कवि, रवि, मुनि)</p>	<p>पाठ 1 •सर्वप्रथम कारक क्या है ,स्पष्ट करते हुए कारक के चिन्हयुक्त शब्दों द्वारा कारक बताना व समान चिन्हों में अन्तर स्पष्ट करना।</p> <ul style="list-style-type: none"> श्लोक का वाचन कर अर्थ स्पष्ट करना। व्याकरण के अन्तर्गत विलोम,विभक्ति-वचन का अभ्यास। <p>पाठ 2 • इकारान्त पुल्लिङ्ग शब्द-ज्ञान।</p> <ul style="list-style-type: none"> पठन-लेखन कौशल। समान स्वरान्त शब्द रूप का ज्ञान 	<ul style="list-style-type: none"> कारकों के ज्ञान-बोध से नैतिक विकास। चिन्हयुक्त शब्दों से कारक को पहचानने में सक्षम। समान चिन्हों (को, से)के मध्य अन्तर स्पष्ट होना। वाचन व श्रवण कौशल का विकास। अभ्यास-कार्य के अन्तर्गत व्याकरण में निपुण। 	
MAY	3.एषः बीजः आसीत्। (प्रथमपुरुष, मध्यमपुरुष, उत्तम पुरुष)	4	<ul style="list-style-type: none"> भूतकाल (लङ्ग लकार)के अर्थ में लङ्ग लकार में धातुरूप- प्रथमपुरुष (वाचन-अर्थ अभ्यास-कार्य),अव्यय शब्द-ज्ञान। 	<ul style="list-style-type: none"> क्रिया(धातु) का रूप भूतकाल में स्पष्ट करने हेतु धातु के पश्चात प्रत्यय (अत्,ताम्,अन्....) जोड़ना। प्रथमा विभक्ति (कर्ताकारक-कर्तृपद) स्पष्ट करना शुद्धोच्चारण। 	<ul style="list-style-type: none"> भूतकाल (लङ्गलकार) में धातुरूप को पढ़ने, लिखने, समझने में सक्षम। कर्तृपद-कर्ताकारक का भली-भाँति ज्ञान-बोध। शुद्ध वाचन कौशल क्षमता का 	

			Ex.Lr.(अनुभवजन्य शिक्षण) पर आधारित छात्र चित्र पर आधारित कथा लेखन करेंगे। Skill: पठन-लेखन-श्रवण कौशल।	•विभिन्न अव्यय शब्दों का परिचय।	विकास। •रचनात्मक कौशल का विकास।	
JUNE	3.एषः बीजः आसीत्। (प्रथमपुरुष, मध्यमपुरुष, उत्तम पुरुष)	4	•युष्मद् शब्द के साथ मध्यमपुरुष की क्रियारूप का प्रयोग। • अस्मद् शब्द के साथ उत्तमपुरुष की क्रिया रूप का प्रयोग। SUB.Enr. : लकार व वचन परिवर्तन	•युष्मद् शब्द रूप(मध्यमपुरुष)से परिचय व उसके प्रथमा विभक्ति(कर्तृपद)से धातुरूप के मध्यमपुरुष का मेल स्पष्ट करना। • अस्मद् शब्द रूप (उत्तमपुरुष)से परिचय व उसके प्रथमा विभक्ति (कर्तृपद) से धातुरूप के उत्तमपुरुष का मेल। • लट्लकार से लङ्गलकार में परिवर्तन। • वचन परिवर्तन।	•मध्यम व उत्तमपुरुष के कर्ताकारक (कर्तृपद) का ज्ञान-बोध। •कर्ताकारक और क्रिया के मेल में कुशल। •लकार व वचन परिवर्तन में पारंगत।	
JULY	7.शिष्यःएकल व्यः	8	•क्त /क्तवतु प्रत्यय स्पष्ट करना। •शुद्ध वाचन, अर्थ स्पष्ट। •गुरु-शिष्य परंपरा । कथा वाचन कौशल छात्र प्रस्तुत पाठ को कथा के रूप में प्रस्तुत करेंगे। Sub.Enr.(विषय संवर्धन गतिविधयः) सृजनात्मकता। Skill : वाचन-श्रवण कौशल।	•भूतकाल में क्रिया को बताने के लिए लङ्गलकार के अतिरिक्त क्त और क्तवतु प्रत्ययों का प्रयोग। •शुद्ध वाचन व अर्थ स्पष्ट करना। •लकार परिवर्तन।	•प्रत्यय का समुचित ज्ञान-बोध। •शुद्ध वाचन - कौशल का विकास। •लकार परिवर्तन में परिपक्वता। •नैतिकता का विकास।	1st UT : पाठ 1 कारकावृत्ति:
AUGUST	8.वनं गच्छति	8	•अव्यय स्पष्ट कर पाठ से अव्यय शब्द अर्थ सहित बताना।	•अव्यय स्पष्ट करना। •वाक्य में प्रयोग। •शुद्धोच्चारण	•अव्यय-प्रयोग में कुशल। •शुद्ध वाचन कौशल। •वाक्य रचना में सक्षम	

			<p>•शुद्धवाचन-कौशल,लेखन कलाज्ञान।</p> <p>Lr.Ex.(अनुभवजन्य शिक्षण)</p> <p>व्याकरणेन,</p> <p>सृजनात्मक विकास : चित्र को समझ अव्यय प्रयोग द्वारा वाक्य रचना।</p>	<p>•शब्द को जोड़कर उचित वाक्य निर्माण।</p>		
SEPTEMBER	<p>•बालपृष्ठम् (अभ्यास प्रश्न पत्र)</p>	4	<p>अभ्यास प्रश्न पत्र के अन्तर्गत शंकाओं का समाधान करना।</p>	<p>•अभ्यास प्रश्न पत्र समाधान।</p>	<p>•छात्र स्वयं प्रश्न पत्र हल करने में निपुण।</p>	<p>1st PT</p> <p>1.कारकावृत्ति:</p> <p>3.एषः बीजः आसीत् (लङ्ग लकार तीनों पुरुषों में)</p> <p>TERM-1</p> <p>पाठ -</p> <p>2,3,4,5,7,8</p>
OCTOBER	<p>9.विद्यालयः उत आनन्दालयः</p>	6	<p>•कर्म कारक, द्वितीया विभक्ति उपपद</p> <p>•वाचन व अर्थ ,•अभ्यास-कार्य</p> <p>लेखनकला-ज्ञान : अनुच्छेद 'मम विद्यालयः'</p>	<p>•कर्मकारक द्वितीया विभक्ति स्पष्ट करना।</p> <p>•उपपद द्वितीया वि• स्पष्ट करना।</p> <p>•कठिन शब्दों का शुद्धोच्चारण।</p> <p>•उचित शब्द रूप का प्रयोग।</p>	<p>•द्वितीया विभक्ति व उपपद द्वितीया वि• का सम्यक ज्ञान।</p> <p>•श्रवण,वाचन, लेखन कौशल का विकास।</p>	<p>2nd UT :</p> <p>पाठ 9</p> <p>विद्यालयः उत आनन्दालयः</p>
NOVEMBER	<p>10.पर्यटनेन लाभः</p>	7	<p>•करण कारक, तृतीया उपपद विभक्ति</p> <p>•वाचन व अर्थ •अभ्यास-कार्य</p> <p>रचनात्मक कार्य : देश के किसी पर्यटन स्थल का सचित्र वर्णन(पञ्च वाक्येषु)</p> <p>विभिन्न विभागों के ध्येय वाक्य....पर्यटन विभाग- अतिथि</p>	<p>•करण कारक- तृतीया विभक्ति ,उपपद तृतीया विभक्ति स्पष्ट करना।</p> <p>•शुद्ध वाचन व अर्थ स्पष्ट करना।</p>	<p>•करण कारक व तृतीया विभक्ति एवं उपपद तृतीया वि• का सम्यक ज्ञान।</p> <p>• शुद्ध पठन-लेखन,श्रवण कौशल का विकास।</p> <p>•भारत के विभिन्न संस्थानों के ध्येय वाक्यों का ज्ञान-बोध।</p> <p>•लेखन कौशल विकास।</p>	

			देवो भव			
DECEMBER	11.ज्ञानाय गच्छत	6	<ul style="list-style-type: none"> •संप्रदान कारक, चतुर्थी उपपद विभक्ति •वाचन व अर्थ । •'रुच्' धातु का प्रयोग •Art.Int.(कलासमेकित शिक्षण) काशी नगरी के पर्यटन स्थलों का सचित्र वर्णन।	<ul style="list-style-type: none"> •कर्मकारक चिन्ह व संप्रदान कारक चिन्ह के अर्थ में अन्तर स्पष्ट करना। •उपपद चतुर्थी विभक्ति। •शुद्ध वाचन व अर्थ स्पष्ट। 	<ul style="list-style-type: none"> •'को' चिन्ह के अर्थ का सम्यक ज्ञान बोध। •शुद्ध वाचन कौशल। •वर्णात्मक कौशल का विकास। 	
JANUARY	12.लोभात् क्रोधः प्रभवति	8	<ul style="list-style-type: none"> •अपादान कारक, पंचमी उपपद विभक्ति •श्लोकवाचन व अर्थ Life Skill : •क्रोध पर संयम के उपाय 	<ul style="list-style-type: none"> •'से' चिन्ह का अर्थ व अन्तर स्पष्ट करना •अपादान कारक व पंचमी उपपद विभक्ति का सम्यक ज्ञान-बोध। •लयबद्ध श्लोक वाचन कौशल। •भिन्न-भिन्न विधियों द्वारा क्रोध पर संयम पाना। 	<ul style="list-style-type: none"> •करण कारक के 'से' में और अपादान अपादान कारक के 'से' में अन्तर स्पष्ट। •लयबद्ध श्लोक वाचन का कौशल 	2nd PT पाठ- 9,10
FEBRUARY	पुनरावृत्ति	4	पठित पाठों का पुनःअभ्यास कराना। Ex.lr.(अनुभवजन्य शिक्षण)	<ul style="list-style-type: none"> •अभ्यास कार्य के आधार पर प्रश्नोत्तर हल करने में सक्षम- कुशल। 		TERM II पाठ- 9,10,11,12, अभ्यास प्रश्न पत्र 3,4

