



**B.C.M. ARYA SCHOOL**

Affiliated to CBSE New Delhi

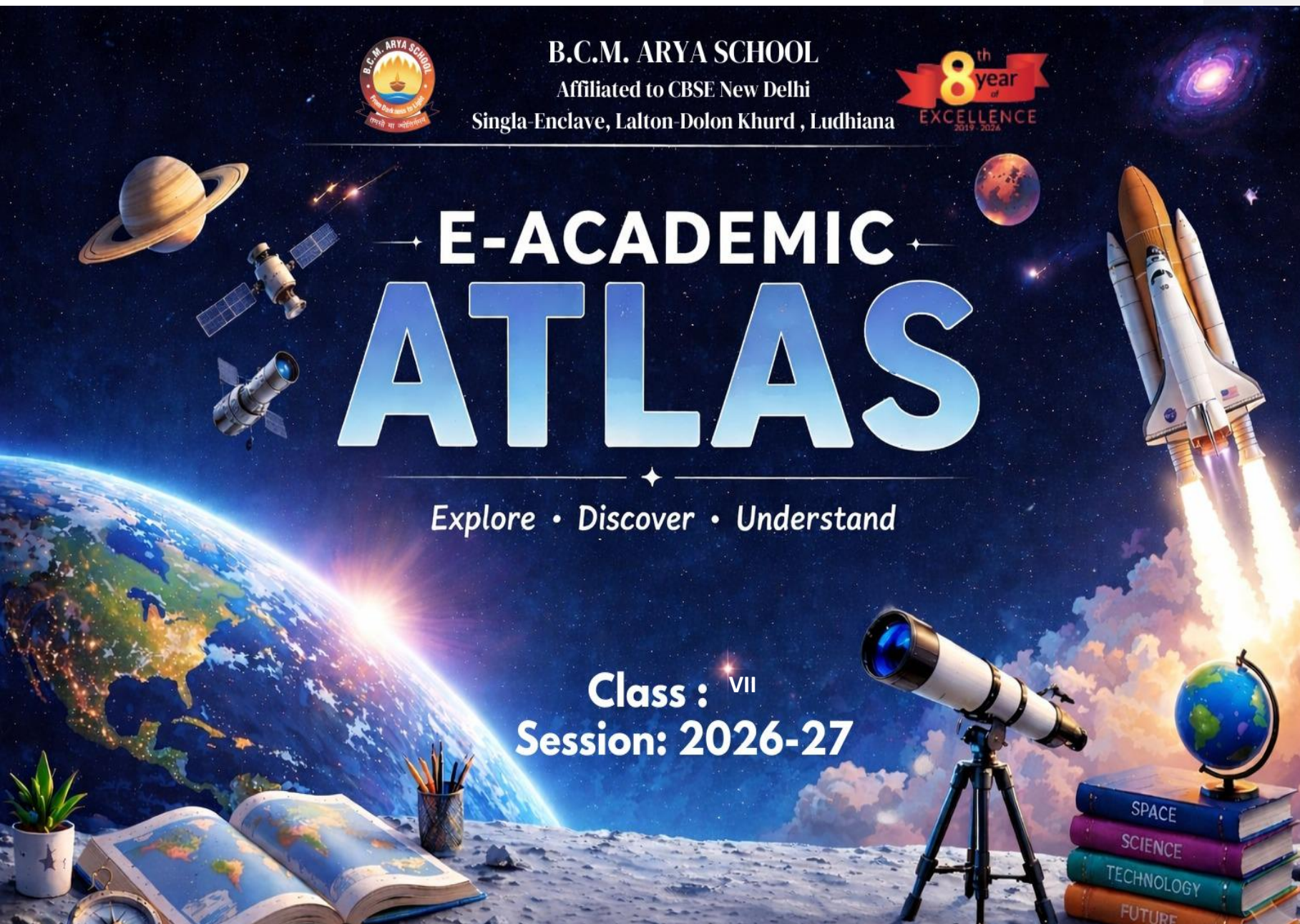
Singla-Enclave, Lalton-Dolon Khurd , Ludhiana



# E-ACADEMIC ATLAS

*Explore • Discover • Understand*

**Class : VII**  
**Session: 2026-27**



Class- VII

Subject- English

Book Name- BOOKS -- 21st Century English  
BBC Compacta

| TOPIC/ CHAPTER<br>SUB TOPIC           | INSTRUCTIONAL HOURS | LEARNINFG OBJECTIVES<br>CURRICULUM GOALS                                    | SUB. ENRICHMENT/<br>PROJECTS/ ART<br>INTEGRATED ACTIVITY | LEARNING OUTCOME                                          |
|---------------------------------------|---------------------|-----------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|
| APRIL                                 |                     |                                                                             |                                                          |                                                           |
| literature<br>Ch- 1The lottery ticket | 2 hrs               | to understand the theme<br>of luck, human nature and<br>value of money<br>- | Activity-- Draw lottery and<br>flow charts               | Enhance understanding<br>through visual<br>representation |
| Ch _2 Pushing the limits              | 2 hrs               | to develop motivational<br>and creative skills                              | Activity--create<br>motivational poster                  | Develop motivational &<br>creative skills                 |
| Grammar<br>Preposition                | 40 min              | to use prepositions<br>accurately in writing and<br>speech<br>Composition   | describe classroom map<br>using prepositions             | Use in writing & speech                                   |
| Diary entry                           | 40 min              | to express feelings in a<br>diary                                           | format making<br>Maintain personal weekly<br>diary       | Write correct format                                      |
| Vocabulary<br>Sentence transformation | 40 min              | L. O. -- to develop<br>competency of language                               | Activity-- solve exercises<br>in BBC                     | Improve formation                                         |

