

SWARAJ PUBLIC SCHOOL, DAMLA
ANNUAL CURRICULUM PEDAGOGICAL PLAN
SESSION 2023-24

CLASS VII
ENGLISH (HONEYCOMB)

NAME OF CHAPTER	NO. OF PERIODS	LEARNING OBJECTIVES	METHODOLOGY/SUGGESTED ACTIVITIES/TOY PEDAGOGY
THREE QUESTIONS CHAPTER 1	3	-TO MAKE THE STUDENTS EXPRESS THEIR OBSERVATIONS, SPECULATE, INTERPRET, AND RAISE QUESTIONS IN RESPONSE TO THE TEXT -TO ENHANCE THEIR VOCABULAY - TO IMPROVE THEIR WRITING SKILLS	*GROUP DISCUSSION, *CHARACTER ANALYSIS *A SHORT QUIZ (USE YOUR CREATIVITY)LETTER TO GOD
POEM- THE SQUIRREL & THE REBEL	3	TO ENABLE THE LEARNERS TO COMPREHEND ABOUT THE DESTRUCTIVE AND CONSTRUCTIVE SIDE OF NATURE OF A PERSON. -TO ENABLE THE STUDENTS APPRECIATE THE BEAUTY, RHYME AND STYLE OF THE POEM. -THE LEARNERS WOULD BE INSPIRED TO WRITE THEIR FEELINGS IN THE FORM OF SHORT POEMS AND WOULD BE ABLE TO LINK NATURE WITH THE ANIMAL LIFE	* GROUP DISCUSSION, *PREPARE FLASH CARDS ON POETIC DEVICES
CHAPTER 2- A GIFT OF CHAPPALS	3	-THE LEARNERS WILL BE ABLE TO UNDERSTAND THE HARDSHIP OF A BEGGAR. -TO RELATE IDEAS WITH PERSONAL EXPERIENCE. - THE INTERPRETING AND EVALUATIVE SKILLS WOULD BE STRENGTHENED. -TO UNDERSTAND THE FACT THAT IF THERE IS WILL , THERE IS A WAY	PROJECT BASED LEARNING(COLLECT DATA ON THE LIFE OF HELPERS) GROUP DISCUSSION METHOD

POEM- SHED	2	<p>- TO COMPARE ,Contrast ideas and relate ideas with the personal experiences.</p> <p>-TO ENJOY THE AESTHETIC SENSE OF THE POEM</p> <p>-THE LEARNERS WOULD BE ABLE TO ENHANCE THEIR VOCABULARY,</p> <p>-THEIR THINKING SKILLS WOULD BE ENHANCED</p>	*USE OF CREATIVITY(ENACT LIKE PEOPLE LIVING IN SHED WITH LIMITED RESOURCES)
LETTER WRITING	7	<p>- ABLE TO COMPOSE A WRITTEN TEXT BASED ON A FAMILIAR TOPIC</p> <p>- ABLE TO ASK INFORMATION – FORMALLY OR INFORMALLY</p> <p>- EXCHANGE IDEAS AND OPINIONS</p> <p>- ABLE TO KNOW THE RIGHT FORMAT OF WRITING LETTERS</p> <p>- ABLE TO IMPROVE SOCIAL SKILLS</p> <p>- KNOW DIFFERNT TYPES OF LETTERS</p> <p>- WILL LEARN NEW VOCABULARY WORDS .</p>	<ul style="list-style-type: none"> • JUMBLED FORMAT ACTIVITY • SENTENCE COMPLETION ACTIVITIES • TO DRAFT VARIOUS LETTERS
DIRECT AND INDIRECT SPEECH	8	<p>STUDENTS WILL BE ABLE TO</p> <ul style="list-style-type: none"> • TO DEFINE 'INDIRECT SPEECH' • TO EXPLAIN WHEN INDIRECT SPEECH WOULD BE USED • TO CONVERT DIRECT SPEECH TO INDIRECT SPEECH IN DIFFERENT TENSES • TO USE REPORTED SPEECH CORRECTLY IN ORAL DISCUSSIONS 	<p>*ROLL PLAY</p> <p>* STORY TIME</p> <p>* LEARNING BY DOING METHOD</p>
TENSES	10	<p>-STUDENTS WILL BE ABLE TO TO KNOW ABOUT THE DIFFERENT FORMS OF TENSES.</p> <p>-TO KNOW ABOUT THE GRAMMATICAL FORM OF DIFFERENT TENSES.</p> <p>-TO KNOW ABOUT THE USE OF DIFFERENT KIND OF SENTENCES.</p> <p>-ABLE TO EXPRESS THEMSELVES IN GRAMMATICALLY CORRECT LANGUAGE,</p> <p>-ABLE TO RECALL AND REVISE THE CONCEPTS ALREADY LEARNT.</p> <p>-LEARN TO FORM MEANINGFUL SENTENCES.</p> <p>- ABLE TO REFLECT ON WHATEVER THEY HAVE LEARNT</p>	<p>* EDITING OF THE WRONG SENTENCES</p> <p>* PROJECT BASED LEARNING (INTRODUCE THEMSELVES, SHARE THEIR EXPERIENCE OF PREVIOUS CLASS AND TELL THE FUTURE EXPECTATIONS</p>

