

Month	PT/ TE R M	NAME OF THE LESSON/TOPIC	TEXTBOOK	Learning objectives	Methodology	Learning Outcomes	Assessment Tools
			Raintree (coursebook/ literature reader) Grammar (Tune in to grammar)				
		<b>PERIODICTEST-I</b>					

April/ May	MID- TERM and PT1	Unseen passage/poem Notice Writing The Sentences The Outlaws Report.  Writing Skill	To reinforce and assess the content taught in the class.	Individual assessment through a pen and paper test It will depend on the needs and abilities of your students, as well as the specific passage you are working with. It may be helpful to provide students with a variety of passages from different genres and styles, and to scaffold their learning by providing them with guided practice and feedback. And could encourage students to read widely and develop their own reading strategies and habits to help them become more confident and skilled readers.	The students will be able to: 1. Analyze ,infer and interpret what is read 2. write with a specific purpose 3. develop critical thinking	Pen and paper
April	PT1/ MID TERM		<b>NoticeWriting:</b> <b>To enable the</b> <b>learners to:</b>	<b>NoticeWriting:</b> <b>To enable the learners to:</b>		

## ANNUAL CURRICULUM PLAN (2025-2026)

### SUBJECT :ENGLISH CLASS: VII

### TERM I(APRIL-SEPTEMBER)

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April	PT1/ MID TER M	The Outlaws' Report (prose)	Coursebook	<p>1. structure their writing in a logical and coherent way</p> <p>2. style to different purposes and audiences.</p> <p>3. develop creativity, critical thinking, and analytical skills</p> <p><b>GENERAL OBJECTIVES</b></p> <p>To enable learners to:</p> <p>appreciate a literary genre (prose/poetry) and the writer's/poet's style of writing.</p> <p>*to make the learners appreciate the poem/story in terms of its plot/theme, (setting and characterisation for the story).</p> <p>*to develop new vocabulary.</p> <p>*to enable specific and global comprehension of the text read.</p> <p>to develop an understanding of the theme conveyed by the text.</p>	<p>1. Identify purpose and audience.</p> <p>2. Determine key message and information.</p> <p>3. Write clear and concise heading.</p> <p>4. Write body with relevant details.</p> <p>5. Use simple language and avoid jargon.</p> <p>6. Check for errors.</p> <p>*Class discussion on the author's /poet's life and work.</p> <p>*Class discussion on the setting, plot, characters and the themes in the poem and lesson.</p> <p>*Loud reading/recitation will be done in the class</p> <p>*The students will be asked to underline the difficult words / phrases and write their meanings in the notebooks</p> <p>*Reading and explanation of the text (Para wise)</p> <p>*The students will answer the questions asked by the teacher during explanation of the text.</p> <p>*Reading and explanation of the text will be continued</p> <p><b>Class Activity (speaking)</b></p> <p><b>Major Hamilton was grateful to</b></p>	<p>The students will be able to:</p> <p>1. write with clarity and conciseness.</p> <p>2. understand the purpose and audience of the notice</p> <p>3. Organize and structure ideas.</p> <p>The students will be able to:</p> <p>*Read with correct word stress, sentence stress and intonation.</p> <p>*Read for understanding/comprehension both global and specific.</p> <p>*Anticipate and predict</p> <p>*Develop writing skills by integrating literature with language.</p> <p>*Write for self-expression.</p> <p>Build vocabulary</p> <p>*Develop thought, critical analysis on the basis of the text read.</p> <p>*Develop writing skills / appreciation</p>	<p>1. Pen and Paper</p> <p>2. Oral</p> <p>3. Interaction</p> <p>4. Worksheets</p> <p>5. Quiz</p>
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				<p>*to make the learners understand the story in terms of its setting,plot,</p>			
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April	PT1/ MID TER M	<p style="text-align: center;"><b>READING</b></p> <p>Unseen passage /Unseen poem</p>		<p>characters and themes</p> <p><b><u>Specific Objectives</u></b></p> <ol style="list-style-type: none"> <li>1.To know the difference b/w freedom and restrictions</li> <li>2.To learn about the rights and responsibilities of children</li> <li>3.To appreciate the character of William</li> <li>4.To identify a twist in a story</li> </ol> <p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. to identify literary devices used in the passage/poem, such as metaphors,similes, and personification.</li> <li>2. use context clues to determine the meaning of unfamiliar words and phrases.</li> <li>3.summarize the passage in their own words and make connections between the passage.</li> </ol>	<p><b>William and expressed his gratitude.</b></p> <p><b>How would you express your gratitude to a policeman who helps you find your lost bicycle?</b></p> <p><b>RUBRICS FOR ASSESSMENT</b></p> <p><b>Content 4</b></p> <p><b>Fluency and Accuracy 3</b></p> <p><b>Confidence 3</b></p> <p>Some common approaches include:</p> <ol style="list-style-type: none"> <li>1. Pre-reading activities:Before reading the passage or poem,engage students in pre-reading activities that help them build background knowledge and activate prior knowledge. This can include brainstorming, discussion,and prediction exercises.</li> </ol> <p>Reading strategies: Teach students reading strategies to help them read and understand the passage or poem. This can include strategies such as skimming, scanning, and using context clues to determine the meaning of unfamiliar words</p> <ol style="list-style-type: none"> <li>3. Comprehension questions:Provide comprehension</li> </ol>	<p>The students will be able to:</p> <p>read and understand a text,identify the main idea and supporting details.</p> <p>Analyze and interpret the text affectively.</p> <p>Summarize the text their own words and make connections between text and their own experiences or knowledge.</p> <p>Analyze and interpret text by identifying and exploring the author's/poets purpose and</p>	<p>Pen and paper Worksheets</p>
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					questions that require students to identify the main idea, supporting	Message, and making inferences based on the	
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<p>May</p>	<p><b>MID TER M</b></p>	<p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• Determiners</li> </ul>	<p><b>Tune in to Grammar</b></p>	<p>To enable learners to:</p> <ol style="list-style-type: none"> <li>1. understand determiners</li> </ol>	<p>details, and literary devices used in the passage or poem. These questions can be used to assess understanding and promote critical thinking.</p> <p>4. Analysis and interpretation: Encourage students to analyze and interpret the passage or poem by identifying themes, making connections to their own experiences, and exploring the author's purpose and message.</p> <p>5. Writing activities: Engage students in writing activities that require them to summarize the passage or poem, respond to comprehension questions, and analyze and interpret the text. This can include writing prompts, essays, and creative writing exercises.</p> <p>By using a combination of these approaches, students can develop a strong understanding of how to read and understand unseen passage and poems, And how to analyze and interpret them effectively.</p> <ol style="list-style-type: none"> <li>1. Define determiners and give examples.</li> <li>2. Teach the different types of determiners, articles,</li> </ol>	<p>text.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>*think logically</li> <li>*apply grammar rules</li> </ul>	<p>MCQ's Worksheets</p>
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2. identify types of determiners.

demonstratives, possessives, quantifiers, interrogatives.  
3. Explain when to use determiners and

\*think analytically



April	PTI/ MID TER M	Sentences		<p>3.know when to use determiners 4.use determiners correctly.</p> <p><b>To enable the students to:</b></p> <p>1.Understand sentence structure 2.Identify subject and predicate. 3.Know types of sentences. 4.Use proper punctuation.</p>	<p>how to use them correctly.</p> <p>1.Explain the basic structure of a sentence:subject and predicate 2. Show example so different types of sentences:simple,compound,complex. 3. Teach proper punctuation:periods,commas, question marks,exclamation points.</p>	<p>The students will be able to: *think logically *apply grammar rules *think analytically</p>	Worksheets
June	MID TER M	<p><b>HOLIDAY HOMEWORK</b></p> <p>A)<b>Based on the novel THE HAPPY PRINCE-</b></p>	PORTFOLIO	<ul style="list-style-type: none"> <li>To read for pleasure and comprehension</li> <li>Intensive reading for Understanding a novel in terms of its plot ,setting.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion on the places of historical interest mentioned in the novel and their relevance to the novel.</li> </ul> <p>Giving guideline for research for the preparation of the task.</p>	<p>The students will be able to: understand and interpret narrative and descriptive texts</p>	Oral and written

	<p>1. Write the summary of the novel The happy Prince . 2. Write about the character you found the most appealing. 3. What did you learn from the story?</p> <p>B) PARAGRAPH WRITING Global Warming Save Trees</p> <p>C) Crossword puzzle on the lesson 'The Outlaws Report'.</p> <p>D) Self-composed poem on the theme HEALTHISWEALTH.</p> <p>E) Revise the entire syllabus covered before the break.</p> <p><b>RUBRICS FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>● Content-5marks</li> <li>● Presentation-3marks</li> <li>● Timely submission- 2 marks</li> </ul>	<p>Characterization and themes.</p> <ul style="list-style-type: none"> <li>● To build an interest towards reading.</li> </ul>		<p>and</p> <p>1. develop imagination originality</p>	
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	MID TERM	<p><b><u>WRITING SKILLS</u></b> <b><u>ACTIVITY</u></b></p> <p>Turning the poem 'The Hero' into a story</p> <p><b>RUBRICS FOR ASSESSMENT</b></p> <p>LANGUAGE-4</p> <p>CONTENT-3</p> <p>EXPRESSION-3</p>	MULTIPLE ASSESSMENT	<p>*To enable learners express one's personal feelings/thoughts/activities.</p> <p>*To express creativity freely</p> <p>*To learn good vocabulary.</p>	<p>*Individual assessment</p> <p>*The task will be assessed on the following points/rubrics- A) Content B) Relevant details covered in a grammatically correct language</p>	<p>The students will be able to write with improved written expressions.</p>	written
June	MID TERM	<p><b>ARTINTEGRATED PROJECT</b></p> <p>Presentation on the tribes found in Lakshdweep and Andaman and Nicobar Islands.(group activity)</p> <p><b>RUBRICS FOR ASSESSMENT</b></p> <p>CONTENT-4</p> <p>FLUENCY-2</p> <p>VISUAL AIDS-2</p> <p>CONFIDENCE-2</p>	SUBJECT ENRICHMENT	<p>*To help the learners explore the different aspects of Lakshdweep and Andaman and Nicobar Islands by working in a joyful manner in groups of 4 – 5 students.</p> <p>● To enable the students to integrate their learning by Working across subject boundaries.</p>	<ul style="list-style-type: none"> <li>● Class discussion and brainstorming on the topics given as the project.</li> <li>● Brainstorming with each group and helping them draw the outline of their project</li> </ul>	<p>The students will be able to:</p> <p>*develop exploratory skills</p> <p>*comprehend</p> <p>*do critical analysis to build an understanding of the topic/content research</p> <p>The students will be able to develop:</p> <p>creativity</p> <p>*Imagination</p> <p>*Originality</p>	oral