|                                 |                           |                                                                                   |                                    |                                                                                   |
|---------------------------------|---------------------------|-----------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------|
|                                 |                           |                                                                                   |                                    |                                                                                   |
| G.K<br>Ch --21&22               | 40 min                    | L. O. -- to develop<br>scientific thinking                                        | Activity-- drill                   | Enhance understanding<br>through visual<br>representation                         |
| MAY                             |                           |                                                                                   |                                    |                                                                                   |
| Grammar<br>Adjective & degrees  | 40 min                    | L. O. -- to use correct<br>degrees of adjective<br>Composition<br>Story writing   | Activity-- flow chat of<br>degrees | Use appropriate adjective<br>in descriptive writing                               |
| Writing : Story Writing         | 40 min                    | L. O. -- to develop<br>structured, coherent short<br>stories                      | Activity-- story illustration      | Write creative stories<br>with logical flow                                       |
| Vocabulary<br>Antonym & Synonym | 40 min                    | L. O -- to develop<br>competency of correct<br>vocabulary usage                   | Word ladder game                   | Enhance vocabulary<br>usage                                                       |
| G.K<br>Ch --23, 24              | 40 min                    | L. O -- to know about facts<br>of general knowledge.                              | Activity-- drill                   | Knowledge about G.K<br>Facts                                                      |
| Internal Assessment-            | Listening &Speaking Skill |                                                                                   |                                    |                                                                                   |
| July                            |                           |                                                                                   |                                    |                                                                                   |
| Ch-3 Our Planet                 | 2 hr.                     | Students will understand<br>the importance of<br>environment and planet<br>Earth. | Globe activity                     | Students will develop<br>awareness and<br>understanding about the<br>environment. |

|                       |           |                                                                              |                             |                                                                       |
|-----------------------|-----------|------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------|
| Poem – Indian Weavers | 1:40 min. | Students will interpret the poetic meaning and emotions of the poem.         | Recitation activity         | Students will develop aesthetic sense and recitation skills.          |
| Pronouns              | 2 hr.     | Students will learn the correct usage of pronouns in sentences.              | Sentence formation activity | Students will be able to use pronouns correctly in daily language.    |
| Editing               | 1:40 min. | Students will identify and correct grammatical and spelling errors.          | Error correction worksheets | Students will improve attention to detail and editing skills.         |
| Letter Writing        | 2 hr.     | Students will learn the format and style of formal and informal letters.     | Letter drafting activity    | Students will be able to write effective formal and informal letters. |
| Analogies             | 1:40 min. | Students will identify relationships between words and concepts.             | Matching activity           | Students will develop logical thinking and reasoning skills.          |
| GK Ch 25–26           | 1 hr.     | Students will enhance general awareness and curiosity.                       | Quiz activity               | Students will develop curiosity and awareness about various topics.   |
| August                |           |                                                                              |                             |                                                                       |
| Ch-4 The Last Leaf    | 2 hr.     | Students will understand the values of sacrifice and hope through the story. | Video discussion            | Students will develop empathy and understanding of human values.      |
| Ch-5 Monday Morning   | 1:40 min. | Students will appreciate humor and improve confidence through role play.     | Acting activity             | Students will develop confidence and expressive skills.               |

|                                  |           |                                                                              |                          |                                                                        |
|----------------------------------|-----------|------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------|
| Notice Writing                   | 2 hr.     | Students will learn the format and style of notice writing.                  | Notice drafting activity | Students will be able to write clear and proper notices.               |
| Kinds of Sentences               | 1:40 min. | Students will identify and differentiate between various kinds of sentences. | Sorting activity         | Students will gain grammar clarity and sentence identification skills. |
| Question Tags                    | 1 hr.     | Students will practice the correct use of question tags.                     | Oral drill activity      | Students will be able to use question tags accurately.                 |
| Homophones                       | 1:40 min. | Students will understand the meaning and usage of homophones.                | Worksheet activity       | Students will improve vocabulary and use words correctly.              |
| GK Ch 27,34                      | 1 hr.     | Students will enhance their general knowledge and awareness.                 | Quiz activity            | Students will apply knowledge and improve awareness.                   |
| September- Mid term examination' |           |                                                                              |                          |                                                                        |
| October                          |           |                                                                              |                          |                                                                        |
| Poem – The Brook                 | 1:40 min. | Students will understand the imagery and poetic beauty of the poem.          | Recitation activity      | Students will develop appreciation for poetry and imagery.             |
| Ch-6 The Durrells                | 2 hr.     | Students will relate the chapter to real-life situations and social values.  | Group activity           | Students will develop social values and real-life understanding.       |
| Debate Writing                   | 2 hr.     | Students will learn to present arguments                                     | Debate activity          | Students will develop critical thinking and argumentative skills.      |