		IN THE CLASS.	
CH GOPAL &THE HILSA FISH CH THE ASHES THAT MADE TREES BLOOM Ch QUALITY	7	-TO LEARN READING CRITICALLY & DEVELOP THE CONFIDENCE TO ASK & ANSWER QUESTIONS. -TO ENCOURAGE THE LEARNERS EXPRESS THEIR OWN IDEAS IN A CREATIVE AND COHERENT WAY. -TO PROMOTE THE HABIT OF SELF- LEARNING TO ENABLE THE LEARNERS UNDERSTAND THE BEHAVIOUR OF UNKNOWN PEOPLE. -TO ENABLE THEM TO UNDERSTAND THAT HOW A PERSON CAN MOTIVATE OTHERS TO CHANGE HIS NATURE. - TO ENABLE THEM TO UNDERSTAND IMPORTANCE OF WORK	GROUP DISCUSSION METHOD A SHORT QUIZ
CH EXPERT DETECTIVES Ch THE INVENTION OF VITA-WONK	5	-TO EXPRESS THEIR IDEAS ABOUT THE SUPERNATURAL ELEMENTS, AND TO LEARN A LESSON OF ‘ KEEP TRYING’ - TO INCULCATE MORAL VALUES. - THE LEARNERS WOULD BE ABLE TO RELATE THEIR LIFE WITH THAT OF THE CHARACTERS IN THE CHAPTER. THEIR VOCABULARY WOULD ALSO BE ENHANCED.	* MAKING OF PAPER AEROPLANE CONSIDERING THE TECHNICAL AND INTELLECTUAL POINTS) *USE OF CREATIVE AND ORATORY SKILL
(FIRST FLIGHT) POEM- CHIVVY POEM- TREES POEM- MYSTERY OF THE TALKING FAN POEM- GARDEN SNAKE	7	THE LEARNERS WILL BE ABLE TO EXPLORE THE WORLD OF WISDOM(NOT TO FEEL DEPRESSED AT A LOSS) -THEY WILL BE ABLE TO DEVELOP THEIR AESTHETIC SENSE -TO ENHANCE THEIR CREATIVITY OF IDEAS. -TO IMPROVE THEIR CRITICAL LITERACY -STUDENTS WILL BE ABLE TO	ANALYTICAL APPROACH (DISCUSSION ON THE COLLECTION OF TOYS IN THEIR CHILDHOOD TIME.) <ul style="list-style-type: none"> • TOYS COLLECTION • WORKSHEET- IMAGINE -----

		VISUALISE THEIR OWN SITUATION WITH THAT OF THE BOY IN THE POEM. -THEY WILL LEARN TO ENJOY THE RHYME OF THE POETRY	
Ch A BICYCLE IN GOOD REPAIRS. Ch A HOMAGE TO OUR BRAVE SOLDIERS	7	TO ENJOY READING THE CHAPTER FOR ENJOYMENT -TO ENRICH THEIR VOCABULARY -TO KNOW THEM THE FEATURES & TRAITS OF BRAVE SOLDIERS - TO CREATE SYMPATHY AND UNDERSTANDING FOR THE SOLDIERS.	- VISUAL INPUT - GROUP DISCUSSION ON LIFE OF FREEDOM FIGHTERS
(SUPPLEMENTARY READER) CH- THE TINY TEACHER CH- BRINGING UP KARI	7	-STUDENTS WILL BE INSPIRED TO MAINTAIN A DIARY RECORD. -THEY WILL BE ABLE TO UNDERSTAND HOW THE DIFFICULT SITUATIONS CHANGE ONE'S LIFE. -TO ENHANCE THEIR VOCABULARY -TO IMPROVE THEIR WRITING AND CREATIVE SKILLS.	*USE OF CREATIVITY (BRING DIARY IF THEY WRITE AT HOME/ MAKE A RECORD OF ONE WEEK'S EXPERIENCE IN A DIARY ABOUT ANT'S LIFE)
(SUPPLEMENTARY READER) Ch GOLU GROWS A NOSE Ch CHANDNI	5	-TO ENABLE THE STUDENTS BE SPECIFIC IN REFLECTION, EXPRESSION AND INDIVIDUAL OPINION AND DEEPER UNDERSTANDING -TO ENABLE STUDENTS TO CAPTURE THE UNDERLYING FEELING OF GOAT IN STORY	GROUP DISCUSSION - ANALYTICAL APPROACH
(SUPPLEMENTARY READER) CH THE BEAR STORY CH A TIGER IN HOUSE	6	THE LEARNERS WILL BE ABLE TO - THINK QUICKLY AND ACT WISELY AND CALMLY IN THE SITUATION OF DANGER AND SURPRISE - TO FORM A CHARACTER - TO LEARN NEW WORDS AND USE THEM IN SENTENCES - TO ANALYSE AND INTERPRET THE VALUES TO LIVE A GOOD LIFE	MAKE A ROAD MAP FOR A SAFARI TO KALESAR