SURENDRANATH CENTENARY SCHOOL, RANCHI
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CLASS: VII SUBJECT: MATHEMATICS			BOOKS : NCERT TOGETHER WITH NEW MATHEMATICS DRILL EXERCISE			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOME	UT/PT /T1
APRIL	CH-1: INTEGERS SDG: Quality Education	20	<ul style="list-style-type: none"> ➤ Revision of Number System ➤ Introduction of Integers. ➤ Representation of Integers on number line. Addition of Integers. ➤ Subtraction of integers, Multiplication of integers. (properties of multiplication). ➤ Division of Integers , properties of division of Integers). Application based questions.. <p>ACTIVITY- 1 Addition of integers by paper cutting and pasting method.</p> <p>Life Skills: Critical Thinking and Problem Solving</p>	<ul style="list-style-type: none"> ➤ Differentiate between whole numbers and integers and give concrete examples ➤ Represent integers on a number line and perform operations and verify properties of integers. ➤ Represent numbers with positive and negative signs and apply to various situations ➤ Apply properties of addition, subtraction and multiplication of integers and devise methods for easier. ➤ Apply rules of multiplication and division of integers and solve various arithmetic expressions and contextual 	Applies rules for multiplication and division in order to solve problems involving to integers with same or different signs. .	

				<p>problems.</p> <ul style="list-style-type: none"> ➤ Apply properties of division of integers and simplify arithmetic expressions. 		
MAY	CH-2: FRACTIONS & DECIMALS	14	<ul style="list-style-type: none"> ➤ introduction, various types of fractions, comparing fractions. Addition and subtraction of fractions. (Properties) ➤ Multiplication and Division of fractions (properties) <p>ACTIVITY- 2 to multiply fractions by colouring the paper.</p> <p>Experiential Learning : Students will be Given a paper to tear and colour its various part to find fractions.</p>	<ul style="list-style-type: none"> ➤ Define proper, improper and mixed fractions in order to distinguish between them ➤ Add or subtract two or more fractions. ➤ Multiply (or divide) numerator and denominator with the same number in order to write equivalent fraction. ➤ Invert a given fraction in order to find the smaller parts of the fraction. 	<p>Applies repeated addition and subtraction in order to interpret the division and multiplication of problems.</p> <p>Express of fraction as percentage and decimals in order to solve daily life problems</p>	
JUNE	CH-2: FRACTIONS & DECIMALS (contd.) CH-4 SIMPLE EQUATIONS	6 8	<p>CH-2: Addition, Subtraction,,Multiplication and division of decimals.</p> <ul style="list-style-type: none"> ➤ (Word Problem) <p>ACTIVITY- 3 to find the product of decimal numbers by colouring the papers</p>	<ul style="list-style-type: none"> ➤ Recall & apply concept of decimal representation and expansion in order to perform mathematical operations on decimal. ➤ Multiply fractions in order to compare the value of the product with the original fractions ➤ Find the intersection of 2 decimal numbers on the grid in order to represent their product 	<p>applies algorithm for multiplication and division in order to multiply and divide fractions /decimals</p>	

			<p>CH-4</p> <ul style="list-style-type: none"> ➤ Linear Equation, ➤ Solution of a linear Equation, ➤ Rules for solving equation ➤ Problems based on linear Equations. 	<ul style="list-style-type: none"> ➤ Multiply & Divide decimal numbers by 10, 100 and 1000 in order to infer left or right shift in decimal point. ➤ Use number and variable with different operations and express a real-life situation in the form of a simple linear equation. ➤ Explain the first step to be taken and separate the variable while solving the given equation ➤ Construct simple equations and solve them for the given problems /puzzles in the familiar or unfamiliar contexts . 	Use number and variable to solve puzzles in various real life situations.	
JULY	<p>CH-3:DATA HANDLING</p> <p>CH- 5: LINES AND ANGLES</p> <p>SDG: Quality Education</p>	<p>14</p> <p>14</p>	<p>Chapter -3</p> <ul style="list-style-type: none"> ➤ Introduction), Collection and Organisation of data. Mean, median and Mode. ➤ Bar Graph, Double Bar Graph, Probability (Terms related to probability, Empirical probability <p>Experiential Learning : Students will be given to find the mean mathematics marks of term 1 of their class .</p>	<ul style="list-style-type: none"> ➤ Collect, record and present data and organize experiences or information and draw inferences from them. ➤ Organize raw data into tabular form and make data easier to interpret. ➤ Calculate arithmetic mean,mode and calculate median of the data and find its position in the 	<p>represents data pictorially in order to interpret data using bar graph</p> <p>Calculate mean, median and mode in order to find various representative .</p>	<p>UT1</p> <p>CH-1</p> <p>INTEGER S,</p> <p>CH -2</p> <p>FRACTIO NS AND DECIMA LS</p>

			<p>Life Skills: By Survey(Self awareness)Life Skills: Integrity and Ethics</p> <p>Chapter-5</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Different angles, ➤ Properties of parallel lines. <p>ACTIVITY- 4 to find the complementary angles of the given angles.</p>	<p>data.</p> <ul style="list-style-type: none"> ➤ Calculate range of the data and know the spread of the data. ➤ Recall the concept of line, line segment and angles and identify them in the given figure. ➤ Examine different angles and identify complementary and supplementary angles. ➤ Describe adjacent angles and identify a pair of adjacent angles in the given angles ➤ Identify different types of angles and determine the measure of unknown angles in the given figure. ➤ Compare the given lines and distinguish between intersecting and parallel lines. ➤ Examine different angles and identify linear pair. ➤ Describe vertically opposite angles and their property and identify ➤ Use the properties of angles made by a transversal of parallel lines and determine the 	<p>classifies pairs of angles based on their properties in order describe linear , supplementary , complementary , adjacent and vertically opposite angles.</p> <p>applies the properties of linear, supplementary, complementary etc. Angle in order to find the values of one angle when the other one is given.</p> <p>verifies the properties of various pairs of angles formed when a transversal cuts two lines in order demonstrate the properties of angles when two lines are parallel</p>	
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OCTOBER	CH-7: COMPARING QUANTITIES SDG: Quality Education	16	<ul style="list-style-type: none"> ➤ introduction, Ratio, Terms of a ratio, Ratio in Simplest form, Unitary Method. ➤ Percentage and its application to convert a fraction into percentage, percentage as a ratio, Word problems ➤ Prices related to an item or buying /selling. Charge given on borrowed money or simple interest. ➤ Application of Simple Interest and profit and loss. <p>ACTIVITY- 7 to express part of a whole as fraction, ratio, decimal and percentage.</p> <p>Experiential Learning : Students will arrange small stalls and will sell and buy their own made things.</p>	<ul style="list-style-type: none"> ➤ Convert fractional and decimal numbers to percentage and make comparing of quantities easier ➤ Convert percentages to fractions or decimals and solve real life problems. ➤ Represent shaded part of a figure in the form of percentage and estimate the part of an area. ➤ Convert ratios to percentages and solve problems based on real life. ➤ Calculate increase or decrease in quantity as percentage and examine change in quantity based on real life problem. 	applies algorithm to calculate percentage in order to calculate profit loss and rate of interest in simple interest calculation	
NOVEMBER	CH-8: RATIONAL NUMBERS CH-11 : EXPONENTS AND POWERS	10 8	<p>CH-8</p> <ul style="list-style-type: none"> ➤ What are rational numbers, positive & negative Rational Numbers. ➤ Representation of Rational Numbers on a number line. ➤ Comparison of Rational Numbers. ➤ Rational Numbers between two Rational Numbers. ➤ Operations on Rational Numbers. ➤ Word Problem 	<ul style="list-style-type: none"> ➤ Define rational numbers and classify a number as a rational number. ➤ Represent integers in the form of numerator /denominator where denominator is non-zero and define rational numbers. ➤ Define positive and 	applies appropriate mathematics operations on rational numbers in order to solve problems related to daily life situation	

			<p style="text-align: center;">CH-11</p> <ul style="list-style-type: none"> ➤ Laws of exponents, ➤ Multiplying power with the same base, ➤ Taking power of a power ➤ Use of Exponents in expressing large numbers in standard form. <p>ACTIVITY- 8 to express exponents by paper folding.</p> <p>Life Skills: Critical Thinking and Problem Solving</p>	<p>negative rational numbers and classify a number as either of them.</p> <ul style="list-style-type: none"> ➤ Construct a number line and represent rational numbers on it. ➤ Apply the rules of rational numbers operations and simplify arithmetic operations. ➤ Describe exponential form of numbers and express numbers in exponential notation. ➤ Examine the exponential form of the given number and identify its base and exponent. ➤ Find prime factors of numbers and express them as the product of powers of prime factors. ➤ Represent large numbers in exponential form and read, understand and compare them easily. 	<p>applies properties of exponential number in order to simplify problems involving multiplication and division of large numbers</p>	
DECEMBER	<p>CH-10: ALGEBRAIC EXPRESSION</p> <p>CH12:</p>	<p>12</p> <p>7</p>	<p>CH-10</p> <ul style="list-style-type: none"> ➤ Algebraic Expression, Variables, Constant, terms, Types of Alg. expression ,addition ➤ Subtraction, finding the values. Use of Algebraic 	<ul style="list-style-type: none"> ➤ Describe algebraic expressions and distinguish them from arithmetic expression. ➤ Combine variables and constants in order to form 	<p>applies algebraic properties in order to add / subtract to algebraic expressions.</p>	<p>UT2</p> <p>CH -7</p> <p>COMPRIN</p>