|                           |           |                                                                                       |                         |                                                                  |
|---------------------------|-----------|---------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------|
|                           |           | effectively in debate format.                                                         |                         |                                                                  |
| Voice                     | 1:40 min. | Students will understand and use active and passive voice correctly.                  | Practice exercises      | Students will improve grammar usage of voice.                    |
| Omitting                  | 1 hr.     | Students will identify and correct omitted words in sentences.                        | Worksheet activity      | Students will improve accuracy in sentence construction.         |
| One Word Substitution     | 1:40 min. | Students will learn precise vocabulary through one word substitutions.                | Matching activity       | Students will be able to use precise words appropriately.        |
| GK Ch 35–36               | 1 hr.     | Students will enhance awareness and retention of general knowledge.                   | Quiz activity           | Students will retain knowledge and improve awareness.            |
| November                  |           |                                                                                       |                         |                                                                  |
| Ch-7 An Uncomfortable Bed | 2 hr.     | Students will understand humor and improve comprehension skills through storytelling. | Narration activity      | Students will understand humor and enhance comprehension skills. |
| Ch-8 Sindbad the Sailor   | 2 hr.     | Students will sequence events and develop imagination through the story.              | Map activity            | Students will improve imagination and sequencing skills.         |
| Article Writing           | 2 hr.     | Students will learn the format and structure of article writing.                      | Guided writing practice | Students will be able to write well-structured articles.         |
| Reported Speech           | 1:40 min. | Students will learn rules for converting direct                                       | Practice exercises      | Students will be able to convert speech correctly.               |

|                                |           |                                                                                |                             |                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------|
|                                |           | speech into reported speech.                                                   |                             |                                                                        |
| Idioms                         | 1 hr.     | Students will understand and use idioms appropriately in language.             | Flashcard practice activity | Students will improve vocabulary and use idioms correctly.             |
| GK Ch 37–38                    | 1 hr.     | Students will enhance general awareness and application of knowledge.          | Quiz activity               | Students will apply knowledge and improve awareness.                   |
| December                       |           |                                                                                |                             |                                                                        |
| Ch-9 The Material of 1000 Uses | 2 hr.     | Students will understand the importance and uses of materials in daily life.   | Discussion activity         | Students will be able to relate the chapter with real-life situations. |
| Email Writing                  | 2 hr.     | Students will learn the format and style of email writing.                     | Drafting activity           | Students will be able to write effective emails.                       |
| Conjunctions                   | 1:40 min. | Students will understand and use conjunctions correctly in sentences.          | Worksheet activity          | Students will improve grammar and sentence formation skills.           |
| Spellings                      | 1 hr.     | Students will improve correct spelling through regular practice and dictation. | Dictation practice          | Students will improve spelling accuracy.                               |
| GK Ch 47–48                    | 1 hr.     | Students will enhance general awareness and knowledge.                         | Quiz activity               | Students will gain knowledge and improve awareness.                    |
| January                        |           |                                                                                |                             |                                                                        |

|                           |                                      |                                                                                       |                              |                                                                   |
|---------------------------|--------------------------------------|---------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------|
| A Midsummer Night's Dream | 2 hr.                                | Students will understand the elements of drama through role play and acting.          | Acting activity              | Students will develop expression and understanding of drama.      |
| Speech Writing            | 2 hr.                                | Students will learn to write and present effective speeches.                          | Presentation activity        | Students will develop public speaking and speech delivery skills. |
| Gap Filling               | 1:40 min.                            | Students will apply grammar rules correctly in sentences.                             | Worksheet activity           | Students will improve grammar application skills.                 |
| GK Ch 49–50               | 1 hr.                                | Students will enhance awareness and recall of general knowledge.                      | Quiz activity                | Students will improve information recall and awareness.           |
| February                  |                                      |                                                                                       |                              |                                                                   |
| Poem – Mother to Son      | 1:40 min.                            | Students will understand the message of perseverance and motivation in the poem.      | Recitation activity          | Students will develop motivation and appreciation for poetry.     |
| Determiners               | 1:40 min.                            | Students will learn the correct use of determiners in sentences.                      | Practice exercises           | Students will improve grammar and sentence construction skills.   |
| Descriptive Paragraph     | 2 hr.                                | Students will learn to write descriptive paragraphs using creativity and imagination. | Picture description activity | Students will be able to write effective descriptive paragraphs.  |
|                           | <b>March- Final term examination</b> |                                                                                       |                              |                                                                   |