MESSAGE & NOTICE WRITING	7	<p>-TO DEVELOP THE FOUR SKILLS OF THE LANGUAGE.</p> <p>- TO DEVELOP POSITIVE ATTITUDE TOWARDS THE LANGUAGE.</p> <p>-TO DRAFT A PIECE OF WRITING WITH PROPER TENSE.</p>	<p>*TOY TEDDY/PUPPY</p> <p>(THINK ALL THE POSSIBLE DISCOVERIES/INVENTIONS TO MAKE THE TOY TEDDY/PUPPY WORKING)</p> <p>MESSAGE IN A BOTTLE TO BE WRITTEN TO NEAR AND DEAR ONES.</p>
STORY WRITING	7	<p>TO DEVELOP THEIR WRITING SKILLS</p> <p>ENCHANCE THEIR CREATIVITY AND IMAGINATION BY ADDING DIFFERENT INSTANCES.</p> <p>UNDERSTAND THE FORMAT OF STORY WRITING.</p> <p>WRITE STORY IN NARRATIVE AS WELL AS DIALOGUE FORM.</p>	<ul style="list-style-type: none"> BRING ANY TOY/ THING WHICH INSPIRES THEM TO FRAME A STORY. <p>THEME COLLAGE ON DIFFERENT GENRES OF STORY.</p> <ul style="list-style-type: none"> BRAINSTORMING ACTIVITY- A SMALL THING CAN RUIN OR SAVE ONE’S LIFE. DO YOU AGREE?
GUIDED COMPOSITION	3	<p>RECOGNIZE THE DIFFERENT ANGELS OF PARAGRAPH</p> <p>-TO UNDERSTAND THE IMPORTANCE AND IMPACT OF SENSORY DETAILS IN WRITING.</p> <p>- TO DEMONSTRATE THE USE OF TENSES</p> <p>- TO IMPROVE THEIR READING, LISTENING, WRITING AND SPEAKING SKILLS.</p>	<ul style="list-style-type: none"> A SURVEY OF ANY MAJOR EVENT AND DRAFTING COMPOSITION. DESCIPTIVE WRITING ON – THE PERSON WHO INSPIRES YOU THE MOST
PARAGRAPH WRITING	5	<p>-TO ENABLE THE STUDENTS WRITE A PARAGRAPH</p> <p>-TO ANALYZE AND EXPLAIN A TEXT OR DATA AND THEN DESCRIBE IT IN SIMPLE AND CLEAR LANGUAGE</p> <p>-TO HELP THEM USE COMPARATIVE WORDS WHILE EXPLAINING</p> <p>-ABLE TO KNOW THE VOCABULARY TO BE USED FOR AN ANALYTICAL PARAGRAPH</p> <p>- ABLE TO INTERPRET THE GIVEN DATA IN THEIR OWN WORDS.</p> <p>-WILL BE ABLE TO KNOW</p>	<p>-FACTUAL BASED STUDY (DATA COLLECTION OF FAMILY ABOUT THEIR EATING HABITS)</p> <p>-CRITICAL ANALYSIS</p>

		THE RIGHT FORMAT OF WRITING	
DETERMINERS	3	<p>-STUDENTS WILL BE ABLE TO IDENTIFY VARIOUS DETERMINERS AND WILL BE ABLE TO USE THEM IN THEIR WRITINGS</p> <p>-THEY WILL BE ABLE TO UNDERSTAND THEIR USAGE THROUGH DIFFERENT CLUES</p> <p>-WILL BE ABLE TO SOLVE THE EXERCISES</p>	<p>-REAL LIFE EXAMPLES (SOME CHALKS, A FEW PENS, GLASS OF WATER, A BOOK ETC)</p> <p>-VISUAL METHOD</p>
MODALS	3	<p>-STUDENTS WILL BE ABLE TO GIVE AND RECEIVE INSTRUCTIONS</p> <p>-THEY WILL BE ABLE TO IDENTIFY MODAL VERBS</p> <p>-THEY WILL BE ABLE TO DIFFERENTIATE BETWEEN THE MODALS USED FOR POSSIBILITY OBLIGATION,AND NECESSITY</p> <p>- WILL BE ABLE TO USE IT PROPERLY IN THEIR WRITINGS</p>	<p>PRACTICE BY DOING (FRAME CLASS RULES)</p>
(SUBJECT- VERB AGREEMENT)	3	<p>-STUDENTS WILL BE ABLE TO FORM SENTENCES CORRECTLY AFTER STUDYING THE TOPIC</p> <p>-THEY WILL BE ABLE TO UNDERSTAND VARIOUS RULES RELATED TO THE TOPIC</p> <p>-THEY WILL BE ABLE TO CORRECT THE WRONG SENTENCES.</p>	<p>LEARNING BY DOING</p> <p>-WRITTEN PRACTICE</p>
		-	<p>- BRING PHOTOGRAPHS OF THE TOURISTS PLACES THEY VISITED AND WRITE THEIR EXPERIENCE OF THE SAME</p>

Maths Curriculum (2023-24)

Class VII

Sr. No.	Name of Chapters	No. Of periods	Learning outcomes	Methodology
1	Ch-Integers	6	Representation of integers on number line. Addition and Subtraction of integers. Identify the properties of integers. Understand the method of multiply.	*Game method *Quiz
2	Ch-Fraction and Decimals	10	To Understand the meaning of 'of'in terms of multiplication. Find rule to divide fraction by using pictures. To understand the rule to multiply oand divide to a number by 10 or 100 or 1000	*Toy Pedagogy *PPT
3	Ch-Data Handling	11	Find various representative values for simple data from daily life. Find range, mean, median, mode. Represent data by bar graph.	* PPT *Role play
4	Ch-Simple Equations	6	To understand variable and constants. Frame the equation from daily life situation and solve it.	*Role play *Quiz
5	Ch-Lines and Angles	8	To understand the basic terms of geometry. To understand the condition of two angles to be complementary, supplementary, vertical opposite angles ,linear pairs .	*Toy Pedagogy *PPT

6	Ch-The Triangle and it's properties	12	To understand median in triangles, to identify exterior and interior angles, angle sum property.Condition of triangles form andPythagoras theorem .	*Quiz *PPT
7	Ch-Comparing Quantities	6	To understand the concept of Percentage. To convert fraction and decimals to fraction and convert percentage to fraction or decimals.	*PPT *Real life problem
8	Ch-Rational Numbers	8	To understand the rational number and their difference from fractio.Rational number on a number line.understand different rational number between between two numbers ,operations	*Play way *Quiz
9	Ch-Perimeter and Area	12	To understand the formula of paralelogram and use it in word problems.understand concept of pie circumference and area of circle. Find area of combine figure	*Game method *PPT
10	Ch-Algebraic Expression	10	To understand the difference between variables and constants and make algebraic expression.Understand terms, factors, like terms, type of polynomial and find values.	*PPT *Quiz