	SYMMETRY SDG: Quality Education		<p>Expression</p> <p>ACTIVITY- 9 to make pattern of different shapes using matchsticks</p> <p>ART INTEGRATION: Determine ratio for paint mixing Life Skills: Daily life Situation</p> <p>CH12</p> <ul style="list-style-type: none"> ➤ Introduction, Lines and Rotational symmetry. Order of Rotational Symmetry. <p>ART INTEGRATION: Rotational Symmetry and Art. Students can use any medium they desire, such as clay, paint, coloured pencils or collage.</p> <p>ACTIVITY- 9 reflection and rotational symmetry of an equilateral triangle. Life Skills: Creativity</p>	<p>an algebraic expression for the given statement.</p> <ul style="list-style-type: none"> ➤ Examine the given algebraic expressions and classify them as monomial, binomial, trinomial, polynomial. ➤ Add AND subtract algebraic expressions and determine their sum. ➤ Use the given value of variable(s) and evaluate the algebraic expression ➤ Examine regular polygons and determine their lines of symmetry. ➤ Give example(s) for rotational symmetry and describe their center of rotation and the direction of rotation and order of rotation. 	<p>apply the similarity rules in order to explain the congruency of triangles on the basis of the information given about them (like SSS, SAS, ASA, RHS)</p>	G QUANTITIES
JANUARY	CH-9 PERIMETER AND AREA SDG: Quality Education	19	<ul style="list-style-type: none"> ➤ Revision, Area of rectangle and Square, area between two Rectangles, area of a Parallelogram area of a Triangle. ➤ Circumference and area of Circle Applications <p>ACTIVITY- 10 to determine the area of a closed figures</p>	<ul style="list-style-type: none"> ➤ Describe the area and perimeter of plane figures and find the same for square and rectangle. ➤ Give example(s) and explain that increase in perimeter of a plane figure does not always mean that area will also increase 	<p>applies properties of simple shape in order to calculate the areas of the regions in closed in a rectangle and a square</p>	PT2 CH-8 RATIONAL NUMBERS CH-11 EXPONENTS AND POWERS

			<p>with the help of isometric dot paper.</p> <p>Life Skills: Critical Thinking and Problem Solving.</p>	<ul style="list-style-type: none"> ➤ Develop and apply a formula and determine the area of triangle as half of the area of a rectangle. ➤ Use unit square grid sheets and determine the perimeter and area square & rectangles. ➤ Develop and apply a formula and determine the area of triangle as half of the area of a rectangle. ➤ Use direct or indirect methods to find the circumference of circle, semicircle. ➤ Examine area and perimeter of different figures and find solution for real life problems 		
FEBRUARY	Revision		<ul style="list-style-type: none"> • Doubt Clearance • Previous years Question Papers 			TERM I I EXAM CH- 7,8,9,10,11, 12

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CLASS: VII SUBJECT: PHYSICS			BOOKS: 1.NCERT SCIENCE TEXTBOOK 2. SCIENCE (PRACHI)			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CH-3-HEAT	8	<ul style="list-style-type: none"> ➤ Definition of heat, how hot or cold ?,temperature ➤ Clinical and laboratory thermometer, Precautions in using a laboratory and clinical thermometer ➤ Comparison between laboratory and clinical thermometer, transfer of heat(conduction) ➤ Transfer of heat (CONDUCTION) <p style="text-align: center;">ACTIVITY -1 EXPERIENTIAL LEARNING - (show that our sense of touch may misinform us about the temperature of an object (here take water).</p> <p style="text-align: center;">ACTIVITY -2 EXPERIENTIAL LEARNING – To show the process of conduction of heat-how the heat transferred from one body to another through this process. skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> ➤ Categorize a given substance as hot & cold by a reliable measure (using temperature without touching). ➤ Distinguish the Clinical thermometer from Laboratory thermometer (range, units of measurement). Examine the need for Laboratory thermometer while doing experiments in the laboratories. ➤ List precautions while using a clinical and laboratory thermometer in order to identify the role of a kink. ➤ Observe the heating and cooling of objects in order to describe conduction. 	Students will be able <ul style="list-style-type: none"> ➤ to compare a given substance as hot & cold . ➤ to distinguish the Clinical thermometer and Laboratory thermometer . ➤ to describe the need of Laboratory thermometer while doing experiments in the laboratories. ➤ to enlist the role of kink in Clinical thermometer ➤ to describe the transfer of heat through conduction 	
MAY	CH-3-HEAT	4	Transfer of heat (convection and radiation process),	<ul style="list-style-type: none"> ➤ to explain convection & radiation. ➤ Apply the concept of convection to heating of land and water in order to predict the description of land and sea breeze. 	<ul style="list-style-type: none"> ➤ to describe the transfer of heat through convection & radiation process. ➤ to apply the concept of convection to heating of land and water in order to predict the description of land and sea 	

				<ul style="list-style-type: none"> ➤ Explain why a substance remains in the same temperature in a Thermos flask or vacuum bottle 	breeze. <ul style="list-style-type: none"> ➤ to summarize that a substance remains in the same temperature in a Thermos flask or vacuum bottle 	
JUNE	CH-3-HEAT	4	Conductors and insulators , kinds of clothes we wear in summer & winter.	<ul style="list-style-type: none"> ➤ Distinguish between Conductors and insulators ➤ Explain the kinds of clothes we wear in summer & winter 	<ul style="list-style-type: none"> ➤ To enlist & differentiate between Conductors and insulators ➤ to describe the kinds of clothes we wear in summer & winter 	
JULY	CH-9-MOTION AND TIME	8	<ul style="list-style-type: none"> ➤ Motion-Types of motion, slow and fast moving objects ➤ Speed-Units of speed, uniform and non- uniform motion ➤ Measurement of time , unit of time, Simple pendulum ➤ Units of time & speed, measuring speed. <p><u>Activity-1:-</u></p> <p><u>ART INTEGRATED</u></p> <p><u>LEARNING-</u></p> <ul style="list-style-type: none"> ➤ Make a calendar of different types of motion . <p>skills- applying and analysing, creativity, and critical thinking skills .</p>	<ul style="list-style-type: none"> ➤ Recall the different types of motion . ➤ Recall the definition of speed(average speed) as distance covered in unit time. ➤ Recall the instrument used to measure speed. ➤ Recall change in position of the body with respect to surroundings as motion. ➤ Derive the mathematical formula to calculate speed in order to compare the speeds of various moving objects (uniform and non-uniform motion). ➤ Calculate speed or distance or time taken if any two of these three are provided 	<ul style="list-style-type: none"> ➤ to state motion and types of motion. ➤ to define speed and calculate speed . ➤ to compare the speeds of various moving objects (uniform and non-uniform motion). ➤ to calculate speed or distance or time taken if any two of these three quantities are provided 	<u>1st unit test-</u> CH-3-HEAT
AUGUST	CH-9-MOTION		<ul style="list-style-type: none"> ➤ How to draw distance time graph for uniform speed using the given data 	<ul style="list-style-type: none"> ➤ Utilize data given in odometer to measure distance travelled, average 	<ul style="list-style-type: none"> ➤ to calculate and measure distance travelled, average 	<u>1st periodic test-</u> CH-9-

	AND TIME	8	<ul style="list-style-type: none"> ➤ How to draw distance time graph for non-uniform speed using the given data ➤ Advantages of distance time graph ➤ Numerical related to distance, speed and time <p><u>ACTIVITY - 1</u></p> <p><u>Subject Enrichment:</u></p> <p>Draw the distance time graph for uniform & non-uniform speed .</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<p>speed for a given time.</p> <ul style="list-style-type: none"> ➤ Infer from the given data that time taken to complete one oscillation as time period of simple pendulum. ➤ Record data for distance covered in fixed intervals of time for a moving object in order to plot a distance-time graph and interpret the shape. 	<p>speed for a given time.</p> <ul style="list-style-type: none"> ➤ to define that time taken to complete one oscillation as time period of simple pendulum. ➤ to represent distance time graph for uniform & non-uniform speed using the given data. Also enlist the advantages of distance time graph 	MOTION AND TIME
SEPTEMBER	CH-3 & CH- 9 (revision) CH-10-ELECTRIC CURRENT AND ITS EFFECTS	4	<ul style="list-style-type: none"> ➤ REVISION ➤ Introduction, electric circuits ➤ electrical components and symbols 	<ul style="list-style-type: none"> ➤ REVISION ➤ Translate a circuit with actual components into a circuit diagram. ➤ Recall the precautions to be observed while working with electricity. 	<ul style="list-style-type: none"> ➤ to define an electric circuit with the help of an electrical components and symbols. ➤ to enlist the precautions to be observed while working with electricity. 	<u>Term-1</u> CH-3 & CH- 9
OCTOBER	CH-10-ELECTRIC CURRENT AND ITS EFFECTS SDG-4 quality	4	<ul style="list-style-type: none"> ➤ Circuit diagrams (open and closed) ➤ cell and battery ➤ Effects of electric current (Heating effect of electric current) ➤ Applications of the heating effect of current 	<ul style="list-style-type: none"> ➤ Explain the open circuit and closed circuit with the help of diagram. ➤ Describe the structure of cell and battery. ➤ Observe heating effect of current in order to enlist its uses and compare it for conductors of different material, length and 	<ul style="list-style-type: none"> ➤ to describe the open circuit and closed circuit with the help of diagram. ➤ to differentiate between cell and battery. ➤ to define heating effect of electric current and enlist its uses and compare it for conductors of different material, length and 	