	MID-TERM	<b>CW/HW/NOTEBOOK WORKASSESSMENT</b>  <b>RUBRICS FOR ASSESSMENT</b> Content – 6 Neatness/Work presentation–2  Regularity/Timely submission - 2	PORTFOLIO	<ul style="list-style-type: none"> <li>● To reinforce and facilitate the understanding of the content taught in class.</li> <li>● To enable learners to build/develop appropriate vocabulary, spellings, writing style and neat handwriting.</li> </ul>	Periodic monitoring and checking of written work done in the notebooks as class task /home task.	The students will be able to: <ul style="list-style-type: none"> <li>• apply their improved language and vocabulary skills</li> <li>• make notes</li> <li>• manage work</li> <li>• use their creative skills</li> </ul>	Pen And Paper
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<p>July</p>	<p>PT/2 MID TER M</p>	<p><b>PERIODICTEST-II</b></p> <p>*Unseen Passage/poem *Playing with Gorillas (Lesson) *Determiners *Paragraph Writing</p> <p><b><u>Playing with Gorillas (Prose)</u></b></p>	<p>COURSEBO OK</p>	<p>To reinforce and assess the content taught and the skills developed</p> <p><b><u>General Objectives-</u></b> Same as mentioned above</p> <p><b><u>Specific Objectives</u></b></p> <p>To enable the students to:</p> <ul style="list-style-type: none"> <li>* note that most of our perceptions about gorillas are mistaken</li> <li>* realize that fear originates from ignorance</li> <li>* understand that gorillas are playful but do know their own strength</li> <li>* enjoy a humorous anecdote</li> </ul>	<p>Individual assessment through a pen and paper test It will depend on the needs and abilities of your students, as well as the specific passage you are working with. It may be helpful to provide students with a variety of passages from different genres and styles, and to scaffold their learning by providing them with guided practice and feedback. And could encourage students to read widely and develop their own reading strategies and habits to help them become more confident and skilled readers.</p> <p>*Class discussion on the author's life and work.</p> <p>*Class discussion on the setting, plot, characters and the theme in the lesson .</p> <p>*Loud reading will be done in the class</p> <p>*The students will be asked to underline the difficult words / phrases and write their meanings in the notebooks</p> <p>*Reading and explanation of the text( Paragraph wise )</p> <p>*The students will answer the questions asked by the teacher during explanation of the text.</p> <p>*Reading and explanation of the text will be continued</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze ,infer and interpret what is read</li> <li>2. write with a specific purpose</li> <li>3. develop critical thinking</li> </ol> <p>The students will be able to:</p> <p>read,comprehend and apply vocabulary and grammar skills.</p> <p>globally comprehend the literature content taught.</p> <p>develop critical/analytical thinking.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>*Read withcorrect word stress, sentence stress and intonation.</li> <li>*Read for understanding/comprehension both global and specific.</li> <li>*Anticipate and predict</li> </ul>	<p>Written</p> <p>Oral and Written</p>
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						<p>*Develop writing skills by integrating literature with language.</p>	
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July		<p><b><u>WRITING SKILL</u></b>  <b><u>Paragraph Writing</u></b></p>	<p><b>PT2/MID TERM</b></p>	<p>To enable the learners to:</p> <ol style="list-style-type: none"> <li>1. identify the parts of a paragraph</li> <li>2. organize supporting details logically</li> <li>3. use appropriate language</li> <li>4. improve paragraph clarity, grammar, punctuation through revision</li> </ol> <p><b>General Objectives</b></p>	<p><b>Paragraph Writing:</b></p> <ol style="list-style-type: none"> <li>1. Identify purpose and audience.</li> <li>2. Determine key message or idea.</li> <li>3. Write clear and concise topic sentence.</li> <li>4. Write body with supporting details.</li> <li>5. Use logical and coherent structure.</li> <li>6. Use simple language.</li> <li>7. Check for errors.</li> </ol>	<p>*Write for self expression.  *Develop thought</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. develop imagination and creativity</li> <li>2. write with accuracy in grammar, spelling, and punctuation.</li> <li>3. Organize and structure ideas.</li> <li>4. build vocabulary and expression</li> </ol>	<p>Written</p>
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August	MID TER M	<b><u>Daffodils(Poem)</u></b>	<b>LITERATURE READER</b>	<p>To enable learners to:</p> <ol style="list-style-type: none"> <li>1.appreciate the literary genre of poetry and appreciate the poet's style of writing.</li> <li>2. understand figures of speech</li> <li>3.develop an understanding of the themes conveyed.</li> <li>4.relate literature to real life.</li> </ol> <p><b><u>Specific Objectives</u></b></p> <p>To enable the learners to:</p> <ol style="list-style-type: none"> <li>1.understand how nature can provide peace and</li> </ol>	<p>*Class discussion on the poet's life and work.</p> <p>*Class discussion on the setting, and the theme in the poem</p> <p>*Loud recitation will be done in the class</p> <p>*The students will answer the questions asked by the teacher during explanation of the poem.</p> <p>* Videos on Youtube/PPT's will be shown/shared to understand the poem in a better way.</p> <p>The theme/of the story/poem will be further discussed in the class.</p> <p><b>Class Activity(Writing)</b></p> <p>Class activity</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>* Recite with correct word stress, sentence stress and intonation.</li> <li>*Develop writing skills by integrating literature with language.</li> <li>*Develop thought, critical analysis on the basis of the poem read.</li> <li>*Understand poetic devices.</li> </ul>	Oral and Written
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July	MID TER M	<u>In The Bazaars of Hyderabad(Poem)</u>	LITERATU RE READER	<p>solace to the heart. 2. appreciate the beauty of nature through the poet's eyes 3.learn the use of personification. 4.note that nature can be our true friend even after we are no longer in its presence 5.visualize the beautiful scene described in the poem</p> <p><b><u>General Objectives</u></b> Same as above</p> <p><b><u>Specific Objectives</u></b> <b><u>To enable students to:</u></b></p> <p>* observe the use of imagery-rich description of sight and sound.</p>	<p>Imagine you are standing in a place of unspoiled natural beauty.Where are you?What do you see,hear and feel? Write a short descriptive paragraph.</p> <p><b>RUBRICS FOR ASSESSMENT</b> <b>CONTENT 4</b> <b>EXPRESSION 3</b> <b>LANGUAGE 3</b></p> <p>*Class discussion on the poet's life and work. *Class discussion on the setting,and the theme in the poem *Loud recitation will be done in the class ) *The students will answer the questions asked by the teacher during explanation of the poem.</p>	<p>The students will be able to: * Recite with correct word stress, sentence stress and intonation.</p> <p>*Develop writing skills by integrating literature with language. *Develop thought, critical analysis on the basis of the poem read. *Understand poetic devices.</p> <p>The students will be able to: * Recite with correct word stress, sentence stress and intonation. *Develop writing skills by integrating literature with language.</p>	<p>Oral and Written</p> <p>Oral and Written</p>
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				* understand the	*Videos on Youtube/PPT's will be shown/shared to understand the	*Develop thought, critical analysis on the basis of the poem	
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July	MID TER M	<b><u>The Hero(poem)</u></b>		<p>patriotic tilt of the poem * appreciate the devices used to portray a realistic bazaar that comes alive in the reader's mind.</p> <p><b><u>General Objectives</u></b></p> <p>Same as above</p> <p><b><u>Specific Objectives</u></b></p> <p>To enable students to:</p> <ul style="list-style-type: none"> <li>* interpret a child's fantasy</li> <li>* grasp the speaker's imagination</li> <li>* infer what causes such a thoughtful process</li> </ul> <p><b>Specific Objectives</b></p>	<p>poem in a better way. The theme/of the story/poem will be further discussed in the class.</p> <p>*Class discussion on the poet's life and work. *Class discussion on the setting, and the theme in the poem *Loud recitation will be done in the class</p> <p>*The students will answer the questions asked by the teacher during explanation of the poem. *Videos on Youtube/PPT's will be shown/shared to understand the poem in a better way.</p> <p>The theme/of the story/poem will be further discussed in the class.</p> <p><b>Diary Entry:</b> *Identify purpose and audience.</p>	<p>read. *Understand poetic devices.</p> <p>The students will be able to: * Recite with correct word stress, sentence stress and intonation.</p> <p>*Develop writing skills by integrating literature with language. *Develop thought, critical analysis on the basis of the poem read. *Understand poetic devices.</p>	Oral & Written
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July	MID TER M	<p><b><u>Writing Skill</u></b> <b><u>Diary Entry</u></b></p>	<p>To enable learners to:</p> <p>*develop writing skills, including ability to communicate effectively</p>	<p>*Determine key events or experiences. *Write clear and concise heading with date and time. *Write about events or experiences in detail.</p>	<p>The students will be able to:</p> <p>*write with clarity and conciseness. *communicate effectively *understand the</p>	<p>Written Quiz MCQ's worksheets</p>
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	MID	<b>Grammar</b>	<p>*express the thoughts and ideas clearly          *use proper grammar and vocabulary          * structure their writing in a logical and coherent way          *organize their thoughts and ideas</p> <p><b>Specific Objectives</b></p> <p><b>To enable learners to:</b></p>	<p>*Use conversational tone and write in first person. *Check for errors.</p> <p><b>Nouns and Pronouns:</b>          *Define nouns and pronouns and give examples.</p>	<p>purpose and audience of the notice /letter/diary writing / paragraph. *develop imagination and creativity          *write with accuracy in grammar, spelling ,and punctuation.          *Organize and structure ideas.          build vocabulary and expression</p> <p>The students will be able to:          *think logically          *apply grammar rules          *think analytically</p>	Written
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August	T E R  M	<ul style="list-style-type: none"> <li>*Nouns and Pronouns</li> <li>*Subject Verb Agreement</li> <li>*Active and Passive voice</li> </ul>	<p><b>TUNE IN TO GRAMMAR</b></p> <p><b>Nouns and Pronouns:</b></p> <ul style="list-style-type: none"> <li>*Understand nouns and pronouns.</li> <li>* Identify types of nouns and pronouns.</li> <li>*Use noun and pronouns correctly.</li> </ul> <p><b>Active-Passive Voice:</b></p> <ul style="list-style-type: none"> <li>*Understand active and passive voice.</li> <li>*Identify active and passive voice</li> <li>*.Know when to use active and passive voice.</li> <li>*Use active and passive</li> </ul>	<ul style="list-style-type: none"> <li>*Teach the different types of nouns and pronouns: common, proper, abstract, concrete, personal, possessive, reflexive, demonstrative.</li> <li>*Explain how to use nouns and pronouns correctly in sentences.</li> </ul> <p><b>Active-Passive Voice:</b></p> <ul style="list-style-type: none"> <li>*Define active and passive voice and give examples.</li> <li>*Teach how to identify active and passive voice in sentences.</li> <li>*Explain when to use active and passive voice and how to use them correctly.</li> </ul>	
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	<p>MID TER</p>	<p><b>Writing Skill</b> <b>Letter Writing(formal)</b></p>	<p>voice correctly.</p> <p><b>Subject-Verb Agreement:</b> *Understand subject-verb agreement. *Identify subject and verb. *Know types of subjects. *Use subject-verb agreement correctly.</p> <p><b>Tenses:</b> *Understand past, present, and future tenses. * Identify verb tense. Know irregular verbs. *Use tense correctly.</p> <p><b>Editing:</b> *Understand importance of Editing *.Identify common errors. * Correct errors. *Revise writing for clarity.</p> <p><b>Specific Objectives:</b> To enable the learners to: *write in a style format</p>	<p><b>Subject-Verb Agreement:</b> *Define subject-verb agreement and give examples. *Teach to identify subjects and verbs in sentences. *Explain the different types of subjects:singular,plural,compound. *Teach how to use subject-verb agreement correctly</p> <p><b>Tenses:</b> *Introduce past, present ,and future tenses. *Teach the different forms of verbs in each tense *Explain the concept of irregular verbs. *Give examples of how to use tenses correctly.</p> <p><b>Editing:</b> *Explain the importance of editing and the different types of editing: proof reading, revising, copyediting. *Identify common errors in writing: spelling, grammar,punctuation,syntax. *Teach how to correct errors and revise writing for clarity</p> <p><b>LetterWriting:</b> 1. Discussion of the format.</p>	<p>The students will be able to: *think logically</p>
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August	M		appropriate for writing letters  *plan, organize ideas coherently, logically and coherently	2. Determine key message and information. 3. Write clear and concise heading. 4. Begin with salutation and introduction.	*apply grammar rules *think analytically
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				<p>*make them acquire the skill of introducing, developing and concluding a topic</p>	<p>5. Write body with main body with details, and conclusion. 6. Brainstorming of practice questions Check for errors.</p>		
MID TER M	<p><b>SPEAKING ACTIVITY (INDIVIDU AL/PAIR)</b></p> <p><b>(POEM RECITATION ACTIVITY on the poem DAFFODILS</b></p> <p><b>RUBRICSFOR ASSESSMENT</b></p> <p>Content–5 FluencyandAccuracy–4 Confidence–1</p>		<ul style="list-style-type: none"> <li>● To enable learners to speak using appropriate word stress,sentence stress and intonation patterns.</li> <li>● To make them adopt different strategies to convey ideas effectively according to purpose,topic and audience.</li> <li>● To enable them to recite a poem effectively with correct rhyme and rhythm.</li> <li>● To make them participate in spontaneous spoken discourse in familiar social lsituations.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual/pair assessment through a one minute presentation.</li> </ul>	<p>The students will be able to: *speak with correct intonation, word stress and sentence stress *use an appropriate vocabulary. *build confidence. *work as a team</p>	oral	

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**RAMJAS PUBLIC SCHOOL(DAY BOARDING)**

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Sept		<p><b><u>PERIODICTEST-III(20 MARKS)</u></b>  *UnseenPassage  * UnseenPoem  * LifeisaGame-Poem  * Conjunctions</p>		<p>To enable , reinforce and assess the content taught and the skills developed</p>	<p>Individual assessment through a pen and paper test It will depend on the needs and abilities of your students, as well as the specific passage you are working with. It may be helpful to provide students with a variety of passages from different genres and styles, and to scaffold their learning by providing them with guided practice and feedback. And could encourage students to read widely and develop their own reading strategies and habits to help</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze ,infer and interpret what is read</li> <li>2. write with a specific purpose</li> <li>3. develop critical thinking</li> </ol>	<p>Pen And Paper</p>
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**ANNUAL CURRICULUM PLAN(2025-26)**

**SUBJECT-ENGLISH CLASS VII TERM2(OCTOBER-MARCH)**

Sept	PT3 /FI NA L TE RM	<b>READING</b>  Unseen passage /Unseen poem		<p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. to identify literary devices used in the passage/poem, such as metaphors, similes, and personification.</li> <li>2. use context clues to determine the meaning of unfamiliar words and phrases.</li> </ol>	<p>them become more confident and skilled readers.</p> <p>Some common approaches include:</p> <ol style="list-style-type: none"> <li>1. Pre-reading activities: Before reading the passage or poem, engage students in pre-reading activities that help them build background knowledge and activate prior knowledge. This can include brainstorming, discussion, and prediction exercises.</li> </ol> <p>Reading strategies: Teach students reading strategies to help them read and understand the passage or poem. This can include strategies such as skimming, scanning, and using context clues to determine the meaning of unfamiliar words</p> <p>Comprehension questions: Provide comprehension questions that require students to</p>	<p>The students will be able to:</p> <p>read and understand a text, identify the main idea and supporting details. Analyze and interpret the text affectively. Summarize the text in their own words and make connections between text and their own experiences or knowledge.</p> <p>Analyze and interpret text by identifying and exploring the author's/poets purpose and</p> <p>Message, and making inferences based on the text</p>	Written
Sept				<ol style="list-style-type: none"> <li>3. summarize the passage in their own words and make connections between the passage.</li> </ol>	<ol style="list-style-type: none"> <li>3. identify the main idea, supporting details, and literary devices used in the passage or poem. These questions can be used to assess understanding and promote critical thinking.</li> <li>4. Analysis and interpretation: Encourage students to analyze and interpret the passage or poem by</li> </ol>		

					identifying themes, connections to their own	making		
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Sept	PT3 /Final term	<b><u>Life is a Game(poem)</u></b>	COURSEBOOK	<p><b><u>General Objectives</u></b></p> <p>Same as above</p> <p><b><u>Specific Objectives</u></b></p> <p>To students will be able to:</p>	<p>experiences, and exploring the author's purpose and message.</p> <p>5. Writing activities: Engage students in writing activities that require them to summarize the passage or poem, respond to comprehension questions, and analyze and interpret the text. This can include writing prompts, essays, and creative writing exercises.</p> <p>By using a combination of these approaches, students can develop a strong understanding of how to read and understand unseen passage and poems, And how to analyze and interpret them effectively.</p> <p>*Class discussion on the poet's life and work.</p> <p>*Class discussion on the setting, and the theme in the poem</p> <p>*Loud recitation will be done in the class</p> <p>*The students will answer the questions asked by the teacher during explanation of the poem.</p> <p>*Videos on Youtube/PPT's will be shown/shared to understand the poem in a better way.</p>	<p>The students will be able to:</p> <p>* Recite with correct word stress, sentence stress and intonation.</p> <p>*Develop writing skills by integrating literature with language.</p> <p>*Develop thought, critical analysis on the basis of the poem read.</p>	Oral and Written
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				<ol style="list-style-type: none"><li>1. appreciate and understand the analogy of life is a game.</li><li>2. learn how to deal</li></ol>	The theme/of the story/poem will be further discussed in the class.	*Understand poetic	
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Oct	PT3	<b>Conjunctions(grammar)</b>	TUNE	with all the situations life throws at us- success, failure,obstacles etc		devices.	Worksheet
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	/ FIN AL TE RM		IN TO GRAMMAR	<p>To enable the students to: Identify different types of conjunctions</p> <p>* integrated structures with accuracy and fluency</p> <p>Get a better understanding Of how sentences are formed.</p>	<p>*This will include guided practice, and independent practice. Additionally, incorporating authentic examples and providing opportunities for students to use the grammar in context that can help reinforce their learning. *Using PPT's, Slideshare and Youtube videos for reinforcement of the topics.</p>	<p>The students will be able to: *think logically *apply grammar rules *think analytically</p>	<p>Quiz Written</p>
OCT	FIN AL	<p><b><u>WRITING SKILL</u></b> <b><u>Message Writing</u></b></p>		<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>Identify the purpose and audience of different types of messages, such as emails, text messages, and social media posts.</li> <li>Develop strategies for organizing and structuring messages effectively, such as using headings, bullet points, and clear language.</li> <li>Use appropriate language for different</li> </ol>	<ol style="list-style-type: none"> <li>Analyze the purpose and audience of the message.</li> <li>Determine the key points that need to be communicated.</li> <li>Organize the message in a logical and clear way.</li> <li>Use appropriate tone and language for the audience and purpose.</li> <li>Edit and proof read the message for errors and clarity.</li> </ol> <p>Methodologies for story writing:</p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>Write with clarity and conciseness.</li> <li>Communicate effectively</li> <li>Understand the purpose of the message /story writing</li> <li>Develop imagination and reactivity</li> <li>Write with accuracy in grammar, spelling, and punctuation.</li> <li>Organize and structure ideas.</li> <li>Build vocabulary and</li> </ol>	<p>Written</p>

Oct		<b>The Homecoming(prose)</b>	<p>Audiences and purposes, such as formal or informal language, and avoid common errors in grammar and spelling.</p> <p>4. Analyze the potential for misunderstanding and misinterpretation in messages and develop strategies to avoid them.</p> <p>5. Apply knowledge of message writing to real-world situations, such as writing emails to colleagues or communicating with customers.</p> <p><b><u>General Objectives</u></b></p>		<p>expression</p> <p>The students will be able to:</p>	Oral and
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FIN AL/ PT4		LITERATURE READER	<p><b><u>Same as above</u></b></p> <p><b><u>Specific Objectives</u></b></p> <p><b><u>To enable the students to:</u></b></p> <p>understand how important it is to treat children with love ,compassion and understanding.</p> <p>To appreciate the value of home.</p> <p>realize the</p>	<p>class discussion on the author's/poet's life and work.</p> <p>*Class discussion on the setting, plot, characters and the themes in the poem and lesson .</p> <p>*Loud reading/recitation will be done in the class</p> <p>*The students will be asked to underline the difficult words/phrases and write their meanings in the notebooks</p> <p>*Reading and explanation of the text( Paragraph wise )</p> <p>*The students will answer the questions asked by the teacher during explanation of the text.</p> <p>* Reading and explanation of the text</p> <p>Will be continued</p>	<p>understand literary devices.</p> <p>logical reasoning as well as the ability to justify views.</p> <p>*Apply literary techniques and the skill to identify and extract pertinent information.</p> <p>*Develop identifying skills by using the use of literary devices in story.</p> <p>the * develop creative writing skills by writing</p>	Written
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				<p>protagonist's need for love and affection.</p> <p>understand why Phatik was home sick and how it made him feel.</p> <p>discuss the meaning of the title.</p> <p>recognise the ambiguity of the ending and discuss what possibly happens next.</p>	<p>*Videos on Youtube/PPT's will be shown/shared to understand the story/poem in a better way.</p> <p>* The learners will share their views about the characters and events in the story</p> <p>* The theme/s of the story will be further discussed in the class to enable them to comprehend the text thoroughly.</p> <p>*The students will learn to write character sketch given in the story.</p> <p>Comprehension questions will be discussed in the class and students will</p>	<p>their own short story, focusing on the elements of a narrative and the use of literary devices.</p> <p>Empathize and have emotional intelligence</p>	
NOV	FINAL	<b>Prepositions(grammar)</b>	TUNE TO GRAMMAR	<p>To enable the students to:</p> <p>*understand the rules of grammar related to the various topics and their application/functional usage.</p> <p>*identify different types of prepositions</p> <p>*Application of language conventions and using integrated structures with accuracy and fluency</p>	<p><b>Prepositions:</b></p> <p>*Define prepositions and give examples.</p> <p>*Teach the different types of prepositions of place/position/direction/movement/time</p> <p>*Explain how to use prepositions correctly in sentences.</p>	<p>The students will be able to:</p> <p>*think logically</p> <p>*apply grammar rules</p> <p>*think analytically</p>	Worksheet Quiz Written
NOV		<b>Omission(grammar)</b>	IN	<p>To enable the students to:</p>	<p>Reinforcement of the rules and usage through exercises in the book.</p>		Worksheet