11	Ch-Exponent and Power	9	To understand the meaning of exponents and it's law. Express large number in the standard form.	*Quiz *PPT
12	Ch-Symmetry	6	To understand the concept of line of symmetry and rotational symmetry.	*Game method *PPT
13	Ch-Visualising solid shapes	7	To understand the concept of Faces, Edges, Vertices. Net for solid shapes. Representation of Isometric Sketches	*Game method *PPT

CLASS- VII
CURRICULUM (2023-24)
SUBJECT- SCIENCE

S.No.	Name of chapter	No. Of periods	Learning Objectives	Methodology/Suggested activities/Toy Pedagogy
1.	Nutrition in plants	10 periods	<ul style="list-style-type: none"> ✓ Nutrition and its importance in Plants. ✓ Difference between autotrophs and heterotrophs. ✓ Are all plants autotrophic in nature? ✓ Types of heterotroph plants with suitable examples. ✓ Lichen and its association. ✓ Specific terminologies such as host, parasite, etc. 	<ul style="list-style-type: none"> ✓ To show that carbon dioxide, chlorophyll, sunlight and water is necessary for photosynthesis in plants using some potted plants. ✓ To show that all plants are not autotrophic illustrating examples in surroundings. ✓ To show the association of lichens using example of teacher and a student. ✓ To explain terms such as host, parasite, etc using examples like small aquatic animals and big fishes in ponds. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
2.	Nutrition in animals	12 periods along with complete revision	<ul style="list-style-type: none"> ✓ Nutrition and its importance in all living beings. ✓ Different Modes of procuring food. ✓ Digestion in human beings, Amoeba, Ruminant animals. ✓ Structure and function of teeth present in Buccal cavity. ✓ Specific terminologies 	<ul style="list-style-type: none"> ✓ Structure of teeth using clay model. ✓ To show the presence of Starch giving positive Iodine test using boiled and chewed potatoes. ✓ To show how the digestion of complex food particles into simpler ones takes place using chalk as toy pedagogy. ✓ To explain terms such as Epiglottis, villi, etc. using hand and fingers as toy pedagogy. ✓ To show digestion in small intestine using thread or rope pedagogy. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
3.	Heat and its effect	15 periods	<p>Students will be able to</p> <ul style="list-style-type: none"> ✓ Differentiate between cold and hot objects. ✓ Differentiate 	<ul style="list-style-type: none"> ✓ Toy pedagogy will be used to shows the conversion of heat in the form of conduction and convection by using the kitchen set.

			<p>between clinical and laboratory thermometer</p> <ul style="list-style-type: none"> ✓ Precautions while reading thermometer ✓ To understand that evaporation causes cooling and to apply this concept in cotton clothes and an earthen pitcher ✓ Find out the conversion of temperature from °C to °F ✓ To understand the concept of sea breeze and land breeze 	<ul style="list-style-type: none"> ✓ To note down the correct method of reading a clinical thermometer ✓ Go to a doctor or your nearest health Centre/medical room of your school. Observe the doctor taking the temperature of patients. Collect data of at least 10 patients. ✓ Audio-visual method. ✓ Observation method. ✓ Quiz method. ✓ Toys are used which shows the good and bad conductors of heat.
4.	Acids and Bases	10 periods	<p>Students will be able to -</p> <ul style="list-style-type: none"> ✓ Learn the definition of Acid, bases and Salts. ✓ Understand the difference between physical nature and chemical nature of acids and bases. ✓ Differentiate between acids and bases using Indicators. ✓ Learn Indicator and their types, uses. ✓ Know the concept of salts and their formation and indications. 	<ul style="list-style-type: none"> ✓ To do ph testing of various samples of Acids and bases as an indicator. ✓ Study of neutralisation Reaction using an acid and a base.and through audio and visual method. ✓ Various types of samples will be shown of acids and bases.(Lemon juice, soda water, orange, tomato, soap solution) Using indicator differentiation of solutions will be done. ✓ Using Turmeric stain soap basicity will be checked. ✓ Ph testing of the samples of solutions will be done. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.

5.	Physical and chemical changes	12 periods	<p>Students will be able to-</p> <ul style="list-style-type: none"> ✓ Define physical and chemical change. ✓ Differentiate between physical, chemical and reversible change, irreversible change. ✓ Learn the characteristics of physical and chemical changes. ✓ Learn the types of chemical reaction with examples. ✓ Understand the concept of Rusting of Iron objects. ✓ Know the concept of crystallisation in salts. 	<ul style="list-style-type: none"> ✓ To study the Process of crystallisation using copper sulphate salt. ✓ To demonstrate the Process of Rusting through audio and visual method ✓ To show physical and chemical change various samples will be shown as paper(cutting,folding, burning) orange and orange juice, raw and cooked vegetables. ✓ Rusting of iron nail with help of copper sulphate solution will be shown. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
6.	Respiration in Animals	15 periods	<p>Students will learn about:</p> <ul style="list-style-type: none"> ✓ Difference between aerobic and anaerobic respiration. ✓ Breathing: Inhalation and Exhalation. ✓ Breathing in other animals. ✓ Breathing under water ✓ Respiration in plants ✓ Specific terminologies such as diaphragm etc. 	<p>Students will be doing following activities:</p> <ul style="list-style-type: none"> ✓ Activity 1: Close your nostrils and mouth tightly and look at a watch. What did you feel after some time? How long were you able to keep both of them closed? Note down the time for which you could hold your breath. ✓ Count your breathing rate after brisk walk and after running. Breathe in and out normally. Find out how many times you breathe in and breathe out in a minute? ✓ Take a deep breath. Measure the size of the chest with a measuring tape and record your observations. Measure the size of