**CLASS- VII**

**SUBJECT - MATHEMATICS**

**BOOK NAME:**

| <b>TOPIC / CHAPTER /<br/>SUB TOPIC</b>                                                                                                                                  | <b>INSTRUCTIONAL<br/>HOURS</b> | <b>LEARNING<br/>OBJECTIVES /<br/>CURRICULUM<br/>GOALS</b> | <b>SUBJECT<br/>ENRICHMENT / PROJECT /<br/>ICT/ART<br/>INTEGRATED<br/>ACTIVITY</b> | <b>LEARNING OUTCOMES<br/>+ LIFE SKILL<br/><br/>SWBAT</b>                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>APRIL</b>                                                                                                                                                            |                                |                                                           |                                                                                   |                                                                                                                                                                                                                |
| Ch -Large Numbers around us<br>◆ Indian/International place value chart<br>◆ Compare/Order Estimate<br>◆ Round off (tens,100,1000)<br>◆ Perform operations              | 5 Hours                        | To understand numerical Concept                           | Art Integrated:<br>Place value chart [Lab Manual]<br><br>(Portfolio)              | Students will be able to read and write in Indian/International system<br>Compare & Order Large no;s<br>Estimate & round off large numbers to nearest tens hundred & thousands.<br>Perform operations(+,-,x,÷) |
| Ch -Arithmetic Expressions<br>◆ Addition,Subtraction<br>◆ Multiplication, Division<br>◆ Inwords compare<br>◆ BODMAS<br>◆ Commutative Property<br>◆ Associative Property | 8 Hours                        | To strengthen their problem solving skills.               | Arithmetic expressions & their values (Lab Manual)                                | Students will be able to form arithmetic expressions using (+,-,x,÷)<br>Read and write expressions in words use of equality sign<br>Comparison BODMAS<br>Properties [commutative, Associative]                 |

|                                                                                                                                                                                                                      |         |                                                |                                                                  |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>◆ Simplify (distributive Property)</li> <li>◆ Represent subtraction as addition of negative numbers</li> </ul>                                                                |         |                                                |                                                                  | Remove brackets&simplify using distributive property<br>Identify terms,represent subtraction as addition of a negative number<br><br>Life skill: Accuracy                                                                                                                    |
| <b>MAY</b>                                                                                                                                                                                                           |         |                                                |                                                                  |                                                                                                                                                                                                                                                                              |
| Ch - A Peek beyond the point <ul style="list-style-type: none"> <li>◆ Number line</li> <li>◆ Place Value</li> <li>◆ Compare&amp;order</li> <li>◆ Conversion word problem sums</li> </ul>                             | 9 Hours | To Develop Logical & Analytical Thinking       | Multiplication of fraction [Lab Manual]<br>*Activity on Decimals | Students will be able to<br>Identify decimal fractions and decimals<br>Represent decimals on number line<br>Find place value of the digits in a decimal number.Compare & Order decimals<br>Convesion .Real life problem sums<br>Add/sub;decimals                             |
| Ch- Expressions using Letters-numbers <ul style="list-style-type: none"> <li>◆ Pattern</li> <li>◆ Introduce variable</li> <li>◆ Algebraic expressions</li> <li>◆ Use of variable</li> </ul>                          | 4 Hours | To Develop their Logical & Analytical thinking | Activity on logical reasoning (portfolio)                        | Students will be able to create<br>Patterns in order to identify relationship in patterns, Introduce Variable, Identify Agebraic expressions and Use variable with different expressions.                                                                                    |
| <b>JULY</b>                                                                                                                                                                                                          |         |                                                |                                                                  |                                                                                                                                                                                                                                                                              |
| CH-5 Parallel and Intersecting lines <ul style="list-style-type: none"> <li>◆ Identify &amp; define adjacent angles.</li> <li>◆ Linear pair,vertically opposite angles, Intersecting &amp; Parallel lines</li> </ul> | 5 Hours | To strengthen problem solving skills           | Corresponding angles activity [Lab Manual]                       | Students will be able to<br>Identify and define adjacent angles, Linear pair of angles and vertically opposite angles.<br>Intersecting lines and parallel lines<br>Identify transversal<br>Identify the angles formed by a transversal with two lines and two parallel lines |