FIN AL		Identify errors	Worksheets will be given	The students will be able to: *think logically *apply grammar rules	Quiz
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NOV	FINAL	<b>Wrestling with Phogats (prose)</b>	CORSEBOOK	<p>learn to make corrections in a sentence</p> <p>to describe the errors</p> <p>to form meaningful sentences</p> <p>apply language conventions using integrated structures with accuracy and fluency.</p> <p><b><u>General Objectives</u></b> <b><u>Same as above</u></b></p>	<p>reinforcement.</p> <p>class discussion on the author's/poet's life and work.</p>	<p>*think analytically</p> <p>The students will be able to: *Understand literary devices.</p>	<p>Written</p> <p>Oral and Written</p>
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			<p><b><u>Specific Objectives</u></b></p> <p><b><u>To enable the students to:</u></b></p> <p>To realize the need for men and women to be treated equally.</p> <p>learn that traditionally, women were barred from certain sports and even today they are discouraged .</p> <p>appreciate Phogat’s family determination in the face of opposition</p> <p>identify the Phogat sisters as role models to gently break gender</p>	<p>*Class discussion on the setting, plot, characters and the themes in the poem and lesson .</p> <p>*Loud reading/recitation will be done in the class</p> <p>*The students will be asked to underline the difficult words/phrases and write their meanings in the notebooks</p> <p>*Reading and explanation of the text( Paragraph wise )</p> <p>*The students will answer the questions asked by the teacher during explanation of the text.</p> <p>* Reading and explanation of the text</p> <p>Will be continued</p> <p>*Videos on Youtube/PPT’s will be shown/shared to understand the story/poem in a better way.</p> <p>* The learners will share their views about the characters and events in the story</p> <p>* The theme/s of the story will be</p>	<p>*Develop reasoning ability as well as the ability to justify views.</p> <p>*Apply literary conventions and the skill to identify and extract relevant information.</p> <p>*Develop analytical skills by identifying and analyzing the use of literary devices in the story.</p> <p>* Develop creative writing skills by writing their own short story, focusing on the elements of a narrative and the use of literary devices.</p> <p>Empathy and have emotional intelligence</p>
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DEC	FIN AL	<b>The Mystery of Language(prose)</b>	LITERATU	<p>barriers.</p> <p>do research on women sports persons and their struggles</p> <p><b><u>General Objectives</u></b> <b><u>Same as above</u></b></p>	<p>further discussed in the class to enable them to comprehend the text thoroughly.</p> <p>*The students will learn to write character sketch given in the story. Comprehension questions will be discussed in the class.</p> <p>class discussion on the author's/poet's life and work.</p>	<p>The students will be able to:</p> <p>*Understand literary devices.</p>	<p>Oral and Written</p>
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<p>RE READER</p>	<p><b><u>Specific Objectives</u></b></p> <p><b><u>To enable the students to appreciate and draw inspiration from the life of Helen Keller.</u></b></p> <p>empathise with the challenges faced by those with special needs.</p> <p>learn and understand how language is a lifeline a saviour.</p> <p>connect emotionally with Helen's life journey.</p>	<p>*Class discussion on the setting, plot, characters and the themes in the poem and lesson .</p> <p>*Loud reading/recitation will be done in the class</p> <p>*The students will be asked to underline the difficult words/phrases and write their meanings in the notebooks</p> <p>*Reading and explanation of the text( Paragraph wise )</p> <p>*The students will answer the questions asked by the teacher during explanation of the text.</p> <p>* Reading and explanation of the text Will be continued</p> <p>*Videos on Youtube/PPT's will be shown/shared to understand the story/poem in a better way.</p> <p>* The learners will share their views about the characters and events in the story</p> <p>* The theme/s of the story will be further discussed in the class to enable them to comprehend the text thoroughly.</p> <p>*The students will learn to write character sketch given in the story.</p> <p>Comprehension questions will be discussed in the class.</p>	<p>*Develop reasoning ability as well as the ability to justify views.</p> <p>*Apply literary conventions and the skill to identify and extract relevant information.</p> <p>*Develop analytical skills by identifying and analyzing the use of literary devices in the story.</p> <p>* Develop creative writing skills by writing their own short story, focusing on the elements of a narrative and the use of literary devices.</p> <p>Empath size and have emotional intelligence</p>
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DEC	FIN AL	<b>WRITING SKILL</b> <b>Story Writing</b>		<b><u>To enable the students to:</u></b>	1. Develop a clear idea of the story's purpose, audience, and genre.	The students will be able to:	Pen and Paper
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			<p>1. Identify the elements of a story, such as plot, character, setting, and theme.</p> <p>2,Develop strategies for organizing and structuring stories effectively ,such as using a clear narrative arc and creating compelling characters.</p> <p>3. Understand language for different genres and purposes, such as descriptive language for setting and dialogue for character development.</p> <p>4. Analyze the potential for,inconsistencies, or other issues in stories and develop strategies to avoid them.</p> <p>5. Apply knowledge of</p>	<p>2. Create an outline or plan for the story, including key plot points and character development.</p> <p>3. Write a draft of the story,focusing on developing the plot and characters.</p> <p>4. Edit and revise the story,focusing on improving clarity, pacing, and consistency.</p> <p>Proof read the story for errors in grammar,spelling,and punctuation.</p>	<p>1.Write with clarity and conciseness.</p> <p>2.Communicate effectively</p> <p>3.Understand the purpose of the message /story writing</p> <p>4.Develop imagination and reativity</p> <p>5.Write with accuracy in grammar, spelling,and punctuation.</p> <p>6.Organize and structure ideas.</p> <p>7.Build vocabulary and expression</p>	
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JAN	FINAL	<b>REPORTED SPEECH (GRAMMAR)</b>	TUNE IN TO GRAMMAR	<p>story writing to real-world situations, such as writing for publication or personal enjoyment.</p> <p>To enable the students to:</p> <ul style="list-style-type: none"> <li>*understand the rules of grammar related to the various topics and their application/functional usage.</li> <li>*identify different types of prepositions</li> <li>*Application of language conventions and using integrated structures with accuracy and fluency</li> </ul>	<p>Learners will be explained the rules to change the direct speech into indirect speech</p> <p>Teach them to form reported orders, requests and give advice.</p> <p>Teach them to use reporting verbs with infinitives.</p> <p>Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>*think logically</li> <li>*apply grammar rules</li> <li>*think analytically</li> </ul>	<p>Quiz</p> <p>Written Worksheet</p>
JAN	FINAL	<b>PIED PIPER OF HAMELIN (POEM)</b>		<p>To enable the students to:</p>	<p>*Class discussion on the poet's life and work.</p>	<p>The students will be able to:</p>	<p>Oral and written</p>

			<p>COURSEBOOK</p> <p>discuss the morals involved in dealings b/w Hamelin and the piper.</p> <p>understand the poem as a fantasy poem.</p> <p>visualise the story as the poem is read.</p> <p>discover what makes the poem so dramatic and alive in the reader's mind.</p>	<p>*Class discussion on the setting, and the theme in the poem</p> <p>*Loud recitation will be done in the class</p> <p>*The students will answer the questions asked by the teacher during explanation of the poem.</p> <p>*Videos on Youtube/PPT's will be shown/shared to understand the poem in a better way.</p> <p>The theme/of the story/poem will be further discussed in the class.</p>	<p>* Recite with correct word stress, sentence stress and intonation.</p> <p>*Develop writing skills by integrating literature with language.</p> <p>*Develop thought, critical analysis on the basis of the poem</p> <p>read.</p> <p>*Understand poetic devices.</p>
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				understand and enjoy the old- fashioned language			
		<p><b><u>CW/HW/NOTEBOOK WORKASSESSMENT</u></b></p> <p><b><u>RUBRICSFOR ASSESSMENT</u></b></p> <p>Content – 6 Neatness/Work presentation–2</p> <p>Regularity/Timely submission - 2</p>	PORTFOLIO (II TERM)	<p>*To reinforce and facilitate the understanding of the content taught in class.</p> <p>* To enable learners to build/develop appropriate vocabulary, spellings, writing style and neat handwriting</p>	*Periodic monitoring and checking of written work done in the notebooks as class task/home task.	The students will be able to: write with clarity Improve written expressions	written

NOV		<p><b>SPEAKING ACTIVITY(INDIVIDUAL/PAIR)</b></p> <p>(Based on the themes outlined in the units of the MCB for Term 2)</p> <p>Work in pairs and make a presentation on the benefits of playing Sports(WRESTLING WITH PHOGATS)</p> <p><b>RUBRICSFOR ASSESSMENT</b></p> <p>Content–5 Fluency and Accuracy–4 Confidence–1</p>	<p>SUBJECT ENRICHMENT ACTIVITY II TERM</p>	<ul style="list-style-type: none"> <li>● To enable learners to speak using appropriate wordstress,sentence stress and intonation patterns.</li> <li>● To make them adopt different strategies to convey ideas effectively according to purpose,topic and audience.</li> <li>● To enable them to expressandargueapoint of view clearly and effectively.</li> <li>● To make them participate in spontaneous spoken discourse in familiar social situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual assessment through a one minute presentation.</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>*speak with correct intonation, word stress and sentences using appropriate vocabulary.</li> </ul> <p>build confidence.</p>	<p>oral</p>
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		<p><b><u>LISTENINGACTIVITY(INDIVIDUAL)</u></b></p> <p>Worksheet to be attempted with an audio played on the smart board</p> <p><b>Rubrics for assessment</b></p> <p>Comprehension 4</p> <p>Response 3 Accuracy 3</p>	<p>SUBJECT ENRICHMENT ACTIVITY II TERM</p>	<p>* Listening to conversation or talk and understanding the topic and the main points.</p> <p>* Listening for specific information required.</p> <p>*Understanding and interpreting spontaneous spoken discourse in familiar social situations</p>	<p>Individual assessment through a worksheet and an audio clip</p>	<p>The students will be able to:</p> <p>improve listening comprehension</p> <p>develop attention and focus</p> <p>enhance vocabulary recognition</p>	<p>Listen and answer</p>
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# ANNUAL CURRICULUM PLAN (2025-26)

SUBJECT: HINDI

CLASS: VII

## TERM I

- ह दिंी पाठ्यपुस्तक -सुन री धूप (भाग -7)
- व्याकरण- व्याकरण सिंबोध
- म ाभारत सार

LESSON/ TOPIC	MONTH	Learning Objectives	TEACHING Methodology	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 1 (Periodic Test 1)	(20 Marks)	पढाई गई ववषयवस्तु की समझ का मलयांकन करना।	लिखित प्रश्नोत्तर ववधि	अपने उत्तरों द्वारा पढाई गई ववषयवस्तु की समझ को अलिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
आवधिक परीक्षा 2 (Periodic Test 2)	(20 Marks)	पढाई गई ववषयवस्तु की समझ का मलयांकन करना।	लिखित प्रश्नोत्तर ववधि	छात्रों के हिन्दी िाषा सबां िां िी िेिन कौशि का ववकास िो सकेगा।  *छात्रों के हिन्दी िाषा सबां िां िी वाचन कौशि का ववकास िो सकेगा।	आवधिक परीक्षा 2 द्वारा

ववषय सवां िनिध 1 (Subject Enrichment1) (पात्र मचां न)	(5 Marks)	उधचत आरोि अवरोि द्वारा मििारत के पात्रों का चरत्र धचत्रण करना। नाट्य किा ववकलसत करना।	नाटक ववधि	छात्रों के हिन्दी िाषा सबां िां िी रचनात्मकता का ववकास िो सकेगा।  *छात्रों के हिन्दी िाषा सबां िां िी वाचन कौशि का ववकास िो सकेगा।	नाटक प्रस्ततत ँ द्वारा
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एकाधिक मलयांकनू 1 (Multiple Assessment 1) (ग्रीष्मावकाश गिकायधृ )	(5 Marks)	हृदए गए कायध की सियाता से ववद्याधथयध ों में िाषा कौशियों का ववकास करना।	िोज तथा पररयोजना आाररत ववधि	ग्रीष्मावकाश गिकायधृ द्वारा ववलिन्न िाषा कौशियों को अलिव्यक्त कर सकेंगे।	रचनात्मक कायध द्वारा
पोटधफोलियो मलयांकनू 1 (Portfolio work /notebook assessment)	(5 Marks)	कायध त्रत्रकाओं तथा ववलिन्न गततवधियों द्वारा ववद्याधथयध ों के रचनात्मक कौशि का मलयांकनू करना।	आगमन तथा तनगमन ववधि	रचनात्मक कायों द्वारा ववलिन्न िाषा कौशियों को अलिव्यक्त कर सकेंगे।	कक्षा में करवाई गई ववलिन्न गततवधियों द्वारा
मध्य अवधि परीक्षा (Mid term exam)	(80 Marks)	पढ़ाई गई ववषयवस्त ुकी समझ का मलयांकनू करना।	लिखित प्रश्नोतर ववधि	पढ़ाई गई ववषयवस्त ँकी समझ को अपने उत्तरों द्वारा अलिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा
<u>सन रीुधपू</u>					

पाठ -1 समपणध (कववता)	APRIL	1 देश के प्रतत प्रेम एवं समपणध की िावना , वीरता व सासि की िवन का ववकास। 2 कमशध ििता का मित्त्व तथा परोपकार की िावना का ववकास करना।	व्याख्यान ववधि काव्य पाठ	दैतनक जीवन में समपणध व त्याग के मित्त्व तथा गौरवशािी इततिस को ध्यान में रिते िुए कायध करेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों ,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।
पाठ -2 िीांगवािा (किानी )	APRIL	आपसी प्रेम व िाईचारे का ववकास । सकारात्मक िावनाओं का ववकास ।	किानी कथन ववधि	ईमानदारी , सत्य तथा कतवध यतनष्ठा को अपने व्यविर द्वारा व्यक्त कर सकेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।

पाठ -3 छोटा जादगरू (किानी )	JULY	जीवन में बद्धि का मित्त्व समझाना तथा समस्याओं का सामना करने का सासि जगाना। माँ के प्रतत कतवध य बोि।	किानी कथन ववधि	दैतनक जीवन से जडीु समस्याओं को अपनी बद्धि के प्रयोग से िि कर सकेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों ,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।
पाठ -4 बरसात की आती िवा (कववता)	JULY	उमगां और आनदां की िावना का ववकास। अपने कतवध यो के प्रतत समझ का ववकास।	कववता वाचन,िाव स्पष्टीकरण तथा व्याख्यान ववधि	प्रकृतत के प्रतत अपनी िावनाओं को व्यक्त कर सकेंगे। उनकी रक्षा के लिए सदैव कायरध त रिंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।

पाठ -6 अशोक का शस्त्र -त्याग (नाटक)	AUGUST	प्रेम व सहिष्णता की विन का प्रसार   दृढ़ इच्छाशक्त का मित्व समझाना। कस्त्रयों के प्रतत सम्मान की विवना	नाटक मचां न ववधि	अपने शब्दों में किनी विेनि व वाचन कर सकेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।
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<b>म ाभारत</b>					
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पाठ -1 आहद पवध पाठ -2 सिा पवध पाठ -3 वन पवध पाठ -4 ववराट पवध पाठ -5 उदयोग पवध	APRIL TO AUGUST	हिदां ि साहित्य के पठन के प्रतत जागरूकता पदै ा करना।  मिारत के द्वारा जीवन के आदशध एवं मयाधहदत जीवन के चररत्र को समझाना।  ारतीय सस्ांकृतत में चाररत्रत्रक त्याग, स्नेि,वीरता ,मिध जैसे गणोंु से पररधचत कराना।	किनी कथन ववधि  व्याख्यान ववधि  पठन-पाठन ववधि	वववि प्रकार के ववषयों में आए प्राकृततक सामाकजक और अन्य सवां ेदनशीि मददोंु को समझते िैं और उन पर चचाध करेंगे।अपने शब्दों में इन पर अपने ववचार प्रस्ततु कर सकेंगे। विेनि कौशि में नए प्रयोग कर सकेंगे।  नतैतक मलयों पर अपने ू ववचार रिने में सक्षम िोंगें	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।
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		चररत्र तनमाधण तथा मानवीय मलयोंू का ववकास करना।			
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<b>व्याकरण</b>					
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<p><b>शब्द-मजिंषा</b></p> <ul style="list-style-type: none"> <li>● पयाधय वाची शब्द</li> <li>● वविम शब्द</li> <li>● श्रततसु म लिन्ना थकध शब्द</li> <li>● वाक्यां श के लिए एक शब्द</li> </ul>	<p>APRIL TO AUGUST</p>	<p>शब्द िण्डार में वद्धि करना।</p> <p>शब्दों का व्याविररक प्रयोग लसिाना।</p> <p>शब्दों की पिचान तथा अतां र को स्पष्ट करना।</p>	<p>आगमन तथा तनगमन ववधि</p>	<p>*छात्रों में नए शब्दों को सींने व जानने की उत्सकताु िोगी   *वे नए शब्दों का प्रयोग प्रततहदन की बोिचाि में कर सकेंगे  </p> <p>*छात्र पयाधयवाची ,अनेक शब्दों के लिए एक शब्द , आहद द्वारा अपना शब्द िडां ार बढ़ा सकेंगे व उनका प्रयोग अपने िेिनि व वाचन में कर सकेंगे  </p>	<p>पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।</p>
<p><b>रचनात्मक लेखन</b></p> <ul style="list-style-type: none"> <li>● धचत्र वणनध</li> <li>● अनच्छेद िेिनि</li> <li>● पत्र िेिनि</li> </ul>	<p>APRIL TO AUGUST</p>	<p>रुधचकर ववषयों पर अपने शब्दों में लििने का अभ्यास कराना।</p> <p>अथग्रध िण सर्बां िां िी प्रश्नों के माध्यम से अपहठत गद्यांश का अभ्यास कराना।</p> <p>ववलिन्न क्रियाओं को</p>	<p>अविोकन ववधि स्पष्टीकरण ववधि सामहिकू चचाध ववधि</p>	<p>ववलिन्न कस्थततयों व िेिनि के स्वरुप के अनसारु अनच्छेदु के रूप में लििेंगे।</p> <p>अपनी कलपना से मौलिक रचना करेंगे।</p> <p>अपने अनिवोँु को अपनी िाषा शिी में लििेंगे।</p>	<p>रचनात्मक िेिनि अभ्यास द्वारा</p>