				<p>the chest again when expanded.</p> <ul style="list-style-type: none"> ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
7.	Transportation in animals and plants	12 periods	<p>Students will learn about:</p> <ul style="list-style-type: none"> ✓ Complete study of circulatory system in humans. ✓ Study about heart, blood, blood vessels, heartbeat. ✓ Excretory system in humans and animals. ✓ Transportation of water and minerals in plants. ✓ Transpiration in plants. 	<p>Activities to be conducted:</p> <ul style="list-style-type: none"> ✓ Place the middle and index finger of your right hand on the inner side of your left wrist. Count the number of pulse beats in one minute. ✓ To find an increase in the level of sugar solution by doing experiment taking a large potato. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
8.	Reproduction in plants	12 periods	<p>Students will learn about:</p> <ul style="list-style-type: none"> ✓ Modes of reproduction ✓ Vegetative propagation and its methods such as budding, Fragmentation, Spore formation ✓ Sexual reproduction ✓ Pollination ✓ Fertilisation ✓ Fruits and seed formation ✓ Seed dispersal 	<p>Activities to be conducted:</p> <ul style="list-style-type: none"> ✓ Perform an activity by cutting method by growing money plant in a jar of water and record your observations. ✓ Perform an activity: Take a piece of yeast cake or yeast powder from a bakery or a chemist shop. Take a pinch of yeast and place it in a container with some water. Add a spoonful of sugar and shake to dissolve it. ✓ Take a mustard/china rose/petunia flower and separate its reproductive parts. Study the various parts of a stamen and pistil. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
9.	Motion and time	15 periods	<p>Students will learn about:</p> <ul style="list-style-type: none"> ✓ Uniform and non-uniform motion. ✓ Traditional and modern methods of measuring the time. 	<ul style="list-style-type: none"> ✓ Perform an Activity in your school park. Make a swing oscillate without anyone sitting on it. Find its time period. Make sure that there are no jerks in Motion. Ask your friend to sit on swing. Push it once and let it swing naturally.

			<ul style="list-style-type: none"> ✓ They will be able to differentiate between different types of motions. ✓ They will learn about the measuring devices in cars like Speedometer and odometer. ✓ Easily identify about the motion with the help of Distance-Time graph. 	<p>Again measure its time period. Repeat the activity with different students sitting swing. Compare the time period of swing measured in different case.</p> <ul style="list-style-type: none"> ✓ Toy pedagogy will Be used to explain the different kind of motion with different toys like toy car, ball, spinning top, pendulum of a clock. ✓ Lecture-cum-discussion method. <ul style="list-style-type: none"> ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
10.	Electric current and its effects.	14 periods	<p>Students will be able to</p> <ul style="list-style-type: none"> ✓ Understand basic symbols of electric component ✓ Differentiate between open and closed electric circuit ✓ Realize the importance of electric fuses ✓ Differentiate between heating effect and magnetic effect of electric current ✓ Know about the CFL, LED and tube lights ✓ Understand of construction of electric bell. 	<ul style="list-style-type: none"> ✓ Demonstration method to be used to make a battery by using 2or3 cells. ✓ Toy pedagogy method will be used to make a electromagnet by using iron nails and copper wire. ✓ Observe the electric fuses in school campus. ✓ Students make the electric circuit by using cell, wire, bulb, switch. ✓ Audio-visual method. ✓ Observation method. ✓ Quiz method.

11.	Light	15 periods	<ul style="list-style-type: none"> ✓ Students will be able to Understand the properties of light. ✓ Know about the image formed by the plane mirror. ✓ Identify the image formed by the concave and convex mirror. ✓ Describe the uses of various types of mirrors and lenses. ✓ Explain the phenomenon of rainbow and splitting of light. 	<ul style="list-style-type: none"> ✓ Role Play method:- ✓ Here is a game that a group of children can play. One child will be chosen as object and another will act as image of the object. Both will sit opposite to each other. The object will make the movements such as raising hands, touching ears etc. The image will have to make the correct movement of the object. Rest of the group will watch the movement of image. If the image fails to make correct movement, she/he will be retired. Another child will take her/his position and the game will continue. A scoring scheme can be introduced ✓ Toy pedagogy method will be used to show that mirrors changes the direction of light that falls on it by using a torch. ✓ Demonstration method will be used to show the properties of image formed by plan mirror by placing a candle in front of plane mirror. ✓ Observation method will be used to study the image formation by projectors. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Audio-visual method.
12.	Forest: Our Lifeline	12 periods	<p>Students will learn about:</p> <ul style="list-style-type: none"> ✓ How animals dwelling in the forest help it grow and regenerate. ✓ Explain how forests prevent floods. ✓ Concept of decomposers. ✓ Role of forest in maintaining the balance between oxygen and carbon dioxide in the 	<ul style="list-style-type: none"> ✓ Observe the various things in your home and make a list of those which are made from material which may have been obtained from the forest. ✓ Visit a forest or a park in your neighbourhood. Observe the trees and try to identify them. You can take the help of some books on trees. ✓ List the characteristics of the trees that you observe, such as the height, shape of leaves, crown, flowers, and fruits. Also, draw the

			<p>atmosphere.</p> <ul style="list-style-type: none"> ✓ Forest and forest related products. ✓ Significance of microorganisms. ✓ In which layer of the soil would you find humus? What is its importance to the soil? 	<p>crowns of some trees.</p> <ul style="list-style-type: none"> ✓ Home activity: Dig a small pit. Put vegetable waste and leaves in it. Cover them with soil. Add some water. After three days, remove the upper layer of the soil. Does the pit feel warm inside? ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.
13.	Waste Water story	7 periods	<ul style="list-style-type: none"> ✓ Students will be able to- ✓ Learn about sewage and contaminants. ✓ Understand about the wastewater treatment plant (WWTP) ✓ Learn what to do in housekeeping practices. ✓ Know about the concept of sanitation and disease by it. ✓ Know the facts about Biogas Plant and Vermi composting toilets. 	<ul style="list-style-type: none"> ✓ To make a flow chart on Wastewater treatment plant. ✓ Audio visual method Used to explain Sewerage system. ✓ To do research on Swachh Bharat Abhiyan. ✓ Use of blue and Green colour box as dustbins to demonstrate biodegradable and non - biodegradable substances. ✓ Lecture-cum-discussion method. ✓ Quiz method. ✓ Observation method. ✓ Audio-visual method.