	education		<p><u>Activity-1</u></p> <p><u>EXPERIENTIAL LEARNING -</u></p> <p>To demonstrate the heating effect of electric current.</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<p>thickness.</p> <ul style="list-style-type: none"> ➤ Summarize the benefits of using CFLs over ordinary electric bulbs. ➤ Evaluate the role of a fuse wire and MCBs provide for electrical safety in a circuit. 	<p>thickness.</p> <p>to summarize the benefits of using CFLs over ordinary electric bulbs.</p> <ul style="list-style-type: none"> ➤ to evaluate the role of a fuse wire and MCBs 	
NOVEMBER	<p>CH-10- ELECTRIC CURRENT AND ITS EFFECTS</p> <p>SDG-4</p> <p>quality education</p>	8	<ul style="list-style-type: none"> ➤ The causes of large current flow-short-circuit and overloading ➤ Magnetic effect of electric current, related activity ➤ Electromagnets-activity to make an electromagnet, advantages ,uses ➤ Electric bell-(construction and working) <p><u>Activity-1</u></p> <p><u>SUBJECT ENRICHMENT-</u></p> <p>To make an electromagnet.</p> <p>skills-applying and analysing, problem solving and critical thinking skills</p>	<ul style="list-style-type: none"> ➤ Distinguish between short circuit and overloading ➤ Perform a simple activity to demonstrate the magnetic effect of an electric current. ➤ Examine how that an electric current can be used as a magnet in order to list its uses. ➤ Outline the construction and uses of electromagnets and electric bell. 	<ul style="list-style-type: none"> ➤ to differentiate between short circuit and overloading. ➤ to define the magnetic effect of an electric current. ➤ to enlist the uses of magnet. ➤ to construct and enlist the uses of electromagnets and electric bell. 	<p><u>2nd unit test-</u></p> <p>CH-10- ELECTRIC CURRENT AND ITS EFFECTS</p>
DECEMBER	CH-11- LIGHT	6	<ul style="list-style-type: none"> ➤ Light-properties of light, reflection of light ➤ Real and virtual images, characteristics of image formed by plane mirror ➤ Characteristics of image formed by plane mirror(continued), Sample problems Spherical mirrors(concave and convex) 	<ul style="list-style-type: none"> ➤ Recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors ➤ Observe and describe image formed by a plane mirror in order to enlist its uses. (image/object, erect/inverted, virtual/real, distance from the mirror) ➤ Analyse the reason behind 	<ul style="list-style-type: none"> ➤ to recall the properties of light and reflection as change in direction of light by polished surfaces/mirrors ➤ to Observe and describe image formed by a plane mirror in order to enlist its uses ➤ to analyse the reason behind 'AMBULANCE' written as its mirror image 	

				<p>'AMBULANCE' written as its mirror image on the hospital vehicles/ambulances.</p> <p>Differentiate between concave and convex mirrors.</p>	<p>on the hospital vehicles/ambulances.</p> <p>➤ to differentiate between concave and convex mirrors.</p>	
JANUARY	<p>CH-11- LIGHT</p> <p>SDG-4</p> <p>quality education</p>	8	<p>➤ Images formed by concave and convex mirrors</p> <p>➤ Images formed by concave and convex mirrors (contd.)Spherical lenses(concave and convex lens, images formed by lenses</p> <p>➤ Images formed by lenses(contd.)Uses of concave and convex lenses</p> <p>➤ Sunlight, Dispersion of light</p> <p><u>Activity-1</u></p> <p><u>ART INTEGRATED</u></p> <p><u>LEARNING-</u></p> <p>Mixing seven coloured lights to make white light using a compact disc</p> <p>skills-creativity, problem solving and critical thinking skills</p>	<p>➤ Conclude from observations that concave mirror forms real, inverted image at all places except when the object is too close where as convex mirror is erect, virtual & smaller size than the object.</p> <p>➤ Analyse why virtual image cannot be obtained on the screen but still can be photographed.</p> <p>➤ Attribute to the type of image formed by convex mirror for its utility as rear view mirror in the vehicles</p> <p>➤ Differentiate between convex and concave lenses based on the image formed when object is placed at different positions. Outline the important uses of spherical mirrors & lenses.</p> <p>Explain the formation of a rainbow.</p>	<p>➤ to infer from observations that concave mirror forms real, inverted image at all places except when the object is too close where as convex mirror is erect, virtual & smaller size than the object.</p> <p>➤ to analyse that virtual image cannot be obtained on the screen but still can be photographed.</p> <p>➤ to summarize the type of image formed by convex mirror for its utility as rear view mirror in the vehicles.</p> <p>➤ to distinguish between convex and concave lenses based on the image formed when object is placed at different positions.</p> <p>➤ to outline the important uses of spherical mirrors & lenses.</p> <p>➤ to describe the formation of a rainbow.</p>	<p><u>2nd periodic test-</u></p> <p>CH-11- LIGHT</p>
FEBRUARY	<p>REVISION OF CH-10 & CH-11</p>		REVISION		REVISION	<p><u>Final term-</u></p> <p>CH-10 & CH-11</p>

SURENDRANATH CENTENARY SCHOOL, RANCHI

ANNUAL PLAN (2023-2024) TERM I

CLASS: VII SUBJECT: CHEMISTRY			BOOKS:: NCERT SCIENCE TEXTBOOK FOR CLASS VII SCIENCE FOR CLASS 7 (PRACHI PUB.)			
MONTH	CHAPTER	No. of Periods	LEARNING OBJECTIVES	LEARNING OUTCOMES	TOPICS	UT/PT/T1
APRIL	CH: 6 Physical and chemical changes SDG -4 Quality education	4	<ul style="list-style-type: none"> ➤ Infer the effects which help you to identify a physical change ➤ Summarise the various factors accompanying chemical change ➤ Evaluate a given set of changes in everyday life on attributes of physical or chemical changes to distinguish between them ➤ Defend why rusting of iron is a chemical change ➤ Differentiate physical changes from other changes that is periodic changes in order to characterise the common feature of physical changes ➤ Design an experiment to prevent rusting by eliminating controlling a particular condition for rusting ➤ Illustrate the usage of crystallization in purification of various salts ➤ Judge why better crystallization occurs at lower temperature. 	<ul style="list-style-type: none"> ➤ To be able to identify a physical and chemical change, various factors accompanying chemical change, conditions required for rusting and also to prevent rusting. ➤ To be able to explain crystallization technique and state the uses of crystallization in purification of salts. 	<ul style="list-style-type: none"> ● Types of changes ● Physical changes and chemical changes <p>Activity- Class demonstration on reaction of copper sulphate and iron,</p>	

MAY	CH: 6 Physical and Chemical changes SDG-Quality education.	4	Summarize different types of Chemical reactions such as 1.Burning of magnesium ribbon 2.Dropping of iron fillings in copper sulphate solution.	➤ To be able to explain the different types of reactions.	<ul style="list-style-type: none"> • Different types of chemical reactions • Rusting and crystallisation <p>ACTIVITY-1 Subject Enrichment: To prepare crystals of desired substance Skills: Creative Thinking</p> <p>Subject Enrichment: Investigation project Study in detail about the iron pillar of Qutub Minar</p>	
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JUNE	CH: 3 Fibre to fabric. SDG - Quality education.	8	<ul style="list-style-type: none"> ➤ Outline the steps involved in processing of fibres into wool ➤ outline the steps involved in obtaining silk from cocoons ➤ Describe and illustrate diagrammatically the life cycle of silk moth ➤ Critique The risk factors associated with wool industry and appreciate the efforts of people involved in it ➤ Explain the significance of silk in textile industry <p>Evaluate the contribution of self Indian economy and appreciate our weavers for intricate and dedicated efforts</p>	<p>To be able to explain the steps involved in processing of fibres into wool life cycle of silk moth, occupational hazards of silk industry and wool industry.</p> <p>To be able to explain the properties of wool and silk.</p>	<ul style="list-style-type: none"> ● Types of animal fibres ● Production of wool ● Production silk ● Activity to distinguish between natural and artificial silk <p>ACTIVITY- 1 <u>Experiential Learning:</u> Activity to distinguish between natural and artificial silk Skills: CRITICAL THINKING AND CURIOSITY</p> <p>ACTIVITY -2 Debate on BENEFITS OF SYNTHETIC FIBRES OVER NATURAL FIBRES.</p>	
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JULY	<p>CH: Introduction to symbols and formula</p> <p>SDG- 4 Quality education</p>	8	<p>List Symbols of some common elements. Rules to write the symbols and formula. Radicals and different types of radicals with examples of each type.</p>		<ul style="list-style-type: none"> ● Symbols of some elements ● Radicals and its types ● Examples of different types of radicals ● Formula writing <p>ACTIVITY-1 Drill activity on formula making for playful learning.</p>	<ul style="list-style-type: none"> ● UT-1 CH:6- Physical and Chemical Changes
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AUGUST	CH: 5 Acids, Bases and salts SDG-Quality education.	8	<ul style="list-style-type: none"> ➤ Examine the common substance used at home based on taste and touch and classify them as acidic or basic substance ➤ Summarizes observations with respect to behaviour of indicators in acid and basic solutions ➤ Identify Neutralization reactions and its characteristics ➤ Summarises observations with respect to behaviour of indicators in acidic and basic solution <p>Evaluate the effectiveness of certain neutralization reactions employed in everyday life based on observed data</p>		<ul style="list-style-type: none"> ● Indicators and types of indicators ● Acids and properties of acids ● Bases and properties of bases ● Salts and its types <p>ACTIVITY - 1 Subject Enrichment: Project showing any five acids, bases and salts used in everyday life.</p> <p>Activity 2- Students will prepare different types of natural indicators like turmeric paper, china rose paper and test acidic and basic substance.</p>	<p>PT-1</p> <ul style="list-style-type: none"> ● CH:5- Acids, Bases and Salts
SEPTEMBER	CH:18 Waste Water Story	4	<ul style="list-style-type: none"> ➤ List down all the sources of water in order to conclude the major source of water ➤ Attribute the natural calamities like draught and flood to disturbance in water cycle 		<ul style="list-style-type: none"> ● Terms related to water ● Forms of water and reasons of scarcity of water <p>ACTIVITY- 1 Experiential Learning: Group discussion on Techniques of water conservation to minimize depletion of water table. Skills: Critical thinking and creativity</p>	<p>TERM-1</p> <ul style="list-style-type: none"> ● CH:6- Physical and Chemical Changes ● CH:5- Acids, Bases and Salts ● Balancing and Formula