<ul style="list-style-type: none"> <li>● अपहठ त गद्यांश</li> </ul>		<p>दशाधते िुए धचत्र िेिन का अभ्यास कराना।</p> <p>पत्र के ववलिन्न िेदों का पररचय देते िुए पत्र िेिन के प्रारूप की सियता से अनौपचारक पत्र िेिन का अभ्यास कराना।</p>			
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## TERM II

- ह दिंी पाठ्यपुस्तक -सुन री धूप (भाग -7)
- व्याकरण- व्याकरण सिंबोध
- म ाभारत सार

TOPIC/ LESSON	MONTH	Learning Objectives	TEACHING Methodology	Learning Outcomes	Assessment Tools
आवधिक परीक्षा 3 (Periodic Test 3)	(20 Marks)	पढ़ाई गई वषयवस्तु की समझ का मलयांकन करना।	लिखित प्रश्नोत्तर वधि	अपने उत्तरों द्वारा पढ़ाई गई वषयवस्तु की समझ को अलिव्यक्त कर सकेंगे।	आवधिक परीक्षा 1 द्वारा
आवधिक परीक्षा 4 (Periodic Test 4)	(20 Marks)	पढ़ाई गई वषयवस्तु की समझ का मलयांकन करना।	लिखित प्रश्नोत्तर वधि	छात्रों के हिन्दी िाषा सबां िां ी िेिनि कौशि का ववकास िो सकेगा।  *छात्रों के हिन्दी िाषा सबां िां ी वाचन कौशि का ववकास िो सकेगा।	आवधिक परीक्षा 2 द्वारा
वषय सवां िनध 2 (Subject Enrichment2) (कववता पाठ )	(5 Marks)	उधचत आरोि अवरोि द्वारा कववता का पाठ करना। नाट्य किा ववकलसत करना।	वाचन वधि	छात्रों के हिन्दी िाषा सबां िां ी रचनात्मकता का ववकास िो सकेगा।  *छात्रों के हिन्दी िाषा सबां िां ी वाचन कौशि का ववकास िो सकेगा।	नाटक प्रस्तततु द्वारा
एकाधिक मलयांकन 2 (Multiple Assessment 2)	(5 Marks)	हदए गए कायध की सियाता से ववद्याधथयध ां में िाषा कौशियों का ववकास करना।	िोज तथा पररयोजना िाररत वधि	ग्रीष्मावकाश गिकायध द्वारा ववलिन्न िाषा कौशियों को अलिव्यक्त कर सकेंगे।	रचनात्मक कायध द्वारा

(किा समेकृत पररयोजना )					
पोटधफोलियो मलयांकनू 2 (Portfolio work /notebook assessment)	(5 Marks)	कायपध त्रत्रकाओं तथा ववलिनन गततववधियों द्वारा ववद्याधथयध ों के रचनात्मक कौशि का मलयांकनू करना।	आगमन तथा तनगमन ववधि	रचनात्मक कार्यों द्वारा ववलिनन िाषा कौशियों को अलिव्यक्त कर सकेंगे।	कक्षा में करवाई गई ववलिनन गततववधियों द्वारा
वावषकध परीक्षा (Annual exam)	(80 Marks)	पढ़ाई गई ववषयवस्तु की समझ का मलयांकनू करना।	लिखित प्रश्नोत्तर ववधि	पढ़ाई गई ववषयवस्तु की समझ को अपने उत्तरों द्वारा अलिव्यक्त कर सकेंगे।	मध्य अवधि परीक्षा द्वारा

<b>सन रीुधपू</b>					
पाठ -10 प्रेम में परमेश्वर (किानी )	OCTOBER	समाज में परहित िेत सुस्वयां को समवपतध करना ।  अपने कमध पर ववश्वास करने के लिए प्रेरत करना।  सतां ोष िी परम िन िै। इस िावना को ववकलसत करना।	किानी कथन ववधि	किानी में घहटत घटनाओं के बारे में सवाि पछेंगे और बातचीत करेंगे। वे अपनी राय देंगे व प्रततक्रिया व्यक्त कर सकेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रत्रका द्वारा।



पाठ -12 देवताओं का अर्चना कुलि श (यात्रा वतान्त)	OCTOBER	वक्षोः के सरां क्षण का मित्व समझाना।  संस्कृत , सभ्यता एवं परांपरा की सरक्षा करना।  पयाधवरण सर्बां िां िी जागरूकता का प्रसार करना।	व्याख्यान ववधि	वववि प्रकार के ववषयों में आए प्राकृतक सामाजक और अन्य सर्वां दे नशी मदों को समझेंगे और उन पर चर्चा करेंगे।	पाठ के अर्तां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रका द्वारा।
पाठ -13 विवक्त के विव समनु (कववता )	NOVEMBER	उत्कृष्ट विवक्त रचनाओं का आस्वादन।  बां विवनाओं को समझाना।  वात्सलय प्रेम से पररधचत कराना।	कववता वाचन,विव स्पष्टीकरण तथा व्याख्यान ववधि	कववता का वणनध अपने शर्दों में कर सकेंगे। ब्रज विव को हिदां िी विव में अलिव्यक्त कर सकेंगे।	पाठ के अर्तां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रका द्वारा।
पाठ -16 बढी काकी (कानि )	NOVEMBER	समाज एवं पररवार के वद्विं जनों का सम्मान करना।  जीवन में मानवीयता को प्राथलमकता देना।	व्याख्यान ववधि  वद्विं जनों से बातचीत	प्रेम, वगन और तनरांतर प्रयासों द्वारा जीवन की प्रत्येक बां को दरू कर सफिता प्राप्त कर सकेंगे।  वद्विं के प्रतत सर्वां दनशी के	पाठ के अर्तां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवं कायपध त्रका द्वारा।
		सदरां िे ििने के लिए प्रेररत करना।		के	

पाठ -17 यगावतारु गांिी (कववता )	NOVEM BER	जीवन में आदशों का मित्व समझाना।  तनरांतर कमध करने के लिए तत्पर रितने की सीि देना। नतैतक आचरण पर बाि देना।	कववता वाचन,िव स्पष्टीकरण तथा व्याख्यान ववधि	कववता का म्ििव अपने शब्दों में व्यक्त कर सकेंगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवां कायपध त्रत्रका द्वारा।
<b>म ाभारत</b>					
पाठ -6 िीष्म पवध पाठ -7 द्रोण पवध  पाठ -8 कणध पवध  पाठ - 9 शलय पवध  पाठ -10 सौपततक पवध	OCTOB ER TO NOVEM BER	हिदां िी साहित्य के पठन के प्रतत जागरूकता पदै ा करना।  मिारिारत के द्वारा राम के आदशध एवां मयाधहदत जीवन के चररत्र को समझाना।  ारतीय सस्ांकृतत में चाररत्रत्रक त्याग, स्नेि, वीरता ,िमध जैसे गणोंु से पररधचत कराना।  चररत्र तनमाधण तथा मानवीय मलयोंू का ववकास करना।	किनी कथन ववधि  व्याख्यान ववधि  पठन-पाठन ववधि  नाट्य रूपांतर ववधि	ववववि प्रकार के ववषयों में आए प्राकृततक सामाक्जक और अन्य सवां ेदनशीि मद्दोंु को समझते िैं और उन पर चचाध करेंगे।अपने शब्दों में इन वविओं में अपने ववचार प्रस्ततु कर सकेंगे। िेिन कौशि में नए प्रयोग कर सकेंगे ।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवां कायपध त्रत्रका द्वारा।
<b>व्याकरण</b>					

<p><b>शब्द-मजिषा</b></p> <ul style="list-style-type: none"> <li>● पर्यायवाची शब्द</li> <li>● विविध शब्द</li> <li>● श्रुतसुमलिन्नाथकथ शब्द</li> <li>● वाक्यांशके लिए एक शब्द</li> </ul>	<p>OCTOBER TO FEBRUARY</p>	<p>शब्द िण्डार में वद्धि करना।</p> <p>शब्दों का व्यावहारिक प्रयोग लसिना।</p> <p>शब्दों की पिचान तथा अतां र को स्पष्ट करना।</p>	<p>आगमन तथा तनगमन ववधि</p>	<p>*छात्र पर्यायवाची, अनेक शब्दों के लिए एक शब्द, आहद द्वारा अपना शब्द िडां ार बढा सकेंगे व उनका प्रयोग अपने िेनि व वाचन में कर सकेंगे।</p> <p>वाक्य आहद व्याकरखणक इकाइयों की पिचान छात्रों को िाषा की शद्धि देगी।</p>	<p>पाठ के अतां में हदए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कायपध त्रका द्वारा।</p>
<ul style="list-style-type: none"> <li>● उपसगध</li> <li>● प्रत्यय</li> </ul>		<p>उपसगध व प्रत्यय की पिचान कराना। नई शब्द सरां चना पर बि देना।</p> <p>उपसगध व प्रत्यय के बीच के अतां र को स्पष्ट करना।</p>	<p>आगमन तथा तनगमन ववधि</p>	<p>सींे गए शब्दों का अपनी िाषा में प्रयोग कर सकेंगे।</p>	<p>पाठ के अतां में हदए गए अभ्यास प्रश्नों, कक्षा परीक्षा एवं कायपध त्रका द्वारा।</p>

<p>वाक्य शब्धिकरण</p>	<p>OCTOBER TO NOVEMBER</p>	<p>मानक वतनध ी से सबां धांित तनयमों से पररधचत कराना।</p> <p>शब्िु िेिन के प्रतत जागरूक करना। प्रमिु तथा अधिक प्रयोग में आने वािे शब्दों की वतनध ी पर बि देना।</p> <p>वाक्यों के िम सबां िां िी शब्िताु पर बि देना।</p>	<p>आगमन तथा तनगमन ववधि</p>	<p>शब्िु उच्चारण के साथ शब्िु िेिन का प्रयास करेंगे। वतनध ी सबां िां िी अशब्धियोंु को िाँपेंगे।</p>	
<p><b>रचनात्मक लेखन</b></p> <ul style="list-style-type: none"> <li>• धचत्र वणनध</li> <li>• अनच्छेद िेिन</li> <li>• पत्र िेिन</li> <li>• अपहठ त गद्यांश</li> </ul>	<p>OCTOBER TO DECEMBER</p>	<p>रुधचकर ववषयों पर अपने शब्दों में लििने का अभ्यास कराना।</p> <p>अथग्रध िण सबां िां िी प्रश्नों के माध्यम से अपहठत गद्यांश का अभ्यास कराना।</p> <p>ववलिन्न क्रियाओं को दशाधते िुए धचत्र िेिन का अभ्यास कराना।</p> <p>पत्र के ववलिन्न िेदों का पररचय देते िुए पत्र िेिन के प्रारूप की सियाता से अनौपचाररक पत्र िेिन का अभ्यास करना।</p>	<p>अविकन ववधि स्पष्टीकरण ववधि सामहिकू चचाध ववधि</p>	<p>ववलिन्न कस्थततयों व िेिन के स्वरूप के अनसारु अपने अनिवोंु को अपनी िाषा शै िी में लििेंगे।</p> <p>अपनी कल्पना से मौलिक रचना करेंगे।</p>	<p>रचनात्मक िेिन के अभ्यास द्वारा</p>

मिावरे	DECEMBER	मिावरौु का अथध समझाते िुए वाक्य प्रयोग द्वारा अभ्यास कराना।	िेि ववधि स्पष्टीकरण ववधि	मिावरौु की सियाता से रोचक किानी लिि सकेगे। मौखिक और लिखित िाषा में मिावरौु का प्रयोग करेगे।	पाठ के अतां में हदए गए अभ्यास प्रश्नों,कक्षा परीक्षा एवां कायपध त्रत्रका द्वारा।
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)

Anand Parbat, Delhi-110005

ANNUAL CURRICULUM PLAN (2025-2026)

SUBJECT:MATHS

CLASS:VII

S.No.	Task	LEARNING OBJECTIVES	METHODOLOGY	Skills to be developed	Learning Outcomes
1	PERIODIC TEST 1-  CH.-1 INTEGERS CH.-2 FRACTIONS ONLY	ASSESSMENT OF THE UNIT	PEN AND PAPER TEST,	PROBLEM SOLVING, CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION	Assessment of understanding of integers and fractions; ability to solve problems with critical and creative thinking, time management, and memory retention.
2.	MULTIPLE ASSESSMENT-I  *H. H.W. *ART INTEGRATED ACTIVITY  *INTERDISCIPLINARY PROJECT  *CLASSWORK AND HOMEWORK	RECALLING AND IDENTIFYING PREVIOUS IDEAS	COLLECTION AND PRESENTATION OF DATA	PROBLEM SOLVING, CRITICAL THINKING, LOGICAL REASONING, CREATIVE THINKING, TIME MANAGEMENT, RETENTION, STRESS MANAGEMENT	Ability to recall and identify previous ideas, collect and present data; problem solving, critical thinking, logical reasoning, creative thinking, stress management.
3.	SUBJECT ENRICHMENT ACTIVITY I	TO LEARN THE CONCEPTS READ THROUGH ACTIVITIES.	LEARNING BY DOING	CREATIVE THINKING, CRITICAL THINKING, MOTOR SKILLS	

4.	PORTFOLIO – I	TO MOTIVATE THE	· LEARNING BY DOING	*POSITIVE COMPETITIVE SPIRIT	Ability to recall and identify
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5.	PERIODIC TEST-2 CH.2. DECIMALS ONLY CH.-4 SIMPLE EQUATIONS	STUDENTS TO EXCEL  ASSESSMENT OF THE UNITS.	PEN AND PAPER TEST	*REGULARITY, * PUNCTUALITY, * THINKING AND WRITING SKILLS.  PROBLEM SOLVING, CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION	previous ideas, collect and present data; problem-solving, critical thinking, logical reasoning, creative thinking, stress management.
6.					
7.	CH.-1 INTEGERS	MATHEMATICAL OPERATIONS AND THEIR PROPERTIES ON INTEGERS	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS, FA ACTIVITY	PROBLEM SOLVING, OBSERVATIONAL SKILLS.  REGULARITY, PUNCTUALITY, THINKING AND WRITING SKILLS.	
8.	CH.-2 FRACTIONS AND DECIMALS  CH.-3 DATA HANDLING	TYPES OF FRACTIONS, MULTIPLICATION AND DIVISION OF FRACTIONS AND DECIMALS	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CRITICAL ANALYSIS, DECISION MAKING, LOGICAL REASONING,  CREATIVE THINKING, CRITICAL THINKING, MOTOR SKILLS	
9.			LEARNING BY DOING		
10.		REPRESENTATIVE VALUES, BAR GRAPHS, DOUBLE BAR GRAPHS, CHANCE AND PROBABILITY	LECTURE	CRITICAL ANALYSIS, DECISION MAKING, LOGICAL REASONING, PROBLEM SOLVING	