Class VII
SOCIAL SCIENCE
CURRICULUM PLANNER

S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
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Ch-1	Environment (Geo)	7 periods	<p>Students will be able to:</p> <ul style="list-style-type: none"> *Define environment *How do things impact our life. * identify the threats to the environment. 	<ul style="list-style-type: none"> *Interactive, Lecture and demonstation method with common examples. . *Toy Pedagogy: Globe, flash cards of different factors of environment.
Ch-2	Tracing Changes through thousand years (History)	8 periods	<ul style="list-style-type: none"> *The students will be able to understand the importance of periodisation. *acquire knowledge about different source materials. *able to identify old and new maps of India. draw persian wheel, spinning wheel and also able to differentiate them also. *acquire knowledge of administration, warfare, military power, economic conditions etc. * understand the importance of maintaining record. 	<ul style="list-style-type: none"> *story telling,demonstration and discussion method. Toy Padagogy: Old and new coins, samples of manuscript, pictures of buildings,flow chart of periodization. *Old and new toys. *Collage of pictures of old sources of recreational activities.
Ch-3	On Equality (Civics)	7 periods	<ul style="list-style-type: none"> *The students will be able to understand the meaning of equality. *Importance of universal Adult frenchise. * understand the importance of Article -15. * able to demonstrate inequality prevailing on domestic, social , religious and economic level by enacting Role play. 	<ul style="list-style-type: none"> *Discussion, explanation and demonstration methods. * Role Play method to demonstrate inequality. *Flash cards showing differernt aspects of equality. * List the programmes our government is implementing for maintaining Equality. * List out govrmnt schemes to remove unequality from the society.

Class VII
SOCIAL SCIENCE
CURRICULUM PLANNER

S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
Ch-4	Inside our Earth (Geo)	7 periods	<ul style="list-style-type: none"> *The students will be able to identify the layers inside the earth. *Understand the structure and process of volcanoes and earthquake. * identify different types of rocks: * igneous rocks *sedimentary rocks *metamorphic rocks * aware of rocks in surrounding areas. * rock cycle. 	<ul style="list-style-type: none"> *Experiential based learning, Discussion and demonstration method. Toy padagogy: Globe, Boiled egg, slice of water melon and onion. *flash cards of the structure of inside layers of the earth, flash cards of different types of rocks
Ch-5	Kings and Kingdoms (History)	8 periods	<ul style="list-style-type: none"> *The students will be able to identify different kings and queens of medieval period. * understand about the administration. * acqire knowledge about tax collection. * understand the architectural style of forts. 	<ul style="list-style-type: none"> *Discussion and story telling method. * interaction method. Toy Padagogy: Pictures of medieval kings, Queens, temples and buildings. * location of old kingdoms gurjara pratihara Rashtrakutas Palas ,Cholas and chamannas on the political map of India. * Make a list of taxes paid by your parents to the government.
Ch-6	Our Changing Earth (Geo)	7 periods	<ul style="list-style-type: none"> *The students be able to know about the internal and external forces acting upon the Earth. * to appreciate and accept the changes in nature. * identify endogenic and exogenic forces of nature. * able to differentiate types of rocks. 	<ul style="list-style-type: none"> Interactive and demonstrative method with common examples. * Toy Padagogy boiled egg slice of watermelon and onion to explain different layers of the earth. * diagramic explanation of endogenic and exogenic forces of nature. * formation of hills mountains Plains delta and estuary. * weathering and erosion shown through dust and water.

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S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
Ch-7	Role of Government in Health (Civics)	7 periods	<ul style="list-style-type: none"> * to develop social and political awareness among the children. * define the term constituency , opposition ,MLA ,majority. * identify the MLA and his role. * will be able to understand the role of doctors ,nurses and all Hospital staff during pandemic situation. * role of ministers of your area to improve conditions of hospitals . 	<ul style="list-style-type: none"> * experiential learning method *discussion method * role play *learning by playing different roles of society. Toy pedagogy: Stethoscope , syringe, thermometer, tablets and antiseptic lotion. *Case Study * Banner making ,on steps taken by the government to promote good health among citizens of India.
Ch-8	Delhi 12th to 15th Century (History)	8 periods	<ul style="list-style-type: none"> * to know about the rulers of Delhi. * remember and enlist the names of Delhi Sultanate rulers in sequence. * explain the development rise and fall of Delhi Sultanate. 	<ul style="list-style-type: none"> * interactive and story telling with common examples *learning method *demonstration *making of Timeline. *Finding out the buildings built by the Sultans of Delhi around the city. * pasting or drawing of pictures of all the rulers who ruled over Delhi during 15th and 16th century.
Ch-9	Air (Geo)	7periods	<ul style="list-style-type: none"> * the students will be able to identify the layers of atmosphere. *Understand the importance of different layers of air. *explain the greenhouse effect. * record maximum and minimum temperature in a day. 	<ul style="list-style-type: none"> * discussion method * learning by doing *demonstration method Toy Padagogy: Pie chart of composition of gases in atmosphere. * list five activities possible due to presence of air.