OCTOBER	CH:18 Waste Water Story SDG 7 Affordable and clean energy	6	<ul style="list-style-type: none"> ➤ Predict what will happen if rain doesn't happen in order to explain the significance of rain ➤ Argue the important role played by trees or plants in water cycle 		<ul style="list-style-type: none"> ● Depletion of water table.Distribution of water on earth ● Proper management of water <p>ACTIVITY- 1 <u>Experiential Learning:</u> Create the model of the water cycle in order to explain the processes that take place during water cycle Skills: Critical thinking and creativity</p> <p>ACTIVITY -2 Making water filtration model using 3R principle</p>	

<p>NOVEMBER</p>	<p>CH:18 Waste Water Story</p> <p>SDG 4 Quality education</p>	<p>6</p>	<ul style="list-style-type: none"> ➤ Create the model of the water cycle in order to explain the processes that take place during water cycle. ➤ Compute the amount of water required per person Annually ➤ Attribute the natural calamities like drought and flood to Disturbance in water cycle. ➤ In further problem due to heavy rainfall in order to suggest possible measures that can be taken ➤ Evaluate the consequences of mismanagement of water or excessive usage of groundwater ➤ Device the possible strategies for individual or community level rainwater harvesting techniques 		<ul style="list-style-type: none"> ● Electrolysis of water <p>Hard water, soft water Temporary hardness and permanent hardness Anomalous expansion of water Activity- Project on timeline of Henry Cavendish</p>	<p>UT-2</p> <ul style="list-style-type: none"> ● Balancing and Formula Writing
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DECEMBER	CH: Formula writing	8	To teach the children how to write formula		<ul style="list-style-type: none"> ● Formula Writing 	
JANUARY	CH: Balancing chemical equation and formula writing	8	<ul style="list-style-type: none"> ➤ Steps to balance chemical equation ➤ Importance of balancing 		<ul style="list-style-type: none"> ● Balancing chemical equation 	PT-2 <ul style="list-style-type: none"> ● CH:18-Waste Water Story
FEBRUARY	REVISION WORK OF CH: 5, 18 and Formula Writing And Balancing Chemical Equation.	6			<ul style="list-style-type: none"> ● Revision of acid bases and salt from first term and water, formula writing, balancing, chemical equation. ● Revision of acid bases and salt from first term and water, formula writing, balancing, chemical equation. 	TERM-2 <ul style="list-style-type: none"> ● CH:18- Waste Water Story ● CH:5- Acids, Bases and Salts ● Balancing and Formula Writing

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CLASS:VI I SUBJECT: BIOLOGY				BOOKS: 1.NCERT SCIENCE TEXTBOOK FOR CLASS VII 2. SCIENCE (PRACHI)		
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CH - 1: Nutrition in plants SDG15 Life on Land	8	<ul style="list-style-type: none"> Modes of nutrition in plant Autotrophic and heterotrophic modes of nutrition Photosynthesis- Conditions necessary for photosynthesis and its importance Other modes of nutrition in plants- Parasitic plants and saprophytes 	<ul style="list-style-type: none"> ➤ Examine different methods of nutrition in order to differentiate between autotrophic and heterotrophic nutrition ➤ Evaluate other plants in their surroundings & classify them as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements ➤ Categorize features of insectivores, saprophytes and symbionts, based on their similarities ➤ Evaluate if leaves that are red, purple/colours other than green might show lesser photosynthetic 	<ul style="list-style-type: none"> ➤ Summarize the modes of nutrition to differentiate between autotrophic and heterotrophic modes of nutrition ➤ Enlist other plants in their surroundings & classify them as autotrophs, heterotrophs, saprotrophs, parasitic or symbiotic based on their nutritional requirements ➤ Enlist the features of insectivores, saprophytes and symbionts, based on their similarities ➤ State the nutritional requirements of different organisms (plants & animals) to the environment or surroundings for survival ➤ Summarize the photosynthesis 	

MAY	CH- 2: Nutrition in animals	4	<ul style="list-style-type: none"> • Plant parts as food- roots, stem, leaves, flowers, fruits, seeds • Insectivorous plants, symbiotic modes of nutrition. Lichens • How nutrients are replenished in the soil? Leguminous plants, Rhizobium, Nitrogen fixation <p>ACTIVITY- 1 Experiential learning: Activity to show the importance of sunlight in photosynthesis Skill: Scientific skill and</p>	<ul style="list-style-type: none"> ➤ Describe the process of photosynthesis with the help of word/chemical equation ➤ → Establish the relationship between Rhizobium bacteria & leguminous plants. 	<ul style="list-style-type: none"> ➤ Summarize the process of photosynthesis ➤ Compare the relationship between Rhizobium bacteria & leguminous plants 	
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JUNE	CH-2: Nutrition in animals SDG 3-Good health and well	4	<ul style="list-style-type: none"> Animals take in food by different methods Teeth and tongue-its functions Human Digestive System-structure Process of digestion in mouth, Oesophagus, stomach, small Intestine, large intestine 	<ul style="list-style-type: none"> Illustrate human digestive system with the help of a well labelled diagram & elaborate the process & function of each part Classifies animals based on their modes of feeding Summarize the functions of Human digestive system. 	<ul style="list-style-type: none"> Represent the Human Digestive System Differentiate animals on the basis of its modes of feeding Enlist the process and functions of Human digestive System 	
JULY	CH-2: Nutrition in animals SDG 3-Good health and well	8	<ul style="list-style-type: none"> Digestion in grass eating animals- Ruminants Structure of amoeba, Feeding and digestion in amoeba <p>ACTIVITY1 Experiential learning: Visit a doctor and find out: (i) Under what conditions does a patient need to be on a drip of glucose? (ii) Till when does a patient need to be given glucose? (iii) How does glucose help the patient</p>	<ul style="list-style-type: none"> Recall details pertaining to nutrition in amoeba Diagrammatic representation of Amoeba 	<ul style="list-style-type: none"> Summarize the details pertaining to nutrition in amoeba Represent the process of nutrition in amoeba 	UT-1 10.7.23 CH-1,2

AUGUST	Ch6: Respiration in Organisms	8	<ul style="list-style-type: none"> • Respiration- Aerobic and anaerobic respiration • Breathing-Mechanism of Breathing, Breathing rate • Respiration in Humans • Breathing and respiration in other animals-Earthworm and frog <p>ACTIVITY 1: Subject Enrichment: Activity to prepare a working model to demonstrate the mechanism of breathing Skills: Creativity and Critical Thinking Skill ACTIVITY 2: Experiential learning: Measure the breathing rate of the members</p>	<ul style="list-style-type: none"> ➤ Define cellular respiration ➤ differentiate between aerobic and anaerobic respiration ➤ Comparative study of aerobic and anaerobic respiration ➤ Examine inhalation, exhalation and breathing rate in own body in order to analyse the effect of various activities on breathing rate ➤ List the functions performed by a cell in order to infer the need of energy for various processes ➤ Recall details/definitions of terminology related to respiration in humans. 	<ul style="list-style-type: none"> ➤ State the definition of Respiration ➤ Compare the aerobic and anaerobic respiration ➤ Enlist the functions performed by cell which provides energy to cell ➤ State the definition and terminologies relates to respiration ➤ Summarize the process of breathing in humans in order to explain the role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm • Recall the process of respiration in cockroach, earthworm, fish and plants in order to predict 	PT-1 28.8.23 CH:1.2
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SEPTEMBER	Ch6: Respiration in Organisms	4	<ul style="list-style-type: none"> Breathing and respiration in Fish and insects Respiration in Plants 	<ul style="list-style-type: none"> ➤ Describe the process of breathing in humans in order to explain the role of nostrils (hair and mucus), trachea, lungs, ribs and diaphragm. ➤ Describe the process of respiration in cockroach, earthworm, fish and plants in order to predict 	<ul style="list-style-type: none"> ➤ State cellular respiration in order to differentiate between aerobic and anaerobic ➤ Recall inhalation, exhalation and breathing rate in own body in order to analyse the effect of various activities on breathing rate 	TERM 1 CH:1,2,6
OCTOBER	CH-7 Transport in animals and plants	4	<ul style="list-style-type: none"> Transport in humans- Circulatory system, Components of blood Heart, Blood Vessels- Arteries, veins and capillaries, Heart-beat and pulse rate 	<ul style="list-style-type: none"> ➤ Outline functions carried out by parts of the circulatory system as being contributory to proper circulation of oxygen ➤ Draw a contrast between the functions of arteries and veins, in the functioning of the circulatory system 	<ul style="list-style-type: none"> ➤ Enlist functions carried out by parts of the circulatory system as being contributory to proper circulation of oxygen ➤ Differentiate between the functions of arteries and veins, in the functioning of the circulatory system. 	