|                                                                                                                                                                   |         |                                          |                                                                                |                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◆ Angles formed by transversal                                                                                                                                    |         |                                          |                                                                                |                                                                                                                                                                                                                                                                    |
| CH-6 Number play<br>◆ Notion, Parity, Magic squares<br>◆ Fibonacci sequence puzzle<br>◆ Logical Reasoning                                                         | 5 Hours | To develop logical and critical thinking | Magic Square                                                                   | Understand notion and parity<br>Create and Investigate magic squares, row/column/diagonal totals, Fibonacci sequence, Number puzzle and cryptarithms through logical reasoning<br>Life skill: Logical reasoning and critical thinking                              |
| <b>AUGUST</b>                                                                                                                                                     |         |                                          |                                                                                |                                                                                                                                                                                                                                                                    |
| CH-7 A tale of three.<br>◆ Intersecting lines<br>◆ Triangle and its parts<br>◆ Angle sum property<br>◆ Exterior angle property<br>◆ Classify & Construct $\Delta$ | 8 Hours | To develop critical thinking             | Art Integrated: Angle sum property of $\Delta$                                 | Identify triangle and its parts<br>Identify and apply triangle inequality property<br>Identify and apply angle sum property<br>Exterior angle property, altitude of a $\Delta$<br>Classify triangle and construct triangles.                                       |
| CH-8 Working with fractions<br>◆ Product, Multiplicative inverse<br>◆ Divide of fraction by fraction                                                              | 5 Hours | To understand numerical concepts         | Multiplication of fraction                                                     | Product of two or more fractions<br>Multiplication inverse or reciprocal of a given fraction divide given fraction by another fraction.                                                                                                                            |
| <b>OCTOBER</b>                                                                                                                                                    |         |                                          |                                                                                |                                                                                                                                                                                                                                                                    |
| CH-1 Geometric Twins<br>◆ Congruent figures<br>◆ Line segment angles<br>◆ Squares, Rectangles, Circle.<br>◆ SSS, SAS, ASA, RHS condition application              | 9 Hours | To strengthen problem solving skills     | Diagonals of a parallelogram divides it into 2 congruent triangles [Portfolio] | Students will be able to<br>Congruence and congruent figures<br>Line segment, angles, squares, rectangles, circle, triangles (Congruence)<br>Corresponding sides, vertices and angles of two congruent triangles.<br>Apply SSS condition, SAS, ASA, RHS condition. |

|                                                                                                                                    |         |                                                              |                                  |                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CH-2 Operations with integers<br>◆ Product.properties<br>◆ Divide.Multiplication<br>◆ Word problem sums                            | 8 Hours | To understand numerical concepts and can apply in daily life | Addition of Integers (portfolio) | Product of two integers and Identify properties of multipliacion of integers.divide a given integer by another integer and Identify properties of division of integers.Concept of multiplication and division of integers in solving daily life problems. |
| <b>NOVEMBER</b>                                                                                                                    |         |                                                              |                                  |                                                                                                                                                                                                                                                           |
| CH-3 Finding common ground<br>◆ Prime factors<br>◆ HCF.LCM<br>◆ Relation between LCM & HCF<br>◆ Word problem sums                  | 9 Hours | To strengthen problem solving skills                         | LCM of numbers [Lab Manual]      | Prime factors,HCF,LCM,<br>Relation between HCF & LCM<br>Apply HCF and LCM to solve word problems                                                                                                                                                          |
| CH-4 Another peek beyond the point<br>◆ Multiplication.divide by 10,100,1000<br>◆ Decimal by a whole number and by another decimal | 4 Hours | To understand numerical concepts can apply in daily life     | Product of decimals              | Multiply & Divide by 10,100,1000<br>Decimal by a whole number<br>Multipliyand divide decimal by another decimal<br><br>Life skill: Accuracy                                                                                                               |
| <b>JANUARY</b>                                                                                                                     |         |                                                              |                                  |                                                                                                                                                                                                                                                           |
| CH-5 Connecting the dots<br>◆ Bar graph<br>◆ Double Bar graph<br>◆ Mean<br>◆ Median                                                | 6 Hours | To develop critical thinking                                 | Bar graph [Lab Manual]           | Students will be able to<br>Find various values (Mean and Median) for simple data<br>Represent data (Bar graph)<br>Double bar graph                                                                                                                       |

|                                                                                                                                                                                                                                                            |         |                                                                                                                                                    |                                                            |                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                            |         |                                                                                                                                                    |                                                            | Experiential learning: Survey                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>◆ CH-6 Constructions &amp; Tilings</li> <li>◆ Construct</li> <li>◆ Perpendicular lines and bisector.</li> <li>◆ Construct angles parallel lines. Tile of given region</li> </ul>                                    | 5 Hours | To apply mathematics in daily life                                                                                                                 | Experiential learning:<br>Tangram<br>Rangoli               | Students will be able to<br>Define and Identify an equation<br>Linear equation in one variable<br>Trial & error method<br>Systematic method<br>Transposition method<br>Application of linear equations<br>Life Skill: Rangoli               |
| <b>FEBRUARY</b>                                                                                                                                                                                                                                            |         |                                                                                                                                                    |                                                            |                                                                                                                                                                                                                                             |
| Ch -7 Finding the unknown<br><ul style="list-style-type: none"> <li>◆ Linear equation in one variable.</li> <li>◆ Trial and error method</li> <li>◆ Systematic method</li> <li>◆ Transposition method</li> <li>◆ Application of linear equation</li> </ul> | 6 hours | To understand numerical concept and can apply in daily life.                                                                                       | Linear equation activity<br><br>Art Integrated (Portfolio) | Students will be able to define and identify an equation, Linear equation in one variable. Trial and error method, Systematic method, Transposition method and Application of linear equation<br><br>Life skill: Analytical problem solving |
| <b>SYLLABUS:</b><br><b>PRE MID TERM EXAMS- CH-1,2,3,4 (BOOK-1)</b><br><b>MID TERM EXAMS-Ch-5, 6,7,8 Previous: Ch 2, 3 (BOOK-1)</b><br><b>POST MID EXAMS- Ch 1, 2, 3, 4 (Book -2)</b><br><b>FINAL EXAMS: Ch 5, 6, 7 Previous: Ch 3, 4 (Book -2)</b>         |         | <b>SKILL Assessment</b><br><b>Subject Enrichment (Logical reasoning) + Notebook+ Lab Manual/Project+ Viva</b><br><br><b>Total = (5+5+5+5 = 20)</b> |                                                            |                                                                                                                                                                                                                                             |