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S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
Ch-10	Water (Geo)	7periods	<ul style="list-style-type: none"> * the students will be able to understand about water as important resource. *distribution of water on earth. *availability of water *depletion of water table *scarcity of water * water management and *water conservation 	<ul style="list-style-type: none"> * discussion and lecture method. *demonstration method. *Interactive and explanatory method. Toy Padagogy: *Clips of newspapers ,magazine, news articles related to water shortage. * list of house hold and industrial activities for which water is needed.
Ch-11	The Mughals 16th to 17th century (History)	8 periods	<ul style="list-style-type: none"> * student will acquire knowledge about the Rise and fall of the Mughal Empire. *Will also learn about the new architectural styles of the Mughal period. * able to find out the reasons for the decline of Mughal Empire. * leadership traits and skills were also imparted. * understand the term mansabdars Jahgirdars, zabt and zamindars. 	<ul style="list-style-type: none"> * interactive explanatory and story telling method. Toy pedagogy: * pictures of Delhi Sultans, buildings,coins and other artefacts. *political/physical maps of India to show the extension of empire of the Great Mughals. *puppets/ pictures of Mughal emperors. *chart of military campaigns organised by The Mughals. *make a report on Akbar's administration . Write an article on the topic :Why Akbar is considered as a real founder of Mughal Empire?

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S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
Ch-15	Human Environment Interactions The Tropical and the Sub Tropical Region (Geo)	7 periods	<ul style="list-style-type: none"> * The students will be able to know about life in the Amazon Basin. *The Amazon river flows through the equator. *Lifestyle of people of rainforests. *The developmental activities are leading to the gradual destruction of the biologically diverse rainforests. *Able to make collage on animals and birds found in Amazon Basin. 	<ul style="list-style-type: none"> * interactive and discussion method. *experiential learning method. <p>Toy pedagogy : birds and animals' toys.</p> <ul style="list-style-type: none"> *collage making on birds found in rainforest. * poster on save Ganga project.
Ch-16	Tribes, Nomads, and Settled Communities	8 periods	<ul style="list-style-type: none"> * the students will be able to understand that during the medieval age several social. 	<ul style="list-style-type: none"> * discussion method *interactive and lecture method . *critical thinking and problem solving

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S.No.	NAME OF CHAPTER	NO. OF PERIODS	LEARNING OUTCOMES	METHODOLOGY /ACTIVITIES
Ch-18	Devotional Paths to Divine (History)	10 periods	<ul style="list-style-type: none"> * the students will be able to learn that all of us has a unique way praying to God. * Bhakti was propagated in the Bhagavad Gita, Lord Shiva Vishnu and Goddess Durga became deities for this kind of worship . *some people followed path of Supreme God with some rituals. Saints introduced philosophy of Bhakti in temples. *Nathpanthis, yogis and Siddh acharya's criticized aspects of conventional bhakti. 	<ul style="list-style-type: none"> * lecture method interactive and discussion method. * Brief insights about different rituals of worship that people perform. *Devotion towards Bhakti and Sufi movement. *Toy pedagogy: pictures of saints and Sufis of North and South India. * reciting of poem on Mirabal. Reciting of dohas on Kabir . *case study on any Bhakti Saint of your choice.
Ch-19	The Making of Regional Cultures (History)	8 periods	<ul style="list-style-type: none"> " the students will be able to understand the basis of culture for example food, language dance forms, religion, clothes etc. * Languages introduced by rulers. *Tribal people made images of deities. * Rajasthan is known as Rajputana. *Different styles of paintings. 	<ul style="list-style-type: none"> * discussion and lecture method. *Interactive method . *demonstration method . *Toy Pedagogy: pictures of different dance forms, puppets, clothes, food, temples and paintings. * make a collage on different dances of South India. * draw different hand gestures on famous classical dance Bharatnatyam.
Ch-20	Markets Around Us (Civics)	7 periods	<ul style="list-style-type: none"> * the students will be able to understand what are markets and their relation with everyday life? * Understand their function to link customers with the shopkeeper. *Gain a sense of how markets work. 	<ul style="list-style-type: none"> * interactive method, lecture com- discussion method . *toy pedagogy: students will be motivated to go near by market or Weekly market or the shopping mall and note down the observations around their surroundings. * Discussion and role play method about different types of markets. * Topic for Debate: *In future all shopping will be done online.

CURRICULUM FOR ACADEMIC YEAR (2023-24)

CLASS: VII

SUBJECT- Artificial Intelligence

S.No	Name of Chapter	No of Periods/ Days	Learning Outcomes	Methodology
1	Number System	9	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Know why number system got introduced? • Understand number system and identify its types. • Learn the difference between Non-Positional and Positional Number System. • Understand conversion of one number system into another. • Understand bits and bytes. 	<p>Detail <i>discussion</i> on the topics given in chapter, <i>short quiz</i> to analyze the knowledge acquired by the students.</p> <p>Group Discussion on topic- 'The world of computer is based on the Multiples of 1 and 0s'</p> <p>Activity section- Conversions from Decimal to binary, binary to decimal and Decimal to other number system.</p> <p>Demonstrations of topics via smart class and powerpoint presentations.</p> <p>Lab Activity- Make a presentation on Number System (atleast 6 slides including all Number system). Saving it by making a folder 'Lab Activity' and run it.</p> <p>Subject Enrichment- Brief introduction to ASCII Code. How a letter is converted into Binary Form and Vice Versa?</p>
2	Animate -Layers and Animation	12	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Import graphics in Animate. • Understand about Layers and how to perform different functions on layers. • Know about working with Layers in Timeline. • Create symbols and instances. • Know about Frame-by-Frame Animation. • Understand about tweening effects-Classic, Motion and Shape tween. • Make projects by morphing a shape using Shape Tween. 	<p>Detail <i>discussion</i> on the topics given in chapter, <i>short quiz</i> to analyze the knowledge acquired by the students.</p> <p>Group Discussion on topic-'Impact of Animated Movies On Kids'.</p> <p>Demonstrations via smart class, powerpoint presentations.</p> <p>Lab Activity- Draw a paper plane in Animate and make it fly in different directions using Frame -by-Frame Animation and Motion Tweening in Adobe Animate.</p> <p>Subject Integration (Science)- This activity will make the students learn about motion and time.</p>