NOVEMBER	CH-7 Transport in animals and plants	8	<ul style="list-style-type: none"> Excretion in Animals- Excretory system in Humans Transport in Plant- Xylem and phloem <p>ACTIVITY 2: Art Integration: Making of working model of a Stethoscope using simple material like funnel. rubber tube etc Skill: Creativity</p>	<ul style="list-style-type: none"> Describe the function of blood and its constituents. Describe the location and function of the heart. Analyse the implications of intermixing of oxygenated and deoxygenated blood in order to explain the existence of four chambers in the heart. Explain the process of transport of water, minerals and food in plants in order to differentiate between xylem and phloem. Interpret reasons for discrepancies in the process of urine formation and expulsion Recall details/functions of parts of the excretory system Explain the process of transpiration in order to infer its advantages. Study excretion in other organisms. 	<ul style="list-style-type: none"> Describe the location and function of the heart. Summarize the process of transport of water, minerals and food in plants in order to differentiate between xylem and phloem. Ways for discrepancies in the process of urine formation and expulsion Summarize the process of transpiration in order to infer its advantages. Study excretion in other organisms 	UT-2 21.11.23 CH:7
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DECEMBER	CH- 8 Reproduction in plants	6	<ul style="list-style-type: none"> • Methods of Sexual and Asexual reproduction, Vegetative Propagation, Budding, Fragmentation and spore formation • Sexual reproduction in plants-Stamens, Pistil, Pollen Grains, Ovules 	<ul style="list-style-type: none"> ➤ Infer the mode of reproduction from the features of a plant ➤ Observe and recall how different types of plants grow new ones in order to differentiate between asexual and sexual modes of reproduction 	<ul style="list-style-type: none"> ➤ State the mode of reproduction from the features of a plant ➤ and recall how different types of plants grow new ones in order to differentiate between asexual and sexual modes of reproduction 	
JANUARY	CH- 8 Reproduction in plants	8	<ul style="list-style-type: none"> • Pollination and fertilization. Formation of fruits and seeds • Dispersal of fruits and seed and Germination of seeds <p>ACTIVITY-1 Experiential Learning: To study the process of asexual reproduction in yeast by budding and observe it under the microscope</p> <p>Skills: Observation and Critical Thinking</p>	<ul style="list-style-type: none"> ➤ Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants ➤ Define reproduction in order to identify its need ➤ Recall details/definitions pertaining to sexual mode of reproduction in plants ➤ Critique the idea that any one of the categories of seeds might disperse better than another category, in connection with reference to their features 	<ul style="list-style-type: none"> ➤ Compare the outcomes of sexual reproduction in unisexual plants with those in bisexual plants ➤ Recall details/definitions pertaining to sexual mode of reproduction in plants 	PT-2 16.1,24 CH:7,8
FEBRUARY	Revision			Revision	Revision	TERM 2 CH:7.8

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CLASS : VII SUBJECT : GEOGRAPHY	GEOGRAPHY : OUR ENVIRONMENT
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MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	CH-1- Environment SDG-Life on Earth CH-2- Inside Our Earth	12	<ul style="list-style-type: none"> • Introduction of Environment Discuss different Components of Environment Biotic and Abiotic world <ul style="list-style-type: none"> • Natural environment Domains of Natural Environment Importance of Lithosphere, Hydrosphere and Atmosphere <ul style="list-style-type: none"> • Ecosystem Human environment Change in Human Environment with Time <ul style="list-style-type: none"> • Structure of the earth's interior- Mantle and Core Diagram- interior earth and Continental and Oceanic Crust <u>ACTIVITY</u> <u>ART INTEGRATED LEARNING</u> -Model making on interior of the earth Skills: Critical Thinking	Students will be able: <ul style="list-style-type: none"> ➤ To understand the different components of Natural environment. ➤ To know about the problems of human environment ➤ To Understand the solutions of the problems that are faced by human environment ➤ To understand the layered structure of the earth. ➤ To draw and label diagram of earth's layers. ➤ To familiarize with the names of different types of rocks and their uses. 	Describes different components of the environment in order to show understanding of the interrelationship between them	
MAY	CH-2-Inside Our Earth	6	<ul style="list-style-type: none"> • Rocks – Igneous, Metamorphic and Sedimentary Different types of Rocks Formation of Rocks <ul style="list-style-type: none"> • Rock cycle Diagram of Rock Cycle Minerals	<ul style="list-style-type: none"> ➤ To understand the differences between types of rocks by referring to their properties and methods of formation ➤ To understand the arrangement of the steps involved in the formation of rock in a sequential manner 	Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth	

JUNE	CH- 3-Our Changing Earth	6	<ul style="list-style-type: none"> • Introduction of Lithospheric Plates Explanation of Endogenic Forces and Exogenic Forces with the help of flowchart Volcano and its formation, Diagram of Volcano • Discuss Earthquake with the help of diagram <p>Discuss about major Earthquakes which occurred in last ten years Discuss about Earthquake Preparedness <u>ACTIVITY1</u> <u>Subject Enrichment:</u> Flow chart of Evolution of Landforms <u>ACTIVITY --2</u> <u>Art Integrated: Diagram of Volcano</u> <u>Skills:</u>Creative Thinking</p>	<p>Students will be able:</p> <ul style="list-style-type: none"> ➤ To familiarize with the basics of lithospheric plates and plate tectonics. ➤ To understand the difference between endogenic forces and exogenic forces. ➤ To understand the structure and cause of volcanoes and earthquakes. ➤ To understand the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind. 	Explains preventive actions to be undertaken in the event of disasters Describes formation of landforms due to various factors.	
JULY	CH-3-Our Changing Earth CH-4-Air SDG:Quality Education	12	<ul style="list-style-type: none"> • Major Land Forms formed by erosional and depositional work of -river • sea waves <p>Diagram-Features made by a river in a Work of Ice (Glaciers, Glacial Moraines) Work of Wind (Mushroom Rocks, Sand Dunes, etc)</p> <ul style="list-style-type: none"> • Introduction of Atmosphere Composition of the Atmosphere, Greenhouse Gas and Global Warming and it's effect <p><u>ACTIVITY</u> <u>Group discussion-</u> Explains preventive actions to be undertaken in the event of disasters.</p>	<ul style="list-style-type: none"> ➤ To understand the flood plains broad, flat and fertile plain formed due to river deposition due to flooding ➤ To understand loops created due to twisting, turning and bending of rivers over broad level plains is called meanders. ➤ To understand that a cut-off lake left behind when river breaks away from the bends of meanders is called as oxbow lake 	Explains preventive actions to be undertaken in the event of disasters Describes formation of landforms due to various factors.	UT-I CH-1

AUGUST	CH-4-Air	12	<ul style="list-style-type: none"> • Structure of atmosphere <p>Weather and climate Temperature (Insolation) Weather Instruments</p> <ul style="list-style-type: none"> • Air Pressure and movement of Air Wind and its types(i.e. Permanent Wind, Seasonal Wind and Local Wind) Moisture and Types of Rainfall(i.e. Cyclonic, Orographic and Conventional Rainfall) • Revision- Ch-1,2,3 <p><u>ACTIVITY</u> Subject Enrichment: Analyse factors contributing to pollution in our surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment.</p>	<ul style="list-style-type: none"> ➤ To understand that earth is surrounded by a thick layer of gases called atmosphere ➤ To understand Insolation and its effect in weather conditions. ➤ To understand typical weather condition of an area over a long period of time are its climate 	Explains composition and structure of the atmosphere in order to show understanding of the characteristics of the different layers	
SEPTEMBER	Revision- Ch-2, 3 CH-5-Water	12	<ul style="list-style-type: none"> • Introduction of Water cycle with the help of diagram Major Seas, Lakes and Rivers of the World Distribution of water bodies and Ocean circulation • Waves Discuss about Tides and types of Tides Ocean Currents, it's types and location (like- Equatorial Current, Benguela Current, Agulhas Current, etc) 	<p>Students will be able:</p> <ul style="list-style-type: none"> ➤ To understand the classification and distribution of major water bodies. ➤ To understand the cause behind the origin of waves tides ocean currents and their effects. ➤ To understand that enormous sea waves caused due to undersea earthquake or volcanic eruption which cause tremendous destruction in coastal areas. ➤ To realize the importance of water conservation 	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it in order to understand how to protect and conserve the environment	PT-I CH-2, 3 FIRST TERM EXAM CH-1, 2,3 and 4

OCTOBER	CH-6 Human Environment Interaction The Tropical and the Subtropical Region	6	<ul style="list-style-type: none"> Life in the Amazon Basin Climate of Amazon Basin Rainforests/The Amazon Forest Peoples of the Rainforests <p>ACTIVITY Art Integrated: Show the Amazon Basin in South America and Ganga -Brahmaputra Basin in India Skills: Creative Thinking</p>	<ul style="list-style-type: none"> ➤ To understand by tropical and sub-tropical areas and the features of both regions. ➤ To understand the real life connects with tropical and sub-tropical regions. ➤ To understand about amazon basin and wildlife around that. 	Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India	
NOVEMBER	CH-6 Human Environment Interaction The Tropical and the Subtropical Region CH-7 Life in the Desert	12	<ul style="list-style-type: none"> Life in the Ganga-Brahmaputra Basin Population Lake: A source of livelihood(A case study) The Hot Desert- Sahara Sahara in Africa(Explanation with the help of Map) <p>ACTIVITY Subject Enrichment: Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare them.</p>	<ul style="list-style-type: none"> ➤ To understand lifestyle, flora and fauna, people's occupation in and around Ganga Brahmaputra region. ➤ Analyze how these regions are same and different from each other in different perspectives Students will be able: ➤ To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India. 	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.	UT-II CH-5

DECEMBER	CH-7 Life in the Desert SDG:	9	<ul style="list-style-type: none"> Climate in Sahara Desert Flora and Fauna People in Sahara Desert Importance of Nile River in Sahara Desert <p>ACTIVITY Art Integrated: Show Nile River and other important water bodies of Africa in the world map.</p>	➤ To understand and analyze how these regions are same and different from each other in different perspectives.	Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world.	
JANUARY	CH-7 Life in the Desert	9	<ul style="list-style-type: none"> The Cold Desert- Ladakh Flora and Fauna People of Ladakh Tourism: A major Activity <p>ACTIVITY Subject Enrichment- In world map show 5 major hot desert and 3 major cold desert of the world.</p>	➤ To understand about lifestyle, flora and fauna, people's occupation around Ladakh region. ➤ To familiarize with the goods that are produced during summer in Ladakh and exported all over the world.	Describes different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.	PT-II CH-6, 7
FEBRUARY	REVISION					FINAL TERM EXAM CH-5, 6 and 7