11.	CH.-5 LINES AND ANGLES  CH.-6 THE	TY	METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	CRITICAL ANALYSIS, DECISION MAKING,	
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12.	TRIANGLE AND ITS PROPERTIES		LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	LOGICAL REASONING, PROBLEM SOLVING	
13.	CH.-7 COMPARING QUANTITIES	RELATED ANGLES, PAIRS OF LINES, ANGLES MADE BY A TRANSVERSAL, TRANSVERSAL OF PARALLEL LINES, CHECKING FOR PARALLEL LINES	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CRITICAL ANALYSIS, DECISION MAKING, LOGICAL REASONING,	
14.	PERIODIC TEST 3- CH.-9 PERIMETER AND AREA CH.-8 RATIONAL NUMBERS		LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION	
15.		MEDIANS AND ALTITUDES OF A TRIANGLE, EXTERIOR ANGLE AND ITS PROPERTIES, TWO SPECIAL TRIANGLES, SUM OF THE LENGTHS OF TWO SIDES OF A TRIANGLE, RIGHT TRIANGLE AND PYTHAGORAS PROPERTY	PEN AND PAPER TEST	*CREATIVE THINKING *TIME MANAGEMENT *MEMORY RETENTION *REGULARITY	
16.	MULTIPLE ASSESSMENT-II *H.W. *CLASS WORK *GEOMETRY NOTEBOOK				
17.	*ASSIGNMENTS SUBJECT ENRICHMENT ACTIVITIES		*DISCUSSION *CASE STUDY *LEARNING BY DOING *RECAPITULATION	CREATIVE SKILL CRITICAL ANALYSIS, DECISION MAKING, LOGICAL REASONING  *POSITIVE COMPETITIVE SPIRIT *REGULARITY, *	
18.	PORTFOLIO – II	INTRODUCTION, RATIO, PERCENTAGES, CONVERTING PERCENTAGES TO	LEARNING BY DOING	PUNCTUALITY, * THINKING AND WRITING SKILLS.	
19.		HOW MANY, RATIOS TO	EXPERIENTIAL LEARNING	PROBLEM SOLVING, CRITICAL THINKING, CREATIVE THINKING, TIME	

	PERIODIC TEST-2  CH-10	PERCENTS, PROFIT AND LOSS %, SIMPLE INTEREST	PEN AND PAPER TEST	MANAGEMENT,ME MORY RETENTION	
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20.	ALZEBRAIC EXPRESSIONS CH-11 EXPONENTS AND POWERS	ASSESSMENT OF THE UNIT	LECTURE METHOD, DISCUSSION, CASE STUDY,	PROBLEM SOLVING, LOGICAL REASONING, CRITICAL THINKING, DECISION MAKING, ANALYTICAL SKILL.
21.	CH.-4 SIMPLE EQUATIONS	REGULARITY	BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CREATIVE THINKING, LOGICAL REASONING, DECISION MAKING, ANALYTICAL THINKING
22.	CH.-8 RATIONAL NUMBERS	PUNCTUALITY CREATIVITY	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	CREATIVE THINKING, LOGICAL REASONING, DECISION MAKING, CREATIVE THINKING, EXPERIENTIAL LEARNING
23.	CH.-9 PERIMETER AND AREA	CONCEPT LEARNING TO LEARN THE CONCEPTS READ THROUGH ACTIVITIES.	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CREATIVE THINKING, LOGICAL REASONING, DECISION MAKING, CREATIVE THINKING
	CH.-10 ALGEBRAIC EXPRESSIONS	TO MOTIVATE THE STUDENTS TO EXCEL	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CREATIVE THINKING, LOGICAL REASONING, DECISION MAKING, CREATIVE THINKING
	CH.-11 EXPONENTS AND POWERS	ASSESSMENT OF THE UNITS. SETTING UP OF AN	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	PROBLEM SOLVING, CREATIVE THINKING, LOGICAL REASONING, DECISION MAKING, ANALYTICAL

	CH.-12 SYMMETRY	EQUATION, SOLVING AN EQUATION, PRACTICAL	LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING, QUESTION AND ANSWER WITH THE HELP OF SMART BOARD AND TEXT BOOKS	THINKING  EXPERIENTIAL LEARNING CRITICAL THINKING	
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	<p>CH.13- VISUALISING SOLID SHAPES</p>	<p>APPLICATI ONS</p> <p>INTRODUCT ION, RATIONAL NUMBER ON NUMBER LINE, STANDARD FORM, RATIONAL NUMBERS BETWEEN TWO GIVEN RATIONAL NUMBERS, ADDITION AND SUBTRACTI ON OF RATIONAL NUMBERS</p> <p>PERIMETER AND AREA OF SQUARE AND RECTANGL E, AREA OF PARALLELO GRAM AND TRIANGLE, CIRCUMFER ENCE AND ARE OF A CIRCLE, CONVERSIO N OF UNITS, APPLICATI ONS.</p> <p>TERMSOF EXPRESSIO N, COEFFICIEN TS, POLYNOMI ALS, ADDITION AND SUBTRACTI</p>	<p>LECTURE METHOD, DISCUSSION, CASE STUDY, BRAINSTORMING,</p> <p>ACTIVITY METHOD</p>	<p>EXPERIENTIAL LEARNING</p>	
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		ON OF EXPRESSIO NS, FINDING THE VALUE			
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		<p>OF AN EXPRESSIO N</p> <p>INTRODUCT ION, EXPONENT S, LAWS OF EXPONENT S.</p> <p>LINES OF SYMMETRY FOR POLYGONS, ROTATION AL SYMMETRY, ORDER OF ROTATION AL SYMMETRY</p> <p>RECOGNITI ON OF 3D SHAPES AND THEIR ELEMENTS</p>			
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# RAMJAS PUBLIC SCHOOL (DAY BOARDING)

Anand Parbat, Delhi-110005

## ANNUAL CURRICULUM PLAN (2025-26)

**SUBJECT: SCIENCE**

**TERM I**

**CLASS: VII**

S.No.	Task	Learning Objectives	Methodology	Learning Outcomes/Impact	Assessment tools
1.	<p><b><u>PERIODIC TEST</u></b></p> <p style="text-align: center;"><b>CHAPTER 8: REPRODUCTION IN PLANTS CHAPTER 9: MOTION AND TIME  PERIODIC TEST II  CHAPTER1: NUTRITION IN PLANTS CHAPTER 4: ACIDS, BASES AND SALTS</b></p>	<p><b><u>PERIODIC TEST</u></b></p> <p>Small tests help children to be thorough in their syllabus. Students imbibe regularity, punctuality and discipline Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement.</p>	<p><b><u>PERIODIC TEST</u></b></p> <p>*Paper pen test which includes questions based on real life situations, numericals , interpreting given data, definitions, valuebased questions. * Smart learning tools from the smart board would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts</p>	<p><b><u>PERIODIC TEST</u></b></p> <p>After exam students will be able to:</p> <ul style="list-style-type: none"> <li>* Assess their knowledge retention.</li> <li>* Develop critical thinking and problem-solving skills.</li> <li>* Improve time management</li> <li>* Identify areas for improvement.</li> <li>*Build confidence in their abilities.</li> <li>*Develop effective test-taking strategies</li> </ul>	<p><b><u>PERIODIC TEST</u></b></p> <ol style="list-style-type: none"> <li>1. Multiple-choice questions (MCQs)</li> <li>2. Short-answer questions</li> <li>3. Essay questions</li> <li>4. True or false questions</li> <li>5. Fill-in-the-blank questions</li> <li>6. Case studies</li> <li>7. Performance</li> </ol>
2	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b></p> <p>Activities/ Experiments as per CBSE Guidelines PRACTICALS (WRITTEN + DEMO)</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b></p> <p>*Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. *Experiential Learning, learning by doing. * Provides an opportunity to work in real life situations</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b></p> <ol style="list-style-type: none"> <li>1. Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning</li> <li>2. Children are encouraged for judicious use of materials and keep them back after use</li> <li>3. This enables students to work together, share experiences and learn from each other</li> </ol>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b></p> <ol style="list-style-type: none"> <li>1. Practical understanding: Students gain direct experience with concepts.</li> <li>2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving.</li> </ol>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Practical performance</b></li> <li>2. <b>Practical file:</b> Evaluating written reports of experimental procedures and results.</li> <li>3. <b>Data analysis:</b> Assessing students' ability</li> </ol>
3.	CW/ HW	<u>CW/ HW</u>	CW/ HW <u>&amp; HOLIDAY HW (ASSIGNMENTS</u>	CW/ HW <u>&amp; HOLIDAY HW (ASSIGNMENTS</u>	<u>CW/ HW</u> <u>&amp; HOLIDAY HW (ASSIGNMENTS 1.</u>

	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b> (Parameters of Assessment)</p> <ul style="list-style-type: none"> <li>* Timely execution</li> <li>* Presentation</li> <li>* Originality</li> <li>*Relevance of Topic</li> <li>*Content Quality</li> <li>* Neatness</li> <li>* Creativity</li> </ul>	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b> To help the learners to:</p> <ul style="list-style-type: none"> <li>*Take active part and interest in classwork/ homework assignment</li> <li>*Inculcate the habit of regularity and neatness in doing assigned tasks</li> <li>*Reinforce learning through additional tasks</li> <li>*Inculcate the habit of selflearning and extended learning</li> </ul>	<p>The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include:</p> <ul style="list-style-type: none"> <li>*Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning</li> <li>*Questions based on real life situations, interpreting giving data, definitions, value based questions</li> <li>*Questions based on application of classroom learning to real life situations</li> <li>*Questions based on enhancement of skills related to drawing diagrams, solving numerical, writing of formulae, chemical equations circuit diagrams, data etc.</li> <li>*Tasks related to rectification of mistakes/errors</li> </ul> <p style="text-align: center;">-</p> <p>Children are encouraged for judicious use of materials and keep them back after use</p>	<ol style="list-style-type: none"> <li>1. <b>Reinforcing learning:</b> HW helps students reinforce concepts learned in class.</li> <li>2. <b>Developing study habits:</b> Regular HW promotes discipline and time management.</li> <li>3. <b>Improving retention:</b> HW aids in retaining information and concepts.</li> <li>4. <b>Encouraging self-directed learning:</b> Students learn to work independently.</li> <li>5. <b>Building problem-solving skills:</b> HW assignments often require critical thinking.</li> <li>6. <b>Preparing for assessments:</b> HW helps students prepare for exams and quizzes.</li> </ol>	<p>Completion checks: Verifying if assignments are completed.</p> <ol style="list-style-type: none"> <li>2. Accuracy checks: Reviewing correctness of answers.</li> <li>3. Feedback: Providing comments or suggestions for improvement.</li> <li>4. Regularity</li> <li>5. Neatness</li> </ol>
4.	<b><u>PROJECT WORK</u></b>	<b><u>PROJECT WORK:</u></b>	<b><u>PROJECT WORK:</u></b>		<b><u>PROJECT WORK:</u></b>

	<p>Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region. (Parameters of Assessment)</p> <ul style="list-style-type: none"> <li>* Timely execution</li> <li>* Presentation</li> <li>* Originality</li> <li>*Relevance of Topic</li> <li>*Content Quality</li> <li>* Neatness</li> </ul>	<p>Provide opportunities to explore and work with one's hands Observe, collect data, analyse, organize and interpret data and draw generalisations Provides an opportunity to work in groups and in real life situations Helps develop a positive attitude towards group work, sharing and learning from each other.</p>	<p>Project topics are decided/chosen, planned with the teacher acting as a guide Encouragement is given to group projects. This enables students to work together, share experiences and learn from each other Projects keep giving students an opportunity to explore, investigate and work in groups Children are encouraged for judicious use of materials and keep them back after use</p>	<p><b>PROJECT WORK</b></p> <ul style="list-style-type: none"> <li>• <b>Problem-Solving:</b> Apply knowledge to real-world challenges.</li> <li>• <b>Research:</b> Gather, analyze, and synthesize information.</li> <li>• <b>Project Management:</b> Plan, organize, and adapt effectively.</li> <li>• <b>Teamwork:</b> Collaborate and communicate in group settings.</li> <li>• <b>Technical Skills:</b> Use tools and methods relevant to the field.</li> <li>• <b>Communication:</b> Write reports and present findings clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning:</b></li> <li>• <b>Research:</b> Relevant and in-depth content.</li> <li>• <b>Execution:</b> Quality of output and technical skills.</li> <li>• <b>Creativity:</b> Original ideas and problem-solving.</li> <li>• <b>Teamwork:</b> Collaboration and contribution (for group work).</li> <li>• <b>Communication:</b> Clear report and presentation</li> <li>• <b>Presentation</b></li> </ul>
	<ul style="list-style-type: none"> <li>* Creativity</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Creativity:</b> Develop innovative solutions and ideas.</li> <li>• <b>Independent Learning:</b> Take initiative and reflect on progress</li> </ul>	<ul style="list-style-type: none"> <li>• Originality</li> </ul>
5.		<b><u>PORTFOLIO</u></b>	<b>PORTFOLIO</b>		

<p><b>PORTFOLIO</b></p> <p>Student portfolio is a compilation of academic work and other forms of educational evidence Assembled.</p>	<p><b>Objective of Portfolio</b> (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation; (3) helping students reflect on their academic goals and progress as learners (4) creating a lasting archive of academic work products, accomplishments, and other documentation.</p> <p>Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as <b>standardized tests</b>, quizzes, or final exams—that only measure what students know at a specific point in time</p>	<p>Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students. Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning</p>	<p><b>A portfolio is a powerful tool that showcases:</b></p> <ul style="list-style-type: none"> <li>● Innovation.</li> <li>● Organization.</li> <li>● Creativity.</li> <li>● Writing skills.</li> <li>● Effective use of technology.</li> <li>● Leadership.</li> <li>● Initiative.</li> <li>● Accomplishments.</li> </ul> <p>Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.</p>
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	<p align="center"><b>CHAPTER 1: NUTRITION IN PLANTS</b></p>	<p>Infer the importance of food for the survival of an organism.</p> <p>Categorise the organism on the basis of two modes of nutrition.</p> <p>Appraise their knowledge about the autotrophic mode of nutrition.</p> <p>Understand that all plants do not photosynthesise</p> <p>Identify different modes of nutrition. Explain the role of saprophytes as natural cleaners of our environment.</p> <ul style="list-style-type: none"> <li>Recognise some common insectivorous plants. Understand the term symbiotic relationship</li> </ul>	<p>Brainstorming, Oral questions</p> <p>Group discussions, Interactive lecture</p> <p>Notes giving</p> <p>Worksheets</p> <p>The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p>	<p align="center"><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>Identify the types of nutrition in plants.</li> <li>Understand the process of photosynthesis and write word equation of photosynthesis.</li> <li>Identify parts of plant involved in Photosynthesis.</li> <li>Giving examples of heterotrophic nutrition in plants</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>Objective questions (MCQs, True/False, Match the Columns)</li> <li>Short and long answer questions</li> <li>Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>Worksheets with a mix of theory and practical questions.</li> </ul>
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	<p><b>CHAPTER 4: ACIDS, BASES AND SALTS</b></p>	<p>To know about acids, bases and salts To learn about the indicators and their uses To study the neutralization reaction</p>	<p>Brainstorming, Oral questions Group discussions, Interactive lecture Notes giving Worksheets The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p>	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>1. Classify substances as acidic, basic and neutral substances.</li> <li>2. Conduct simple investigation like. Extract of coloured flowers be used as acid- base indicator.</li> <li>3. Learn to handle experiments with care. Write word equation for Acid-Base reactions.</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p>
				<ol style="list-style-type: none"> <li>4. Apply learning of scientific concept in day to day life – like dealing with Acidity, treating the stings of ants etc</li> </ol>	<ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions. <b>Practical Activities</b></li> </ul> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>○ Worksheets with a mix of theory and practical questions.</li> </ul>