**Class – VII**

**Subject - Science**

**Book – Science Today**

**Galaxy Lab Manual 7**

**Candid Anytime G.K.**

| <b>TOPIC / CHAPTER / SUB<br/>TOPIC</b>                                                                                                                                              | <b>INSTRUCTIONAL<br/>HOURS</b> | <b>LEARNING<br/>OBJECTIVES /<br/>CURRICULUM GOALS</b>                                                                                     | <b>SUBJECT ENRICHMENT /<br/>PROJECT / ICT/ART<br/>INTEGRATED ACTIVITY</b>                           | <b>LEARNING OUTCOMES<br/>+ LIFE SKILL<br/><br/>SWBAT</b>                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>April</b>                                                                                                                                                                        |                                |                                                                                                                                           |                                                                                                     |                                                                                                                       |
| <b>April</b><br><b>Ch – 1 The Ever Evolving<br/>World of Science</b> <ul style="list-style-type: none"><li>• Why we ask questions</li><li>• exploring materials around us</li></ul> | 2                              | To develop curiosity and scientific attitude;<br>understand the nature of scientific inquiry and how scientific knowledge evolves through | Students create a timeline of major scientific discoveries and discuss contributions of scientists. | Explain how scientific ideas develop over time and demonstrate curiosity by asking questions about natural phenomena. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                                                                                                                                              |                                                                                                     |                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• How materials change</li> <li>• Life and life processes</li> <li>• measuring change</li> <li>• Light, Shadow and the Universe</li> <li>• Science as A way of Thinking</li> </ul> <p><b>Ch – 10</b><br/><b>Life Processes in Plants</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• conditions required for photosynthesis</li> <li>• Investigating the requirements for photosynthesis</li> <li>• transport in plants</li> <li>• Do plants respire?</li> </ul> <p><b>G.K.</b><br/><b>Ch – 17, 18</b></p> | 6 | <p>observation and experimentation.</p> <p>To understand plant life processes such as photosynthesis, respiration, and transport of water and nutrients.</p> | <p><b>Lab Activity:</b> Leaf starch test experiment using iodine to demonstrate photosynthesis.</p> | <p>Life Skill: Scientific curiosity, Thinking, Awareness.</p> <p>Explain photosynthesis and other life processes occurring in plants.<br/>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity</p> |
| <b>May</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                                                                                                                                                              |                                                                                                     |                                                                                                                                                                                                                                                  |
| <p><b>Ch – 3</b><br/><b>Electricity Circuits and Their Components</b></p> <ul style="list-style-type: none"> <li>• A torchlight</li> <li>• A simple electrical circuit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | 4 | <p>To understand electric circuits, components, and flow of current; develop experimentation and problem- solving skills.</p>                                | <p><b>Lab Activity:</b> Making a simple electric circuit using battery, bulb, switch and wires.</p> | <p>Identify circuit components, draw circuit diagrams, and explain how current flows in a closed circuit.</p>                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                            |   |                                                                                                                         |                                                                                                              |                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Electric lamp</li> <li>• LED lamp</li> </ul> <p><b>G.K.</b><br/><b>Ch – 19, 20</b></p>                                                                                                                                                                                                                                            |   |                                                                                                                         |                                                                                                              | Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity, Decision making                                                                      |
| <p align="center"><b>Pre Mid Term Examination</b></p> <p align="center">Skill Assessment – lab manual experiments + Viva and Notebook</p>                                                                                                                                                                                                                                  |   |                                                                                                                         |                                                                                                              |                                                                                                                                                                                          |
| <b>June</b>                                                                                                                                                                                                                                                                                                                                                                |   |                                                                                                                         |                                                                                                              |                                                                                                                                                                                          |
| <b>July</b>                                                                                                                                                                                                                                                                                                                                                                |   |                                                                                                                         |                                                                                                              |                                                                                                                                                                                          |
| <p><b>Ch – 5</b><br/><b>Changes Around Us: Physical and Chemical</b></p> <ul style="list-style-type: none"> <li>• characteristics of Physical and chemical changes</li> <li>• some other processes involving chemical changes</li> <li>• Is the presence of air enough for combustion?</li> <li>• Fuel</li> <li>• Reversible and Irreversible Change</li> <li>•</li> </ul> | 5 | To understand physical and chemical changes; develop ability to observe, analyze, and classify changes in surroundings. | <b>Lab Activity:</b> Rusting observation activity or burning candle experiment to identify chemical changes. | Distinguish between physical and chemical changes and give examples from daily life. Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity. |
| <p><b>Ch – 8</b><br/><b>Measurement of Time and Motion</b></p>                                                                                                                                                                                                                                                                                                             | 5 | To develop understanding of motion, speed, and measurement of time; apply mathematical                                  | Field activity: Measuring speed of a toy car using distance and stopwatch.                                   | Calculate speed, describe types of motion, and explain the importance of time measurement in daily life.                                                                                 |