3	Photoshop - Introduction	12	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Understand the features of Photoshop. • Know how to start Photoshop and create a new document. • Understand the components of Photoshop Window. • Acquire knowledge about how to work with photoshop. • Learn how to use various tools of Photoshop. • Identify various color modes and adjusting its levels. • Know about using Dodge effect and Burn effect. • Understand various Filters available in Photoshop. 	<p><i>Description</i> on the topics given in chapter, <i>Oral Test</i> to analyze the knowledge acquired by the students. Divide class into two groups and <i>discussion</i> on 'Image Editing Vs Drawing Software'</p> <p><i>Demonstrations</i> via smart class, powerpoint presentations and videos.</p> <p>Lab Activity</p> <ul style="list-style-type: none"> • Choose an image of flower, • Crop the desired part of image, • Change the canvas size, • Make exposure corrections-brightness and contrast • Apply filter to give artistic look <p>Skill Formation-This activity enhances the image editing skills of the students.</p>
4	Photoshop - Working with Layers	12	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Learn to create layers and add images to it. • Understand Layers Dialog Panel. • Add, rename and insert images in new layers. • Know how to work with layer-Hiding, moving, duplicating, reordering a layer. • Change the opacity of a layer. • Learn how to flatten, merge and transform a Layer. • Learn various blending modes. • Save the Photoshop image. 	<p>Detail <i>discussion</i> on the topics given in chapter, <i>short quiz</i> to analyze the knowledge acquired by the students.</p> <p><i>Demonstrations</i> via smart class, powerpoint presentations and videos.</p> <p>Group Discussion on topic- 'Importance of Layers in Photoshop'.</p> <p>Lab Activity-</p> <ul style="list-style-type: none"> • Create image of sky in Photoshop and add a layer of gas balloon in it. • Add layers to insert gas balloons to show animations. • Duplicate the layer and rotate the balloon. • Blend the layer and save the image to show animations. <p>Subject Integration (Science)- This integration will introduce the students to basic scientific principle, "Warmer air is lighter than cooler air".</p>
5	Internet – Ethics and Safeguard	9	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Learn about Internet. • Understand how to protect themselves on the web. • Know about Spyware and precautions to be taken. • Understand about Pop-up Ad, Spam and precautions to be taken. • Know about Phishing, 	<p>Detail <i>description</i> on the topics given in chapter, <i>Oral Test</i> to analyze the knowledge acquired by the students. Divide the students in two groups and <i>discuss the topic</i> "Is Online Threat Inevitable?"</p> <p><i>Demonstrations</i> via smart class, powerpoint presentations and videos.</p> <p>Toy pedagogy- Quiz on various Web threats and</p>

			<p>Keyloggers, Cookies and precautions to be taken.</p> <ul style="list-style-type: none"> • Understand about Cyberbuilding, hacking, Social Engineering and Digital Footprint. • Learn about the role of parents and teachers in protecting children from digital world. 	<p>viruses.</p> <p>Lab Activity-</p> <ul style="list-style-type: none"> • Create a presentation on Ethical Hacking • Make minimum five slides, add animations and transitions on each slide. <p>Skill formation- This activity enhances the organizational, information searching and presentation skills of the students.</p>
6	HTML 5 – Creating Web Pages Using CSS	12	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Know about the history and features of HTML. • Understand the elements of HTML5 such as tags, attributes etc. • Acquire knowledge about web browsers for HTML5 • Learn basic building-blocks of HTML5 tags for creating web pages. • Understand the role of CSS and its types. • Learn about tags for formatting the text. 	<p>Detail <i>discussion</i> on the topics given in chapter, <i>short quiz</i> to analyze the knowledge acquired by the students.</p> <p>Demonstrations via smart class, powerpoint presentations and videos.</p> <p>Toy Pedagogy-Quiz on various tags of HTML5.</p> <p>Lab Activity- Create a web page using HTML code on topic "The rule of Delhi Sultanate".</p> <p>Subject Integration(Social Science)- This integration will help students learn about famous rulers of Delhi</p>
7	HTML 5 – Images, Links and Table	12	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Know about various Images format supported by Web pages. • Learn about the tags used for inserting images. • Create numbered and bulleted list. • Learn about the tags used for linking the web pages. • Understand how to insert table in a web page. • Learn about applying borders, adding background to a table. • Understand how to adjust cell size using style. • Know about spanning cells, cell padding and border spacing using style. 	<p>Discussion on the topics given in chapter with examples, <i>short quiz</i> to analyze the tags learnt by the students.</p> <p>Demonstrations via smart class, powerpoint presentations and videos</p> <p>Group Discussion on Importance of 'Images and Tables in a Web Page'.</p> <p>Lab Activity-</p> <ul style="list-style-type: none"> • Open Notepad and write HTML code to create Time table of class. • Write code to insert picture of school. • Give title to page as 'web page is designed by' • Save webpage as 'Timetable'. <p>Skill Formation- This activity enhances the time management skills of the students.</p>
8	Python – Conditional Control	15	<p>The student will be able to-</p> <ul style="list-style-type: none"> • Learn about computer programming in Python 	<p>Detail <i>discussion</i> on the topics given in chapter, <i>Short test</i> to analyze the knowledge acquired by the students.</p>