	<p><b>CHAPTER 5: PHYSICAL &amp; CHEMICAL CHANGES</b></p>	<p>To know about physical and chemical changes. To know about chemical changes in everyday life. To understand what is crystallisation. To learn about the methods to prevent rusting of iron objects.</p>	<p>Brainstorming, Oral questions Group discussions, Interactive lecture Notes giving Worksheets The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p> <p>Demonstrating different physical and chemical changes Experiments in the lab Worksheets</p>	<ol style="list-style-type: none"> <li>1. Classify physical and chemical changes.</li> <li>2. Write word equation for chemical reactions like corrosion etc.</li> <li>3. Take measures to prevent corrosion by relating cause with its effect.</li> <li>4. Apply learning of scientific concepts in day to day life thus preventing corrosion. Understand the cause like why is seawater salty?</li> <li>5. Understand the reason of a cause like Is it possible to separate salt from seawater?</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>○ Worksheets with a mix of theory and practical questions.</li> </ul>
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	<p align="center"><b>CHAPTER 8: REPRODUCTION IN PLANTS</b></p>	<ul style="list-style-type: none"> <li>To learn about reproduction and its different modes in plants.</li> <li>To study various means of vegetative propagation</li> <li>To understand reproduction in flowering plants.</li> <li>To study fruit formation</li> </ul>	<p>Brainstorming, Oral questions Group discussions, Interactive lecture Notes giving Worksheets</p> <p>The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p>	<ol style="list-style-type: none"> <li>1. Explain the process of asexual reproduction in plants with examples</li> <li>2. Identify the stamen and carpel in different flowers and draw diagrams</li> <li>3. On the basis of observation, identify unisexual and bisexual flowers</li> <li>4. Explain the process of pollination and fertilization in plants</li> <li>5. Explain the mechanism of fruit and seed formation in plants</li> <li>6. Explain the process of seed dispersal and its importance</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>Objective questions (MCQs, True/False, Match the Columns)</li> <li>Short and long answer questions</li> <li>Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>Worksheets with a mix of theory and practical questions.</li> </ul>
	<p align="center"><b>CHAPTER 9: MOTION AND TIME</b></p>	<p>To understand the concept of speed. To know about the measurement of time. To learn how to calculate speed. To define uniform and nonuniform motions. To know about simple pendulum &amp; its properties. To learn how to draw distance, time graph</p>	<p>Brainstorming, Oral questions Group discussions, Interactive lecture Notes giving Worksheets</p> <p>The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p> <p>Conducting experiment to calculate the time period of a simple pendulum Interactive lecture Note giving worksheets</p>	<ol style="list-style-type: none"> <li>1. Explain oscillatory/ periodic motion</li> <li>2. Make a simple pendulum and calculate its time period</li> <li>3. Measure distance and time</li> <li>4. Use the distance and time units of measurement in daily life</li> <li>5. Make distance-time graph</li> <li>6. Understand the time-distance graph and explain speed on its basis.</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>Objective questions (MCQs, True/False, Match the Columns)</li> <li>Short and long answer questions</li> <li>Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p>

				7. Calculate speed using formula	<ul style="list-style-type: none"><li>○ Ask conceptual or application-based questions during class discussions. <b>Practical Activities</b></li></ul> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"><li>○ Worksheets with a mix of theory and practical questions.</li></ul>
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	<p><b>CHAPTER 10: ELECTRIC CURRENT AND ITS EFFECTS</b></p>	<p>To learn about the symbols used to represent electrical components of a circuit          To know about the heating effect of electric current          To study the structure and working of an electric fuse          To learn about magnetic effect of current and electromagnetism          To learn about the construction and working of an electric bell</p>	<p>Brainstorming, Oral questions          Group discussions, Interactive lecture          Notes giving          Worksheets          The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities</p> <p>Making circuits Experiment to show the magnetic effect of current          Making of an electromagnet Group discussion on safety precautions with electricity at home and laboratory Interactive lectures</p>	<p><b>Students are able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify the components of electric circuit and explain their functions.</li> <li>2. Make an electric circuit</li> <li>3. Draw the symbols for Various components of electric circuit</li> <li>4. Using symbols for various components, draw a circuit diagram</li> <li>5. Demonstrate and explain the heating effect of electric current using activities.</li> <li>6. Use and explain the heating effect of electric current in daily life.</li> <li>7. Make an electromagnet and explain its Working</li> </ol>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>Objective questions (MCQs, True/False, Match the Columns)</li> <li>Short and long answer questions</li> <li>Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <ul style="list-style-type: none"> <li>Worksheets with a mix of theory and practical questions.</li> </ul>
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	<b>CHAPTER 12: FORESTS: OUR LIFELINE</b>	To study importance of forest  To know interdependence of plants and animals To understand threats to forests due to deforestation and pollution To learn forest conservation	Brainstorming, Oral questions Group discussions, Interactive lecture Notes giving Worksheets The topics will be taken up using green board, smart board and text books and reference book questions, Demonstration of Activities  Group discussion on clearing of forests in the name of development Quiz Poster making	<b>Students are able to:</b>  1. learn what are forests 2. know about the different layers of forests 3. understand the benefits of forests 4. know what are the consequences of destruction of forests 5. learn about interdependence of plants and animals in forests 6. understand the different steps to conserve forests	<b>Written Tests/Periodic Test/Quizzes</b> ○ Objective questions (MCQs, True/False, Match the Columns)  ○ Short and long answer questions ○ Diagram-based questions  <b>Oral Questioning</b>  ○ Ask conceptual or application-based questions during class discussions. <b>Practical Activities</b>  <b>Assignments/Homework</b>  ○ Worksheets with a mix of theory and practical questions.
<b>S.No.</b>	<b>Task</b>	<b>Learning Objectives</b>	<b>Methodology</b>	<b>Learning Outcomes/Impact</b>	<b>Assessment tools</b>
	<b><u>II TERM</u></b>	<b><u>PERIODIC TEST</u></b>	PERIODIC TEST	PERIODIC TEST	<b><u>PERIODIC TEST</u></b>

	<p><b>PERIODIC TEST I</b></p> <p><b>CHAPTERS 3: HEAT</b> <b>CHAPTER 6:</b> <b>RESPIRATION IN</b> <b>ORGANISMS</b></p> <p><b>PERIODIC TEST II</b></p>	<p>*Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numerical based on concept Relate/connect classroom</p>	<p>*Paper pen test which includes questions based on real life situations, numerical, interpreting given data, definitions, value based questions. * Multiple choice questions based on key concepts are given to students to assess their learning * Paper pen test which includes questions based on real life situations, numerical, interpreting given data * Smart learning tools from the smart board</p>	<p>After exam students will be able to:</p> <ul style="list-style-type: none"> <li>* Assess their knowledge retention.</li> <li>* Develop critical thinking and problem-solving skills.</li> <li>* Improve time management</li> <li>* Identify areas for improvement.</li> <li>*Build confidence in their abilities.</li> <li>*Develop effective test-taking strategies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Multiple-choice questions (MCQs)</li> <li>2. Short-answer questions</li> <li>3. Essay questions</li> <li>4. True or false questions</li> <li>5. Fill-in-the-blank questions</li> <li>6. Case studies</li> <li>7. Performance</li> </ol>
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	<p><b>CHAPTER 11: LIGHT</b> <b>CHAPTER 13: WASTE</b> <b>WATER</b> <b>STORY</b></p>	<p>learning to everyday life situations and understanding of content taught and reinforcement. * Students would learn History of Cell Biology and would relate it with present day study of Biology. * They would learn the basic functions and structures of various cell organelles and their importance.</p>	<p>would be use to teach students to draw effectively the various structures. *Collaborative learning and peer learning would be encouraged. * Internet videos and images and softcopy of NCERT textbook would be used to explain the concepts</p>		
	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> Activities/ Experiments as per CBSE Guidelines <b>PRACTICALS</b> (WRITTEN + DEMO)</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> *Provide opportunities to explore and work with one's hands, Observe, collect data, analyse, organize and interpret data and draw generalisations. *Experiential Learning, learning by doing. * Provides an opportunity to work in real life situations</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 6. Learning by Doing Experiments keep giving students an opportunity to explore, investigate, concept clarity, reinforcement of learning 7. Children are encouraged for judicious use of materials and keep them back after use 1. This enables students to work together, share experiences and learn from each other</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 1. Practical understanding: Students gain direct experience with concepts. 2. Scientific inquiry skills: Experimentation develops critical thinking and problem-solving.</p>	<p><b><u>SUBJECT ENRICHMENT ACTIVITY</u></b> 1. <b>Practical performance</b>  2. <b>Practical file:</b> Evaluating written reports of experimental procedures and results.  ● 3. <b>Data analysis:</b> Assessing students' ability</p>
	CW/ HW	CW/ HW	CW/ HW	CW/ HW	CW/ HW

<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b> (Parameters of Assessment)</p> <ul style="list-style-type: none"> <li>* Timely execution</li> <li>* Presentation</li> <li>* Originality</li> <li>*Relevance of Topic</li> <li>*Content Quality</li> <li>* Neatness</li> <li>* Creativity</li> </ul>	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b></p> <p>To help the learners to:</p> <ul style="list-style-type: none"> <li>*Take active part and interest in classwork/ homework assignment</li> <li>*Inculcate the habit of regularity and neatness in doing assigned tasks</li> <li>*Reinforce learning through additional tasks</li> <li>*Inculcate the habit of selflearning and extended learning</li> </ul>	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b></p> <p>The work includes the tasks assigned by the teacher to the students in the class during the lesson or at the end of teaching period and may include:</p> <ul style="list-style-type: none"> <li>*Worksheet to be completed for recapitulation of the topic, meant for reinforcement of learning</li> <li>*Questions based on real life situations, interpreting giving data, definitions, value based questions</li> <li>*Questions based on application of classroom learning to real life situations</li> <li>*Questions based on enhancement of skills related to drawing diagrams, solving numerical, writing of formulae, chemical</li> </ul>	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b></p> <ol style="list-style-type: none"> <li><b>1. Reinforcing learning:</b> HW helps students reinforce concepts learned in class.</li> <li><b>2. Developing study habits:</b> Regular HW promotes discipline and time management.</li> <li><b>3. Improving retention:</b> HW aids in retaining information and concepts.</li> <li><b>4. Encouraging self-directed learning:</b> Students learn to work independently.</li> <li><b>5. Building problem-solving skills:</b> HW assignments often require critical thinking.</li> <li><b>6. Preparing for assessments:</b> HW helps students prepare for exams and quizzes.</li> </ol>	<p><b><u>&amp; HOLIDAY HW (ASSIGNMENTS)</u></b> 1.</p> <ol style="list-style-type: none"> <li>1. Completion checks: Verifying if assignments are completed.</li> <li>2. Accuracy checks: Reviewing correctness of answers.</li> <li>3. Feedback: Providing comments or suggestions for improvement.</li> <li>4. Regularity</li> <li>5. Neatness</li> </ol>
		<p>equations circuit diagrams, data etc. *Tasks related to rectification of mistakes/errors</p> <p style="text-align: center;">-</p> <p>Children are encouraged for judicious use of materials and keep them back after use</p>		
<b><u>PROJECT WORK</u></b>	<b><u>PROJECT WORK:</u></b>	<b><u>PROJECT WORK:</u></b>		<b><u>PROJECT WORK:</u></b>



<p>Integrated Project-Topic – Forest conservation in Lakshadweep, Andaman and Nicobar Islands. Relate this topic with the economic development of that region.</p> <p>(Parameters of Assessment)</p> <ul style="list-style-type: none"> <li>* Timely execution</li> <li>* Presentation</li> <li>* Originality</li> <li>*Relevance of Topic</li> <li>*Content Quality</li> <li>* Neatness</li> <li>* Creativity</li> </ul>	<p>Provide opportunities to explore and work with one's hands Observe, collect data, analyse, organize and interpret data and draw generalisations Provides an opportunity to work in groups and in real life situations Helps develop a positive attitude towards group work, sharing and learning from each other.</p>	<p>Project topics are decided/chosen, planned with the teacher acting as a guide Encouragement is given to group projects. This enables students to work together, share experiences and learn from each other Projects keep giving students an opportunity to explore, investigate and work in groups Children are encouraged for judicious use of materials and keep them back after use</p>	<p><b>PROJECT WORK</b></p> <ul style="list-style-type: none"> <li>• <b>Problem-Solving:</b> Apply knowledge to real-world challenges.</li> <li>• <b>Research:</b> Gather, analyze, and synthesize information.</li> <li>• <b>Project Management:</b> Plan, organize, and adapt effectively.</li> <li>• <b>Teamwork:</b> Collaborate and communicate in group settings.</li> <li>• <b>Technical Skills:</b> Use tools and methods relevant to the field.</li> <li>• <b>Communication:</b> Write reports and present findings clearly.</li> <li>• <b>Creativity:</b> Develop innovative solutions and ideas.</li> </ul> <p style="text-align: center;"><b>Independent Learning:</b> Take initiative and reflect on progress</p>	<ul style="list-style-type: none"> <li>• <b>Planning:</b></li> <li>• <b>Research:</b> Relevant and in-depth content.</li> <li>• <b>Execution:</b> Quality of output and technical skills.</li> <li>• <b>Creativity:</b> Original ideas and problem-solving.</li> <li>• <b>Teamwork:</b> Collaboration and contribution (for group work).</li> <li>• <b>Communication:</b> Clear report and presentation</li> <li>• <b>Presentation</b></li> <li>• Originality</li> </ul>
<p><b><u>PORTFOLIO</u></b></p> <p>Student portfolio is a compilation of academic work and other forms of educational evidence Assembled.</p>	<p><b><u>PORTFOLIO</u></b></p> <p><b>Objective of Portfolio</b> (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic require promotion, and graduation;</p>	<p><b>PORTFOLIO</b></p> <p>Portfolios come in many forms, from notebooks filled with documents, notes, and graphics to online digital archives and student-created websites. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of</p>		<p><b>A portfolio is a powerful tool that showcases:</b></p> <ul style="list-style-type: none"> <li>• Innovation.</li> <li>• Organization.</li> <li>• Creativity.</li> <li>• Writing skills.</li> </ul>

		<p>(3) helping students reflect on their academic goals and progress as learners</p> <p>(4) creating a lasting archive of academic work products, accomplishments, and other documentation.</p> <p>Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and are able to do than more traditional measures—such as <u>standardized tests</u>, quizzes, or final exams—that only measure what students know at a specific point in time</p>	<p>learning progress and academic accomplishment, including awards, honors, certifications, recommendations, written evaluations by teachers or peers, and self-reflections written by students.</p> <p>Portfolios may also be digital archives, presentations, blogs, or websites that feature the same materials as physical portfolios, but that may also include content such as student-created videos, multimedia presentations, spreadsheets, websites, photographs, or other digital artefacts of learning</p>		<ul style="list-style-type: none"> <li>● Effective use of technology.</li> <li>● Leadership.</li> <li>● Initiative.</li> <li>● Accomplishments.</li> </ul> <p>Some portfolios help to evaluate learning progress and achievement in a specific course, while others are maintained for the entire time a student is enrolled in a school. And some portfolios are used to assess learning in a specific subject area, while others evaluate the acquisition of skills that students can apply in all subject areas.</p>
	<p><b>CHAPTER 2: NUTRITION IN ANIMALS</b></p>	<p>Know different modes of nutrition Learn about teeth, their structure and care Study digestion of food in humans and Amoeba</p>	<p>Brainstorming Oral questions Quiz Worksheets Note giving Interactive lecture Experiment to show the effect of saliva on starch Demonstration with model of teeth Use of textbook, green board and smart board</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the important organs in human digestive system and explain their functions</li> <li>• Observe and differentiate various types of teeth based on their structure and functions.</li> <li>• Identify and indicate various taste areas on tongue.</li> <li>• Draw and label the diagram of human digestive system</li> <li>• Explain the key processes occurring in human digestive system</li> <li>• Investigate the conversion of starch into sugar (digestion process) by saliva through iodine test</li> </ul>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p>

					<b>Assignments/Homework</b>  Worksheets with a mix of theory and practical questions
	<b>CHAPTER 7: TRANSPORTATION IN ANIMALS AND PLANTS</b>	To know parts of circulatory system, blood, blood vessels and capillaries To know the working of heart and circulation of blood To know about heartbeat To learn about types of body waste and excretory system in human beings To know transport system in plants and understand the process of transpiration in plants.	Class discussion on need for transportation of substance Activity to find out the reason for the difference between pulse rates at rest and after running Use of textbook, smart board and green board Worksheets Interactive lecture	<b>Students are able to:</b> <ul style="list-style-type: none"> <li>• Explain the process of Circulation in humans.</li> <li>• Draw the labelled diagram of human heart and Excretory system</li> <li>• Draw the schematic diagram or flow chart of Circulation and excretion.</li> <li>• Understand the cause of a process, like why heart beat is faster after exercise etc.</li> <li>• Measure and calculate pulse rate.</li> <li>• Construct the model of stethoscope from the available resources and know its use.</li> <li>• Differentiate the transport of material in human and plants and its importance in plants.</li> <li>• Understand the cause and effect of transpiration in plant</li> </ul>	<b>Written Tests/Periodic Test/Quizzes</b> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <b>Oral Questioning</b> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <b>Practical Activities</b>  <b>Assignments/Homework</b>  Worksheets with a mix of theory and practical questions