SURENDRANATH CENTENARY SCHOOL, RANCHI
ANNUAL PLAN (2023-2024) TERM I

CLASS: VII SUBJECT: History/Civics		Our Past II Social and Political Life				
	CHAPTER	No. of Pds.	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	HISTORY CH-1 TRACING CHANGES THROUGH A THOUSAND YEARS SDG: QUALITY EDUCATIO N CIVICS-1 ON EQUALITY SDG: REDUCED INEQUALI TY HISTORY CH-2 NEW KINGS AND KINGDOMS	12	<ul style="list-style-type: none"> •New and old terminology. •Historian and their sources. •New social and political group. <p>CIVICS- concept of equality.</p> <ul style="list-style-type: none"> •Challenges of a Democratic Country. •The emergence of New Dynasty. •Administration is the kingdoms. • The Cholas <p>ACTIVITY</p> <p>Experiential learning</p> <p>MAP WORK ON REGIONAL KINGDOM</p> <p>Skill: Critical thinking</p> <p>ACTIVITY – 2</p> <p>Subject enrichment Activity</p> <p>PREAMBLE MAKING</p> <p>Skill: Civic Literacy</p>	<p>To know the calligraphy and the catography are also developed during medieval period.</p> <p>To establishment of Delhi Sultans and Mughals.</p> <p>To understand the changes in Hinduism were worship of new deities, the construction of temples and growing importance of Brahmins.</p> <p>The appearance of Islam in the subcontinent.</p> <p>The concept of equality and challenges of a democratic country.</p> <p>Adult franchise above the age of 18 every citizen can vote.</p>	<ul style="list-style-type: none"> • Describing about sources to look out for reconstruction of medieval history. • Able to reflect on Rajputs • Note on Jati, Religion and Jati Panchayat. • Able to describe the reason of expansion of Dynasty rule. • Students are able to differentiate between old and medieval history. • Importance of election and voters. • Importance of equality. • Students are able to explain the Indian Democracy. • New titles, dynasties and new sacrifices will be understood. 	

	SDG: PEACE AND JUSTICE			<p>To understand, religion, caste, gender, inequality also becomes the reason of discrimination.</p> <p>To know constitution of India has made provision to enforce equality.</p> <p>To take initiatives like midday meal an effort in bringing about equality.</p> <p>Many new dynasties that emerged after 17th century.</p>	<ul style="list-style-type: none"> • Importance of warfare and wealth. • New titles, dynasties and new sacrifices. • Able to describe the land as important unit of wealth and income they will write on it. 	
MAY	<p>CH-2. NEW KINGS AND KINGDOMS</p> <p>CIVICS CH – 2. ROLE OF GOVERNMENT IN HEALTH</p> <p>SDG : GOOD HEALTH AND WELL BEING</p>	5	<p>•The emergence of new dynasties •The cholas •The administration of the empire</p> <p>CIVICS •What is health: healthcare in India public and private healthcare services. •The Kerala experience</p>	<p>Titles adopted by new kings. About the various resources of finance of kings establishment.</p> <p>Various authors who wrote long Sanskrit poem, inscriptions, documents, eyewitness containing the history of kings.</p> <p>Health not only refers to physical health but also the mental and social health.</p> <p>To understand, that to prevent and treat illness appropriate healthcare facilities such as health centers hospitals laboratories for testing, ambulance services blood banks are needed.</p>	<ul style="list-style-type: none"> • With changing time how the unit of wealth has changed. • Able to write down the importance of wealth and its earning process. • Health is important and what are its important features. • Why not health care be ignored? • Necessary factors for good health and well being. • Role of government in good health care and necessary facilities provided by the health facilities. • Government and private hospitals 	

JUNE	<p>CIVICS CH-3 HOW THE STATE GOVERNMENT WORKS</p> <p>SDG : DECENT WORK AND ECONOMIC GROWTH.</p> <p>HISTORY CH-3 THE DELHI SULTANS</p> <p>SDG : QUALITY EDUCATION</p>	7	<ul style="list-style-type: none"> • How State Government functions • What is the role of government in making and implementing laws • The expansion of Delhi Sultans • The sultanate in the 15th and 16th century <p>ACTIVITY1 ART Integrated Activity On Branches of Government Skills: Creative Thinking Creative Thinking</p>	<p>To understand the organisation of the state government includes the Governor, the state legislature and the state council of ministers. To understand the Governor of the state is the nominal head of the executive.</p> <p>To understand the political party that has majority is called a ruling party.</p> <p>To understand the responsibility of chief minister and other ministers of running various government departments. To understand that the transformation of Delhi into a capital that controlled vast areas of the subcontinent. To understand that authors advised rulers on the need to preserve an ideal social order based on birthright and gender distinction. To understand the three types of taxes and that revenue collectors.</p>	<ul style="list-style-type: none"> • Issues which are important for health care. • History of Delhi and its making, rulers, traders and pilgrims those who played an important role in its flourish. • Understanding about the history of Delhi. • Understand administrative reforms done under different rulers of Delhi Sultanate. • The Government in works at three levels, national, state and local levels. 	Hist Ch 2 Civics Ch 2
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JULY	<p>HISTORY CH- 3 The Delhi Sultans</p> <p>SDG: History – Quality Education</p> <p>HISTORY CH – 4 The Mughal Empire</p> <p>CIVICS CH- 4 Growing up as Boys and Girls</p> <p>SDG : Gender Equality</p>	12	<ul style="list-style-type: none"> • The expansion of Delhi Sultanate. • The sultanate in the 15th and 16th Century • Who were the Mughals • Mughal relations with other rulers • Values of boys and girls, necessity for equality between man and woman. <p>ACTIVITY Experiential Learning identify women achievers and their achievements in different fields from various regions of India.</p>	<p>Early 13th century the control of Delhi Sultans rarely went beyond heavily fortified towns occupied by garrisons. To understand Delhi sultans demonstrated their claims to be protectors of Islam and Muslims. Mughals their Ancestors and Successors. Campaigns of Mughal military. To understand the relations of Mughals with other rulers. The consequence of insulting Shivaji by Aurangzeb. Policies of Akbar as discussed by Abul Fazal in the book Akbar Nama. Military efficiency of Mughal Empire that lead to a great economy and commercial prosperity. Gender is a social construction and not determined by biological difference.</p> <p>Learn to interrogate gender construction in different social and economic contexts. To link everyday practices with the creation of inequality and question it.</p>	<ul style="list-style-type: none"> • Every state has legislative assembly, and it comprises of democratically elected MLAs from different constituencies. The political party whose candidates win more than half of the seats form the government. The nomination of the chief minister. The formation of the opposition party. Duties of the ruling government and role of the opposition members. Deciding trace the political history of 16th and 17th century. Relate with the administration of local and imperial power. Know how the Mughal literature is used to reconstruct the history. Able to discuss different type of taxes • Discuss about boys and girls and their rights. Gender inequalities and its bad impact. • Enlist the remedial steps that were taken. 	
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AUGUST	<p>HISTORY CH-6 Town, Traders and Craftsmen</p> <p>SDG : SUSTAINABLE CITIES AND COMMUNITIES</p>	5	<ul style="list-style-type: none"> Administrative centres Temple, towns and pilgrimage centres A closer look: Hampi, Masulipatnam, surat <p>ACTIVITY - Subject Enrichment: Concept map on different types of town.</p>	<p>Demonstrate the differences between founded towns and those that grow as a result of trade.</p> <p>Illustrate how travellers' accounts, contemporary maps, and official documents are used to reconstruct history.</p> <p>To understand about the town Masulipatnam that was under the control of Dutch and English East India Company</p>	<ul style="list-style-type: none"> The reason behind the flourishing trade during this time. Important towns and the reason behind their rise. Types of towns and their importance in accordance. The centre of culture and further they turned centre of importance. Important south Indian cities. 	<p>PT Hist- Ch 3,4 Civics-3</p>
SEP.	CH- 4 & 6		Revision of Ch – history 1,3,4,6 and Civics Ch- 1, 3.4, case based, LA and HOTS questions			<p>TERM 1 History Ch - 2,3,4,6 Civics- Ch 1,2,3,4</p>
OCTOBER	<p>HISTORY CH-7 Tribes Nomads and Settled Communities</p> <p>SDG : SUSTAINABLE CITIES AND COMMUNITIES</p>		<ul style="list-style-type: none"> How nomads and mobile people lived? <p>ACTIVITY- 1 On the Map of India compare and contrast the livelihood patterns and geographical condition of the area inhabited. Eg tribes, nomadic pastoralists and banjaras.</p> <p>Experiential Learning: Skills : Critical Thinking</p>	<p>To understand the societies in the sub-continent which did not follow the social rules and rituals prescribed by the Brahmans called tribal.</p> <p>The various castes and in the society given them the status of Jaatis as per their economic activities like carpenters, smiths</p> <p>The tribes, the gonds form Gondwana region and the ahoms migrated to Brahmaputra valley from Myanmar.</p>	<ul style="list-style-type: none"> Describe, compare and contrasts the livelihood patterns and the geographical condition of the area inhabited, eg., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography. 	