|                                                                                                                                                                                                                                                                                                                       |   |                                                                                                           |                                                                                        |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• measurement of time in ancient days</li> <li>• ancient timekeeping devices</li> <li>• The pendulum</li> <li>• writing units the right way</li> <li>• Speed</li> <li>• Relation between speed, distance and time</li> <li>• Numericals</li> </ul> <p>G.K.<br/>Ch – 13, 14</p> |   | reasoning in scientific contexts.                                                                         |                                                                                        | Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity, Decision Making                                                                                |
| <b>August</b>                                                                                                                                                                                                                                                                                                         |   |                                                                                                           |                                                                                        |                                                                                                                                                                                                    |
| <p><b>Ch – 9</b><br/><b>Life Processes in Animals</b></p> <ul style="list-style-type: none"> <li>• Nutrition in animals</li> <li>• food pipe</li> <li>• Small intestine</li> <li>• Large intestine</li> <li>• Respiration in animals</li> </ul> <p><b>G.K.</b><br/>Ch – 15, 16</p>                                    | 7 | To understand basic life processes such as nutrition, respiration, circulation, and excretion in animals. | <b>Lab Activity:</b> Model or diagram activity of the digestive or respiratory system. | Identify organs involved in life processes and explain their functions.<br><br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity, Decision making |
| September – Mid Term Examination                                                                                                                                                                                                                                                                                      |   |                                                                                                           |                                                                                        |                                                                                                                                                                                                    |
| Skill Assessment – lab manual experiments + Viva, Subject enrichment and Notebook                                                                                                                                                                                                                                     |   |                                                                                                           |                                                                                        |                                                                                                                                                                                                    |
| October                                                                                                                                                                                                                                                                                                               |   |                                                                                                           |                                                                                        |                                                                                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |   |                                                                                                                                                |                                                                                                                                      |                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Ch – 2</b><br/><b>Exploring Substances: Acidic, Basic and Neutral</b></p> <ul style="list-style-type: none"> <li>• Acids</li> <li>• bases</li> <li>• indicators</li> <li>• Neutralisation</li> </ul>                                                                                                                                                                                                                                                                                                 | 6 | To understand properties of acids, bases, and neutral substances; develop skills of classification and observation through simple experiments. | <b>Lab Activity:</b> Testing household substances (lemon juice, baking soda, soap) using natural indicators like turmeric or litmus. | Classify substances as acidic, basic, or neutral and relate their uses to everyday life situations.<br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity                  |
| <p><b>Ch – 6</b><br/><b>Adolescence: A Stage of Growth and Change</b></p> <ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Physical changes during adolescence</li> <li>• Secondary sexual characteristics</li> <li>• Changes indicative of reproductive capability</li> <li>• Emotional and Behavioural changes</li> <li>• Meeting Nutritional needs</li> <li>• Personal Hygiene</li> <li>• Physical activities</li> <li>• Balanced social life</li> <li>• The role of hormones</li> </ul> | 5 | To develop understanding of physical, emotional, and social changes during adolescence and importance of hygiene and nutrition.                | Healthy lifestyle poster making on balanced diet, hygiene, and exercise.                                                             | Describe changes during adolescence and explain the importance of maintaining a healthy lifestyle.<br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity, Decision making. |