	<p><b>CHAPTERS 3: HEAT</b></p>	<p>Understand the term heat.          Know the correct method of measurement of heat.          Learn to use a lab thermometer &amp; its construction.          Learn to use a clinical thermometer &amp; its construction.          Know, why is a lab thermometer not used to measure the body temperature of a person.          Study the differences</p>	<p>Brainstorming          Discussion          Experiments on different modes of transfer of heat          Giving notes and worksheets</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the limitations of human sensory system in identifying hot or cold substances and appreciate the need for scientific instruments</li> <li>• Using thermometer to measure temperature</li> <li>• Identify and explain various methods of heat transfer</li> <li>• Through activities, differentiate between good and bad conductors of heat.</li> </ul>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p>
		<p>between a lab. Thermometer &amp; a clinical thermometer.          Learn the different modes of transfer of heat.          Understand what is conduction, convection &amp; radiation.          Understand effect of radiation on different colours</p>		<ul style="list-style-type: none"> <li>• Use of substances in daily life based on their ability to conduct heat</li> <li>• Explain the effect of heat on black and white surfaces</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <p>Worksheets with a mix of theory and practical questions</p>

	<p><b>CHAPTER 6: RESPIRATION IN ORGANISMS</b></p>	<p>To learn the necessity of respiration To distinguish between breathing and respiration To understand aerobic and anaerobic respiration To learn about breathing in humans and in other animals To comprehend respiration in plants</p>	<p>Oral questions Experiment to show that exhaled air contains carbon dioxide Collecting pictures and details of respiratory organs in different animals</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• understand why animals and plants breathe</li> <li>• learn the difference between breathing and respiration</li> <li>• see how plants and animals breathe in water. Identify organisms on the basis of respiratory organs.</li> <li>• Classify the types of respiration, Explain the process of respiration in human.</li> <li>• Draw the labelled diagram of respiratory system of humans.</li> <li>• Write the word equation of chemical reactions of Aerobic and anaerobic respiration</li> </ul>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <p>Worksheets with a mix of theory and practical questions</p>
	<p><b>CHAPTER 13: WASTE WATER STORY</b></p>	<p>To know about waste water To discuss harmful effects of untreated sewage To explain waste water treatment To study the alternative methods of sewage</p>	<p>Class discussion on sources of sewage generation Group activity: ways to reduce wastage of water in school and at home A project report on alternative methods of sewage disposal Worksheet</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• learn about wastewater and its sources</li> <li>• understand what is domestic wastewater and sewage</li> <li>• know about the wastewater treatment</li> </ul>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> </ul>

		<p>disposal To use the way to reduce water contamination</p>		<ul style="list-style-type: none"> <li>• know what can be done to treat sludge</li> <li>• explain the steps to reduce sewage production</li> <li>• understand about sanitation in public places</li> </ul>	<ul style="list-style-type: none"> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <p>Worksheets with a mix of theory and practical questions</p>
	<b>CHAPTER 11: LIGHT</b>	<p>To know about mirrors and lenses, their types, nature of images formed by them and their uses To know about colours of white light and spectrum</p>	<p>Demonstration of different types of lenses and mirrors Experiment to show that white light consists of seven colours Worksheets Oral questions Puzzle</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the characteristics of the path of light</li> <li>• Explain the characteristics and uses of plane mirror and images formed by it.</li> <li>• Identify spherical mirrors and explain their uses in daily life.</li> <li>• Differentiate between convex and concave mirrors.</li> <li>• Identify the convex and concave lenses &amp; use them in daily life.</li> <li>• Using a model, demonstrate that sunlight is made of seven colours</li> </ul>	<p><b>Written Tests/Periodic Test/Quizzes</b></p> <ul style="list-style-type: none"> <li>○ Objective questions (MCQs, True/False, Match the Columns)</li> <li>○ Short and long answer questions</li> <li>○ Diagram-based questions</li> </ul> <p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>○ Ask conceptual or application-based questions during class discussions.</li> </ul> <p><b>Practical Activities</b></p> <p><b>Assignments/Homework</b></p> <p>Worksheets with a mix of</p>

					theory and practical questions
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	<b>Topic</b>	<b>Learning Objectives</b>	<b>Methodology</b>	<b>Learning Outcomes</b>	<b>Assessment Tools</b>
<b>PT-1A</b>	The Medieval World	<p>Define what the term "medieval" means in historical context.</p> <p>Identify the timeline of the medieval period in Indian and world history.</p> <p>.Recognize the social, political, religious, and economic structures of medieval societies.</p> <p>Learn about feudalism, monarchy, trade, religion, and cultural life during this period..</p>	<p>Storytelling Method</p> <p>Use of Timelines and Maps</p> <p>Use videos, documentaries, historical images, and PPTs to show medieval art, architecture, and culture.</p> <p>Think-Pair-Share or Group Discussions</p> <p>Create comparison tables between medieval India and medieval Europe.</p>	<p>Explain the meaning of the term "medieval" and locate the period on a historical timeline.</p> <p>Identify and describe key features of medieval societies, including governance, economy, and social systems.</p> <p>Analyse the impact of religion, trade, warfare, and art in shaping the medieval world.</p>	<p>Oral Questioning</p> <p>Map Work</p> <p>Notebook</p> <p>Pen Paper Testing</p> <p>Activity assessment</p> <p>Fill-in-the-Blanks Worksheet</p>
<b>PT-1A</b>	Democracy	<p>Understand the Concept of Democracy</p> <p>Differentiate Between Democratic and Non-Democratic System</p> <p>Recognize the Importance of Participation in a Democracy.</p>	<p>Brainstorming</p> <p>Mock Election Activity</p> <p>Discussion &amp; Debate</p>	<p>Define democracy and explain its basic principles.</p> <p>Identify key features of democratic governments (e.g., elections, rule of law, participation).</p>	<p>Creative Poster</p> <p>Peer Assessment</p> <p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Notebook</p>



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		Appreciate the role of citizens in a democracy and understand the importance of respecting different opinions.	Use of Textbook and Smart board  Showing Videos and images. Case study	Illustrate how people can participate in democracy and why their participation matters.  Reflect on how democracy impacts their daily lives and why it is important to be an informed citizen.	
<b>PT- 1 B</b>	Our Environment	Understand the Concept of Environment  Identify the Components of the Environment  Explain how humans depend on and modify the environment.  Realize the need to protect and conserve natural resources.  Develop a Sense of Responsibility Toward the Environment	Use of Textbook and Smart board Showing Videos and images. Case study  Interactive Brainstorming  Nature Walk / Observation Activity  Think-Pair-Share  Classroom Campaign or Awareness Drive	Define the term "environment" and list its major components.  Differentiate between natural, human-made, and human components of the environment.  Explain the interdependence between living and non-living components in the environment.  Suggest ways to protect and conserve the environment in everyday life. e environment.	Group Discussion/Presentation  Peer Assessment  Oral Questioning  Pen Paper Testing  Notebook Assessment
<b>PT -1B</b>	Inside Our Earth	Understand the Structure of the Earth	Rock and Mineral Sample Activity	Describe the internal structure of the Earth and	Label-the-Diagram Worksheet

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		<p>Identify Different Types of Rocks and Minerals Know the Uses of Rocks and Minerals</p> <p>Appreciate the Dynamic Nature of Earth</p>	<p>Diagram Drawing &amp; Labelling</p> <p>Think-Pair-Share</p> <p>Use of Textbook and Smart board</p> <p>Showing Videos and images.</p>	<p>its three layers (crust, mantle, core). Differentiate between the major types of rocks and explain how they are formed.</p> <p>Label diagrams showing the layers of the Earth and different rock ty Develop awareness about natural resources and their conservation.</p>	<p>Rock Collection or Virtual Tour</p> <p>Group Discussion or Presentation Notebook Assessment</p> <p>Quiz</p>
<b>Mid-Term</b>	The Regional Kingdom	<p>Explain how new kingdoms emerged after the decline of large kingdoms.</p> <p>Identify Important Regional Rulers and Dynasties.</p> <p>Explore the Administrative Systems and Military Strategies</p> <p>Recognize contributions in art, literature, temple architecture, and</p>	<p>Map Work &amp; Timeline Activity</p> <p>Source-Based Learning- Show images of inscriptions, copper plates, or temples.</p> <p>Comparison Chart</p> <p>Group Projects</p>	<p>Define the term <i>regional kingdoms</i> and explain their emergence in medieval India.</p> <p>Identify major regional dynasties like the Cholas, Palas, Pratiharas, and Rashtrakutas on a map.</p> <p>Describe the political, administrative, and economic</p>	<p>Map Activity</p> <p>Notebook assessment</p> <p>Group Presentation</p> <p>Pen Paper Testing</p>

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		<p>regional languages.</p> <p>Analyze inscriptions, coins, and texts as sources of history.</p>	<p>Use of Textbook and Smart board</p> <p>Showing Videos and images.</p>	<p>features of these kingdoms</p> <p>Reflect on how regional powers contributed to India's diversity and cultural richness.</p>	
<b>Mid-Term</b>	Sultanate Period	<p>Understand the Rise of the Delhi Sultanate</p> <p>Learn about key rulers like Qutb-ud-din Aibak, Iltutmish, Ala-ud-din Khilji, and Muhammad bin Tughlaq.</p> <p>Explore the Political, Administrative, and Economic Systems</p> <p>Understand the Cultural and Architectural Impact</p> <p>Analyze the Decline of the Delhi Sultanate</p>	<p>Brainstorming</p> <p>Map Work &amp; Timeline Creation</p> <p>Architecture-Based Learning- Show images or videos of Qutub Minar, Alai Darwaza, or Tughlaqabad Fort.</p> <p>Source-Based Learning</p> <p>Use of Textbook and Smart board</p> <p>Showing Videos and images.</p>	<p>Describe the establishment and rise of the Delhi Sultanate in the context of medieval Indian history</p> <p>Identify major Sultans and their achievements, such as military conquests, administrative reforms, and cultural patronage.</p> <p>Identify major Sultans and their achievements, such as military conquests, administrative reforms, and cultural patronage.</p> <p>Explain the political and economic systems of the Delhi Sultanate,</p>	<p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Map Work</p> <p>Compare &amp; Contrast Chart</p>

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				<p>including revenue collection, the role of nobles, and the military structure.</p> <p>Compare and contrast the Delhi Sultanate with earlier Indian empires in terms of governance, social structure, and cultural influences.</p>	
<b>Mid-Term</b>	Tribal Communities	<p>Define tribes and recognize their role in medieval Indian society.</p> <p>Identify the Lifestyles of Different Tribal Groups</p> <p>Recognize Regional Diversity Among Tribes</p>	<p>Brainstorming</p> <p>Map Activity</p> <p>Role Play or Dramatization</p> <p>Show and Tell / Culture Box- Bring in (or show images of) tribal art, tools, musical instruments, or dress.</p> <p>Students can create a “culture box” with drawings or printed pictures representing different tribes.</p>	<p>Define the term “tribe” and describe key features of tribal societies.</p> <p>List important tribal communities in medieval India and locate them on a map.</p> <p>Explain how tribal people lived, worked, and governed themselves.</p> <p>Compare tribal societies with caste-based settled societies.</p> <p>Describe the impact of interactions between tribes and powerful</p>	<p>Map Work</p> <p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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		Promote Respect for Indigenous and Diverse Cultures	Use of Textbook and Smart board Showing Videos and images.	kingdoms or the Mughal Empire.  Appreciate the contribution of tribal communities to Indian history and culture.	
<b>Mid-Term</b>	The Changing Earth	Understand the Concept of Internal Earth Movements  Identify the Types of Earth Movements  Learn About the Effects of Natural Forces on the Earth's Surface  Understand the Formation of Landforms	Demonstration with Models  Diagram  Drawing and Creative Projects  Case Studies or Real-Life Examples  Use of Textbook and Smart board Showing Videos and images.	Define and distinguish between endogenic and exogenic forces.  Explain how natural forces lead to the formation of mountains, valleys, plateaus, etc.  Describe the causes and effects of earthquakes and volcanic eruptions.  Illustrate landforms created by rivers, glaciers, winds, and sea waves through diagrams or examples.  Recognize the role of natural processes in shaping the Earth's surface.	Oral Questioning  Group Discussion/Presentation  Peer Assessment  Pen Paper Testing  Notebook Assessment

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		Raise Awareness of Natural Disasters and Safety Measures		List safety measures to be followed during natural disasters like earthquakes.	Creative Writing Prompt
<b>Mid-Term</b>	Major Landforms	<p>Understand the Different Types of Landforms</p> <p>Describe how internal and external forces shape the Earth's surface over time.</p> <p>Recognize the Importance of Landforms</p> <p>Locate examples of landforms on a map and interpret related diagrams.</p> <p>Appreciate the Role of Nature in Shaping the Earth</p>	<p>Map Work and Visual Identification</p> <p>Drawing and Diagram Practice</p> <p>Comparison Table / Chart Making</p> <p>Use of Textbook and Smart board Showing Videos and images.</p>	<p>Define landforms and classify them into mountains, plateaus, and plains.</p> <p>Identify different landforms on maps and in real-world examples.</p> <p>Explain how landforms influence human life — including settlement, agriculture, and transportation.</p> <p>Develop awareness of the changing nature of the Earth's surface and the importance of preserving it.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>
<b>Mid-Term</b>	Composition and Structure of the Atmosphere	<p>Identify the major gases (like nitrogen, oxygen, carbon dioxide, etc.) present in the air.</p> <p>Describe the different layers: Troposphere, Stratosphere,</p>	<p>Weather Journal Activity</p> <p>Group Projects</p> <p>Real-World Connection /</p>	<p>List and explain the gases that make up Earth's atmosphere.</p> <p>Identify and describe the characteristics of each layer of the atmosphere.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p>

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		<p>Mesosphere, Thermosphere, and Exosphere</p> <p>Recognize how it protects life and regulates climate and weather.</p> <p>Relate the Atmosphere to Daily Life and the Environment</p>	<p>News Discussion</p> <p>Use of Textbook and Smart board Showing Videos and images.</p>	<p>Explain the role of the atmosphere in supporting life and weather conditions.</p> <p>Differentiate between weather and climate using examples.</p> <p>Recognize the impact of human activities on atmospheric balance (e.g., pollution and global warming).</p>	<p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>
<b>Mid-Term</b>	Pillars of Democracy	<p>Understand the Concept of Democracy</p> <p>Recognize the importance of justice, liberty, equality, and fraternity as the pillars of democracy.</p> <p>Appreciate the Importance of Participation</p>	<p>Brainstorming and Discussion</p> <p>Role Play and Dramatization</p> <p>Debates on Democratic Issues</p> <p>Case Studies of Democratic Countries</p> <p>Use of Textbook and Smart board</p>	<p>Identify and explain the four main pillars of democracy: justice, liberty, equality, and fraternity.</p> <p>Describe how different democratic institutions (like the judiciary or media) uphold these pillars.</p> <p>Illustrate the role of citizens in maintaining and strengthening democracy.</p> <p>Demonstrate awareness of their rights and responsibilities as</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>

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			Showing Videos and images.	future voters and informed citizens.	
<b>Mid-Term</b>	Democracy in Action	<p>Define democracy and recognize how it works in practice in real-life situations.</p> <p>Explore the Role of Citizens in a Democracy.</p> <p>Understand how elections work, how leaders are chosen, and how decisions are made</p> <p>Recognize the Importance of Institutions in Democracy</p>	<p>Brainstorming and Concept Mapping</p> <p>Debate on Democratic Principles</p> <p>Case Study Analysis</p> <p>Reflective Journaling- Ask students to keep a journal throughout the lesson, writing down their thoughts on what democracy means to them and how it impacts their daily life</p>	<p>Explain the core values of democracy and how they are applied in real-life situations.</p> <p>Describe how elections work, including the role of political parties, the voting process, and the significance of elections in a democracy.</p> <p>Discuss the role of citizens in a democracy, such as their responsibility to vote, participate in public debates, and hold leaders accountable.</p> <p>Identify the major democratic institutions (like the Parliament, President, and Judiciary) and describe their functions in maintaining democracy.</p> <p>Illustrate the significance of public participation in</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>