NOVEMBER	<p>HISTORY CH- 7 Tribes Nomads and Settled Communities</p> <p>CIVICS CH- 6 Understanding Media</p> <p>SDG: PARTNERS HIPS FOR THE GOAL</p>	12	<ul style="list-style-type: none"> • New caste and Hierarchies • The idea of supreme god • Understanding Media • Media and Democracy <p>Subject enrichment: Mind Map on Media</p>	<p>To understand that tribal people were found almost every region of sub-continent , only their area and influence of tribe varied at different point of times.</p> <p>What is media, what is print media, electronic media and comparisons of all media,</p> <p>Mass media is constantly thinking of ways to make money.</p> <p>How the media sets the agenda , influences the thoughts, feelings and actions and bring issues to our attentions.</p> <p>The significance influence of media that plays in our lives and in shaping our thoughts</p>	<p>Describe, compares and contrasts the livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. In order to explain the relationship between livelihood pattern and geography.</p>	<p>UT HISTORY CH 7 CIVICS CH 6</p>
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DECEMBER	<p>CIVICS CH-7 Understanding advertising</p> <p>HISTORY CH-8 Devotional Path to the Divine</p> <p>SDG: LIFE ON LAND</p> <p>CIVICS CH-8 Market around Us</p> <p>SDG: INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	10	<ul style="list-style-type: none"> • New kind of bhakti in south India- Nayanars and Alvars. • New religious developments in North India. • Building brands and brand values. • Advertising and democracy <p>Art Integrated: Poster on types of advertisements Skills: Creative Thinking</p>	<p>Advertising is all about building brands. Branding means stamping a product with a particular name or sign,</p> <p>Advertising makes us believe that things that are packages are better than things that do not come in packets.</p> <p>Brand values are conveyed through the use of visuals and words to give us an overall image that appeals to us.</p> <p>Advertising tends to promote a certain lack of respect for poor. Advertisements are part of our social and cultural life today and it creates a difference. To understand the idea of supreme god. Religious movements led by Nayanars and Alvars. Understand the philosophy of Shankara and Ramanuja. New Philosophies which reject all orthodox religion by Kabir and Guru Nanak. Markets around us. Different kinds of markets How Goods that are sold reach to buyers.</p>	<ul style="list-style-type: none"> • • • <p>Creates an advertisement. Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi) Traces how goods travel through various market places in order to differentiate between different kinds of markets.</p>	
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JANUARY	<p>HISTORY CH- 10, 18th Cen Political Formations</p> <p>SDG: LIFE ON EARTH</p> <p>CIVICS CH-9 A shirt in the market.</p> <p>SDG: PARTNERSHIP FOR THE GOALS</p> <p>CIVICS CH-10 Struggle for Equality</p>	10	<ul style="list-style-type: none"> • The crisis of the empire and the later Mughals • The watan Jaghirs • A cotton farmer in Kurnool. • Who re the gainers in the market? Market and equality. • Struggle for equality • Tawa Matsya Sangh • The Indian constitution as a living document. <p>ACTIVITY - 1 Subject Enrichment: Map work Critical Thinking</p>	<p>To understand that later Mughals were puppets in the hands of either one or other powerful groups.</p> <p>To know about the old Mughal-Hyderabad, Awadh and Bengal. The emergence of Khalsa. Endless military campaigns by the Marathas, Market opportunities are highly unequal.</p> <p>To understand true meaning of equality.</p> <p>Learn about some ways such as cooperative marketing which can provide better return to producers.</p> <p>To recognise the significance of weavers cooperatives.</p> <p>To understand the true meaning of equality.</p> <p>To make aware about the idea of democracy.</p> <p>To struggle for equality Other basis of inequality apart from caste and religion. .</p>	<ul style="list-style-type: none"> • Draw comparisons between policies of different rulers in order to demonstrate evaluation skills. • Traces how goods travel through various markets places in order to differentiate between different kinds of markets. Explain the characteristics of political equality, economic equality, and social equality in order to distinguish between them. • Interprets social, political and economic issues in one's own region with reference to the right to equality. 	PT Ch HIS 8 Civics 8
FEBRUARY	HISTORY AND CIVICS					<p>FINAL TERM</p> <p>History – Ch 7,8,10</p> <p>Civics – Ch 6,7,8,9</p>

SURENDRANATH CENTENARY SCHOOL, RANCHI
ANNUAL PLAN (2023-2024)

CLASS: VII SUBJECT: Computer Science			BOOKS: AI and YOU			
MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	Ch 1: Number System	8	<ul style="list-style-type: none"> • Introduction of binary, octal and hexadecimal numbers, • Conversion from binary to decimal and decimal to binary • Computer Arithmetic • Practical Lab 	<ul style="list-style-type: none"> ➤ Introduced to different number systems ➤ Understand the methodology used behind computer arithmetic. ➤ Demonstrate and convert the binary numbers to decimal, octal and hexadecimal and vice versa 	<ul style="list-style-type: none"> ➤ Understand the methodology behind Computer arithmetic ➤ Convert decimal into binary, octal, hexadecimal and vice versa. ➤ Solve application-based questions 	UT1 Ch 1,2
MAY	Ch 2: Networking Concepts	4	<ul style="list-style-type: none"> • Network, advantages of network • Types of networks • Topology – its types, Security • Practical Lab 	<ul style="list-style-type: none"> ➤ Discuss the concept of networking ➤ List the benefits of networking ➤ Differentiate between various types of networks. ➤ Differentiate between various types of topologies 	<ul style="list-style-type: none"> ➤ Relate the concept of networking with real life examples. ➤ Compare the usage and need for different types of network and topologies. ➤ Compare wired and wireless networking technologies. 	
JUNE	Ch 3: Lists and Tables in HTML 5	4	<ul style="list-style-type: none"> • Lists – Ordered and Unordered • Properties of Lists • Creating Nested and Description List, Tables and its Attributes. • Practical Lab <p><u>Subject Enrichment Activity -</u> Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> ➤ Insert bulleted and numbered lists in the web page ➤ Insert tables. ➤ Insert table in HTML document 	<ul style="list-style-type: none"> ➤ Create and view web page ➤ Incorporate various tags with their attributes in the web page. 	
JULY	Ch 4: Images, Links and Frames in HTML 5	8	<ul style="list-style-type: none"> • Inserting Images, Linking web pages • CSS and Links, Inserting Audio and Video • Frames and IFrames • Practical Lab <p><u>Experiential Learning</u> – Lab Activity (Pg 59)</p>	<ul style="list-style-type: none"> ➤ Insert images in HTML documents ➤ Link the documents externally as well as internally. 	<ul style="list-style-type: none"> ➤ Insert images in HTML documents ➤ Link the documents externally as well as internally 	PT1: Ch 3, 4

AUGUST	Ch 5: Cybercrime and Cyber Security	8	<ul style="list-style-type: none"> • Computer ethics, cybercrime, Cybercrime against Individual / Property/Society • Cyber security • Practical Lab <p>Subject Enrichment: Group Discussion on “Adhering to computer ethics is the best possible way to deal with cybercrime”.</p>	<ul style="list-style-type: none"> ➤ Discuss the various Property Rights. ➤ Tell them why it is unethical to copy someone’s creative property ➤ Guide the students to deal with cyberstalking and cyber bullying. ➤ Demonstrate how to scan a computer using antivirus. 	<ul style="list-style-type: none"> ➤ Use the internet in a responsible and safe manner ➤ Differentiate between Dos and DON’Ts of internet usage. ➤ Aware about safety measures to be taken while uploading and downloading documents 	
SEPTEMBER	Revision		Practical Test / Oral Test/ Revision			T1 Ch 1 - 5
OCTOBER	Ch 6: Augmented Reality & Virtual Reality Ch 7: More on Python	6	<ul style="list-style-type: none"> • Introduction to Augmented Reality and Virtual Reality and their differences • Advantages and Disadvantages of AR and VR • Different types of AR and VR and their Applications • Using Input Functions, Operators and its types. • Operator Precedence, BODMAS <p>Subject Enrichment Activity - Worksheets / Crossword Puzzle</p>	<ul style="list-style-type: none"> ➤ Explain the difference between AR and VR ➤ Introduce various apps that use AR and VR technologies ➤ Emphasise more on applications than gaming. ➤ Demonstrate the use of Input() function and different operators. ➤ Practice writing simple programs using operators and input function. 	<ul style="list-style-type: none"> ➤ Differentiate between AR and VR ➤ Compare the advantages and disadvantages of AR and VR ➤ Discuss the working of AR and VR. ➤ Applications of AR & VR in real life. ➤ Write Python programs using input function, operators 	UT2 Ch: 6, 7
NOVEMBER	Ch 8: Statements in Python	6	<ul style="list-style-type: none"> • Introduction to Control Structures and its types • Sequential and Conditional Statements • Iterative Statements • Practical Lab <p>Experiential Learning – Lab Activity (Pg 120)</p>	<ul style="list-style-type: none"> ➤ Explain the function and usage of conditional and looping statements ➤ Practice programs to implement different looping statements. 	<ul style="list-style-type: none"> ➤ Define control structures ➤ Classify the types of control structures. ➤ Write programs to practice different types of control structures. 	

DECEMBER	Ch 9: Cloud Computing and IoT	6	<ul style="list-style-type: none"> • Introduction, types of Cloud computing, • Applications, advantages and disadvantages of Cloud Comp, • Introduction to IoT, Advantages, disadvantages and applications of IoT • Practical lab <p>Subject Enrichment: Conduct a search on different cloud storage applications. Find out the icons of such applications and paste it in your notebook. Also write few statements about them.</p>	<ul style="list-style-type: none"> ➤ Explain the concept Cloud Computing and IoT. ➤ Differentiate cloud computing and IoT. ➤ Explain the different terms related to the technologies. 	<ul style="list-style-type: none"> ➤ Identify the devices based on cloud computing and IoT. ➤ Compare cloud computing and IoT ➤ Analyse the various case studies on cloud computing. 	
JANUARY	Ch 10: Robotics	8	<ul style="list-style-type: none"> • Introduction, Importance, Creation, Designing and Evolution of Robotics. • Types, Three laws, Key components, Application of Robotics • Advantages and Disadvantages, Humanoid • Practical lab 	<ul style="list-style-type: none"> ➤ Discuss the importance of robotics. ➤ Compare the types of robots. ➤ Applications of Robots in different fields. ➤ Compare the advantages and disadvantages of humanoid. 	<ul style="list-style-type: none"> ➤ Develop the concept of robotics ➤ List the various applications of robots in daily life. ➤ Enlist the advantages and disadvantages of humanoid. 	PT2 Ch: 8, 9
FEBRUARY	Revision		Practical Test / Oral Test/ Revision			T2 Ch 3, 4, 6 - 10