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		Develop an Appreciation for Fundamental Rights and Duties		decision-making, government policies, and how it affects society.	
<b>PT- 3</b>	State Government	<p>Identify the three branches of the state government: the Legislature, the Executive, and the Judiciary.</p> <p>Learn the Role of the State Legislature</p> <p>Learn the roles of the Chief Minister and Governor as the heads of the executive branch and understand their powers and duties.</p> <p>Identify the Relationship between the State Government and</p>	<p>Brainstorming and Concept Mapping</p> <p>Role Play of State Government Functions</p> <p>Case Study Analysis</p> <p>Use of Textbook and Smart board</p> <p>Showing Videos and images</p>	<p>Define the structure and functions of the state government and its various branches (Legislature, Executive, and Judiciary).</p> <p>Explain the roles of the Chief Minister, Governor, and Members of the State Legislature in the functioning of the state government.</p> <p>Describe the process of lawmaking in the state legislature and the passage of bills.</p> <p>Recognize the relationship between the state and central government, highlighting areas of cooperation and conflict.</p> <p>Analyze the significance of the state government in</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>

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		the Central Government		addressing local issues and providing governance that affects citizens at the state level.	
<b>PT- 3</b>	Role of Government in Health	<p>Define the government's responsibility in ensuring the health and well-being of citizens.</p> <p>Learn About Health Services Provided by the Government</p> <p>Recognize the Importance of Public Health Policies</p> <p>Identify the Role of Government in Preventing Diseases</p> <p>Understand how the government works to make healthcare accessible and affordable to all citizens, particularly in rural and underserved areas.</p>	<p>Use of Textbook and Smart board</p> <p>Showing Videos and images</p> <p>Case Study Approach</p> <p>Debate: Government Health Responsibility</p> <p>A Health Awareness Campaign</p> <p>Presentation</p>	<p>Define the government's role in ensuring public health</p> <p>Explain how the government contributes to the prevention of diseases, such as through vaccination programs, health campaigns, and public awareness.</p> <p>Describe the role of various government organizations and schemes that contribute to public health, such as the National Health Mission or Ayushman Bharat.</p> <p>Identify government efforts to promote sanitation, clean water, and hygiene to improve community health.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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				<p>Recognize the importance of equitable access to healthcare</p> <p>Discuss how government initiatives, such as National Immunization Days and health check-up camps, contribute to reducing the spread of diseases.</p>	
<b>PT-4</b>	Water	<p>Understand the Importance of Water</p> <p>Identify Sources of Water</p> <p>Understand the key processes of the water cycle, such as evaporation, condensation, precipitation, and collection.</p> <p>Understand the importance of water conservation and the methods that can be used to conserve water (e.g., rainwater</p>	<p>Interactive Discussion on the Importance of Water</p> <p>Brainstorming Session on Water Sources</p> <p>Debate: Water Conservation</p> <p>Global Case Study of Water Scarcity</p> <p>Think-Pair-Share on Solutions for Water Scarcity</p>	<p>Explain the importance of water for human life, agriculture, industries, and the environment.</p> <p>Identify different sources of water, such as rivers, lakes, wells, rainwater, and groundwater.</p> <p>Describe the processes involved in the water cycle</p> <p>Identify and discuss various methods of water conservation .</p> <p>Recognize the causes of water scarcity.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>

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		<p>harvesting, reducing water wastage).</p> <p>Recognize the Challenges of Water Scarcity</p>	<p>Creative Poster on Water Conservation</p> <p>Use of Textbook and Smart board</p>	<p>Suggest measures that can be taken to address water scarcity.</p>	
<b>PT- 4</b>	Life in Deserts	<p>Understand the distinction between hot deserts (e.g., Sahara, Thar) and cold deserts (e.g., Gobi, Ladakh).</p> <p>Explore Adaptations in Desert Life</p> <p>Understand the Impact of Desertification</p> <p>Explore the Cultural Life in Deserts</p>	<p>Comparison of Hot and Cold Deserts</p> <p>Desert Plant and Animal Adaptation Chart</p> <p>Video and Documentary on Desert Life</p> <p>Creative Project: Designing a Desert Habitat.</p>	<p>Define what a desert is and explain the key features of desert.</p> <p>Differentiate between hot deserts and cold deserts.</p> <p>Explain the various adaptations that plants and animals have developed to survive in the desert.</p> <p>Describe. the living conditions of people in desert regions.</p> <p>Identify and discuss the unique cultures and traditions of desert communities.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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<p><b>Annual Exam</b></p>	<p>Great Mughals</p>	<p>Describe the founding and expansion of the Mughal Empire in India.</p> <p>Recognize the major rulers of the Mughal dynasty, including Babur, Akbar, Shah Jahan, and Aurangzeb, and their significant achievements.</p> <p>Examine Mughal Administration and Society</p> <p>Explore the Mughal Cultural and Architectural Achievements</p> <p>Understand the factors that contributed to the decline of the Mughal Empire, including military, administrative, and social factors, as well as the impact of Aurangzeb's policies.</p>	<p>Timeline Creation: Rise and Fall of the Mughals</p> <p>Role Play: Key Mughal Rulers</p> <p>Mughal Architecture Exploration.</p> <p>Comparative Study: Akbar's Policies.</p> <p>Documentary on the Mughal Empire</p> <p>Use of Textbook and Smart board</p>	<p>Describe the founding and expansion of the Mughal Empire and identify the key figures involved, such as Babur and Akbar.</p> <p>Explain the major achievements of Mughal emperors.</p> <p>Identify the structure of the Mughal administration.</p> <p>Analyze the cultural contributions of the Mughal period, including the growth of Mughal art, literature, and architecture.</p> <p>Discuss the social and economic conditions during the Mughal Empire.</p> <p>Examine the reasons behind the decline of the Mughal Empire, including Aurangzeb's policies, the internal strife, and external invasions, and assess their long-</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Map Work</p>
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				term impact on the empire	
<b>Annual Exam</b>	Religious Beliefs	<p>Define religion and discuss its importance in human societies.</p> <p>Explore the key beliefs, rituals, and practices of different religions.</p> <p>Appreciate Religious Diversity</p> <p>Define the Bhakti movement and explain its origin, purpose, and principles.</p> <p>Learn about the key saints of the Bhakti movement such as Kabir, Meera Bai, Sant Tukaram, and Guru Nanak.</p> <p>Understand the Sufi Movement.</p> <p>Study the role of Sufi saints like Khwaja Moinuddin Chishti, Nizamuddin Auliya, and Salim Chishti in spreading Islamic</p>	<p>Role Play</p> <p>Poetry and Bhajan/Sufi Song Listening</p> <p>Group Discussion: Relevance Today</p> <p>Use of Textbook and Smart board</p> <p>Video Clips or Documentaries</p> <p>Use of Textbook and Smart board</p>	<p>Define the Bhakti and Sufi movements and explain their origins and principles.</p> <p>Identify and describe the contributions of key saints of both the Bhakti movement.</p> <p>Compare the Bhakti and Sufi movements, highlighting their similarities.</p> <p>Explain the role of these movements in challenging social norms, such as the caste system and rigid religious practices, promoting equality and spiritual freedom.</p> <p>Analyze the impact of the Bhakti and Sufi movements on Indian society.</p> <p>Identify how the movements promoted</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Map Work</p>

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		mysticism and promoting religious tolerance.		religious tolerance and fostered interfaith harmony.  Appreciate the artistic and cultural legacy left by the Bhakti saints and Sufi mystics.	
<b>Annual Exam</b>	Political Formations in the 18 <sup>th</sup> Century	Learn about the decline of the Mughal Empire in the 18th century and how it led to the rise of regional kingdoms.  Recognize the emergence of successor states (like Awadh, Bengal, Hyderabad), Rajput states, and independent kingdoms such as the Marathas, Sikhs, and Jats.  Explore Political and Administrative Changes.  Study important figures such as Chhatrapati Shivaji, Guru Gobind Singh, Saadat Khan, and others who	Map Work  Group Research & Presentations  Class Discussion: Decentralization of Power  Use of Documentaries / Animated Videos  Use of Textbook and Smart board	Explain the decline of the Mughal Empire and its consequences.  Identify and locate major political formations that emerged in the 18th century on a map of India, including:  Successor states: Awadh, Bengal, Hyderabad  Independent states: Marathas, Sikhs, Jats  Describe the administrative systems and military organization  Analyze how the political shifts of the 18th century laid the groundwork for later British	Oral Questioning  Group Discussion/Presentation  Peer Assessment  Pen Paper Testing  Notebook Assessment  Map Work

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		influenced regional political structures.		colonial intervention and the changing dynamics of power in India.  Appreciate the diversity and regional complexity of India's political landscape after the fall of centralized Mughal rule.	
<b>Annual Exam</b>	Weather and Climate	<p>Define weather and climate, and differentiate between the two.</p> <p>Identify the major climatic zones (tropical, temperate, polar) and their characteristics.</p> <p>Learn about weather instruments like thermometer, barometer, rain gauge, anemometer, and hygrometer.</p> <p>Understand how factors like latitude, altitude, distance from the sea, ocean currents, and wind</p>	<p>Concept Mapping / Brainstorming</p> <p>Weather Report Analysis</p> <p>Use of Audio-Visual Aids</p> <p>Weather Chart (Week-Long Activity)</p> <p>Use of Textbook and Smart board</p>	<p>Define and differentiate between weather and climate .</p> <p>Identify and describe elements of weather such as temperature, wind, humidity, and precipitation.</p> <p>Label and explain various climate zones on a world map and describe their basic features.</p> <p>Name and explain the use of weather instruments, understanding how weather data is recorded.</p> <p>Explain how geographical factors influence</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>



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		<p>patterns influence climate.</p> <p>Connect classroom learning with daily weather reports and how weather affects daily life, agriculture, and natural disasters.</p>		<p>the climate of a region.</p> <p>Interpret simple weather data or reports</p> <p>Understand the role of weather forecasting .</p> <p>Demonstrate awareness of climate-related issues such as climate change, and show curiosity about how climate varies around the world.</p>	
<b>Annual Exam</b>	Life in Tropical & Sub Tropical Regions .	<p>Identify and locate the tropical and sub-tropical regions on a world map.</p> <p>Understand the climatic conditions of the Amazon and Ganga-Brahmaputra basins.</p> <p>Describe the vegetation, wildlife, and natural resources of these regions.</p> <p>Compare the lifestyle, occupations, and settlement patterns</p>	<p>Map Work &amp; Atlas Activity</p> <p>Climate Comparison Chart</p> <p>Use Visual Aids or Videos</p> <p>Role Play / Skit</p>	<p>Name the major rivers of the tropical and sub-tropical regions (e.g., Amazon, Ganga, Brahmaputra).</p> <p>Explain the differences in climate between the Amazon basin and the Ganga-Brahmaputra basin.</p> <p>Identify major vegetation types like tropical rainforests and deciduous forests.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Diagram</p>

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		<p>of people living in these regions.</p> <p>Explain how physical environment influences human life and activities.</p> <p>Appreciate the interdependence between humans and their environment.</p> <p>Develop map reading and interpretation skills using physical and political maps.</p>	<p>Think-Pair-Share</p> <p>Use of Textbook and Smart board</p>	<p>Recognize common animals and tribal groups</p> <p>Describe human activities such as farming, fishing, and transport in both regions.</p> <p>Mark and label tropical and sub-tropical regions on a world or India map.</p>	
<b>Annual Exam</b>	Media and Democracy	<p>Understand the meaning and types of media (print, electronic, digital, social).</p> <p>Explain the role of media in a democratic country.</p> <p>Identify how media influences public opinion and government decisions.</p> <p>Discuss the importance of freedom of the press and the right to information.</p> <p>Recognize the need for</p>	<p>Use of Textbook and Smart board</p> <p>Group Discussion</p> <p>Use of Real-Life Examples</p>	<p>Define media and its various forms (TV, radio, newspapers, internet).</p> <p>Describe how media supports democracy by informing citizens and shaping public debates.</p> <p>Explain how media can be both powerful and biased depending on ownership and control.</p> <p>Give examples of how media coverage can affect people's views on social</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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		<p>independent and unbiased media.</p> <p>Analyze the difference between fact, opinion, and propaganda.</p> <p>Develop critical thinking skills to question and interpret media messages.</p>	<p>Use of Audio-Visual Aids</p>	<p>and political issues.</p> <p>Express opinions about the role of responsible journalism and freedom of expression.</p> <p>Engage in discussions about current issues by referencing how they are portrayed in the media.</p> <p>Reflect on their responsibility as media consumers and future citizens in a democratic setup.</p>	
<b>Annual Exam</b>	Advertising	<p>Understand what advertising is and why it is used.</p> <p>Identify the various forms of advertisements: commercial, social, and government.</p> <p>Recognize how advertisements influence consumer choices and behavior.</p> <p>Analyze the techniques and strategies used in advertisements</p> <p>Differentiate between lifestyle</p>	<p>Brainstorming &amp; Discussion</p> <p>Ad Analysis Activity</p> <p>Create Your Own Ad! (Group Activity)</p>	<p>Define advertising and list its main purposes.</p> <p>Identify different types of advertisements (TV, print, online, billboards, etc.).</p> <p>Explain how ads appeal to emotions, status, or needs to influence decision-making.</p> <p>Give examples of advertising strategies used in popular brands.</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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		<p>advertising and factual advertising.</p> <p>Reflect on the impact of advertising on society, including consumerism and unrealistic expectations.</p>	<p>Use of Audio-Visual Aids</p> <p>Use of Textbook and Smart board</p>	<p>Critically analyse a given advertisement and identify whether it is informative or manipulative.</p> <p>Differentiate between commercial ads and social ads</p> <p>Discuss the positive and negative effects of advertising on children and families.</p> <p>Create a sample advertisement with a clear message, slogan, and intended audience.</p> <p>Reflect on their own role as consumers and how they can make informed choices.</p>	<p>Poster</p>
<p><b>Annual Exam</b></p>	<p>Market Around Us</p>	<p>Understand the concept of a market and the various types of markets (e.g., weekly market, neighbourhood shop, shopping complex, online market).</p> <p>Identify the differences between traditional</p>	<p>Brainstorming &amp; Discussion</p> <p>Market Types Role Play</p>	<p>Define what a market is and list different types of markets (weekly, neighbourhood, wholesale, online, etc.).</p> <p>Identify and describe the features of each type of market (ownership, price</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p>

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		<p>and modern forms of markets.</p> <p>Recognize the roles of producers, traders, and consumers in the supply chain.</p> <p>Explain how goods move from the producer to the consumer through different intermediaries.</p> <p>Develop awareness of how market conditions affect prices and availability.</p> <p>Reflect on issues like fairness, accessibility, and how people from different backgrounds experience markets differently.</p> <p>Analyze the impact of online and digital marketplaces on traditional sellers.</p>	<p>Visual Aids and Real Photos</p> <p>Market Visit / Virtual Walkthrough</p> <p>Use of Textbook and Smart board</p>	<p>control, variety of goods, etc.).</p> <p>Differentiate between buyers and sellers, and understand their interactions in the market.</p> <p>Explain the journey of a product from the producer to the consumer, identifying intermediaries such as wholesalers and retailers.</p> <p>Compare how a small roadside vendor operates differently from a large shopping mall or an online platform.</p> <p>Understand the importance of markets in people's everyday lives and how they are influenced by social and economic factors.</p> <p>Discuss issues like consumer rights, bargaining, pricing, and inequality in access to goods.</p> <p>Reflect critically on the influence</p>	<p>Notebook Assessment</p> <p>Quiz</p>
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				of advertisements and digital platforms on consumer behaviour.	
<b>Annual Exam</b>	Role of Gender	<p>Understand the difference between sex (biological) and gender (social).</p> <p>Recognize how gender roles are created and reinforced through family, school, media, and society.</p> <p>Identify examples of gender discrimination and stereotypes in everyday life.</p> <p>Analyze how unequal treatment of boys and girls affects opportunities and choices.</p> <p>Reflect on the role of women in different spheres—home, workplace, education, and politics.</p> <p>Appreciate the need for gender equality in a democratic society.</p>	<p>Brainstorming and Open Discussion</p> <p>Group Discussion – “A Day in the Life” Activity</p> <p>Poster Making or Slogan Writing</p> <p>Use of Textbook and Smart board</p>	<p>Explain what gender is and how it differs from biological sex.</p> <p>Describe how boys and girls are often treated differently in homes, schools, and public spaces.</p> <p>Identify gender stereotypes in media, advertisements, and textbooks.</p> <p>Give examples of women who have made significant contributions in various fields (education, sports, science, politics, etc.).</p> <p>Discuss gender discrimination and how it can be challenged.</p> <p>Show sensitivity towards gender issues in peer relationships and daily behaviour</p>	<p>Oral Questioning</p> <p>Group Discussion/Presentation</p> <p>Peer Assessment</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p>

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		Promote respect, inclusion, and fairness in their own thoughts and actions.		Respect diversity in gender expression and roles, and promote inclusive attitudes.	
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