|                                                                                                                                                                                                                                                                                               |   |                                                                                                                            |                                                                                                           |                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>G.K.</b><br>Ch – 28, 29, 30                                                                                                                                                                                                                                                                |   |                                                                                                                            |                                                                                                           |                                                                                                                                                                                                                          |
| <b>November</b>                                                                                                                                                                                                                                                                               |   |                                                                                                                            |                                                                                                           |                                                                                                                                                                                                                          |
| <b>Ch– 12</b><br><b>Earth, Moon and the Sun</b> <ul style="list-style-type: none"> <li>• Rotation of the earth</li> <li>• seasons of the earth</li> <li>• Eclipses</li> <li>• Solar Eclipse</li> <li>• The history of eclipses</li> <li>• Lunar eclipse</li> </ul> <b>G.K.</b><br>Ch – 31, 32 | 6 | To understand the solar system, movements of Earth and Moon, and their impact on day–night and lunar phases.               | <b>Lab Activity:</b> Understanding solar and lunar eclipse through model representation.                  | Describe phases of the Moon, explain day and night, and identify the position of Earth in the solar system.<br><br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity    |
| <b>December – Post Mid Term</b><br>Skill Assessment – lab manual experiments + Viva and Notebook                                                                                                                                                                                              |   |                                                                                                                            |                                                                                                           |                                                                                                                                                                                                                          |
| <b>January</b>                                                                                                                                                                                                                                                                                |   |                                                                                                                            |                                                                                                           |                                                                                                                                                                                                                          |
| <b>Ch – 4</b><br><b>The World of Metals and Non-metals</b> <ul style="list-style-type: none"> <li>• Properties of materials</li> <li>• Conduction of electricity</li> <li>• Effect of air and water on metals</li> </ul><br><b>Ch – 7</b><br><b>Heat Transfer in Nature</b>                   | 6 | To understand properties and uses of metals and non- metals; develop analytical skills through comparison and observation. | <b>Lab Activity:</b> Testing conductivity and hardness of different materials available in the classroom. | Differentiate metals and non- metals and explain their properties with examples from daily life.<br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity, Decision making. |

|                                                                                                                                                                                                                                                                                               |   |                                                                                                                            |                                                                                                                   |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Conduction</li> <li>• Good and Poor Conductors of heat</li> <li>• Convection</li> <li>• sea and land breeze</li> <li>• Radiation</li> <li>• Heat transfer in nature</li> <li>• Water cycle and save water</li> </ul> <p>G.K.<br/>Ch – 33, 39, 40</p> | 4 | To understand modes of heat transfer—conduction, convection, and radiation—and their application in nature and daily life. | <b>Lab Activity:</b> Heat transfer experiment using a metal spoon or conduction demonstration.                    | Explain the three modes of heat transfer and relate them to real-life examples.<br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity        |
| <b>February</b>                                                                                                                                                                                                                                                                               |   |                                                                                                                            |                                                                                                                   |                                                                                                                                                                                              |
| <p><b>Ch – 11<br/>Light, Shadows and Reflections</b></p> <ul style="list-style-type: none"> <li>• Transparent, translucent and opaque objects</li> <li>• Shadows</li> <li>• Reflection</li> <li>• Pinhole Camera</li> </ul> <p>G.K.<br/>Ch – 41, 42</p>                                       | 6 | To understand properties of light, formation of shadows, and reflection; develop observational skills.                     | <b>Lab Activity:</b> To observe shadows of different objects by changing the distance of light source and object. | Explain formation of shadows and demonstrate understanding of reflection of light.<br><br>Life Skill: Scientific curiosity, Thinking, Awareness, understanding, Logical thinking, creativity |
| <p align="center"><b>March – Final Examination</b></p> <p align="center">Skill Assessment – lab manual experiments + Viva, Subject enrichment and Notebook</p>                                                                                                                                |   |                                                                                                                            |                                                                                                                   |                                                                                                                                                                                              |

**CLASS – VII SUBJECT – SOCIAL SCIENCE**

**BOOK NAME – Viva Social Science: Exploring India and Beyond (Part I)**

| Topic / Chapter / Sub Topic                                                                   | Instructional Hours | Learning Objectives / Curricular Goals                                 | Subject Enrichment Activity / Art Integrated / Project / ICT                      | Learning Outcomes / SWBAT                                             |
|-----------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>APRIL</b>                                                                                  |                     |                                                                        |                                                                                   |                                                                       |
| <b>Geographical Diversity in India</b> Extent of India, Physical Features, Regional Diversity | 6 Hours             | To understand India's varied physical features and regional diversity. | Marking of mountains, plains, plateaus and coastal plains on Indian physical map. | Identify major landforms and explain geographical diversity of India. |
| <b>Types of Government</b><br><br>Democracy, Monarchy, Dictatorship, Forms of Government      | 5 Hours             | To develop understanding of different forms of government.             | Role play on Democracy, Monarchy and Dictatorship.                                | Differentiate between various forms of government.                    |
| <b>MAY</b>                                                                                    |                     |                                                                        |                                                                                   |                                                                       |
| <b>The Story of Money</b><br><br>Barter System, Coins, Paper Money, Digital Money             | 5 Hours             | To understand the evolution of money from barter to modern system.     | Timeline chart showing Barter → Coins → Paper → Digital Money.                    | Explain the importance and uses of money.                             |

|                                                                                                                          |         |                                                                                |                                                              |                                                                      |
|--------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|
| <b>The Making of Sacred Land</b> Development of Religions, Traditions, Sacred Places                                     | 4 Hours | To understand development of religions, traditions and sacred places.          | Mark important pilgrimage centres of India on political map. | Explain the cultural significance of sacred places.                  |
| <b>G.K- UNIT I</b><br><b>CH- 1,2,3,4,5,6</b>                                                                             | 6 Hours | To understand India's geography and explore India's connection with the world. | Cultural projects, Quiz, Environmental projects.             | Identify India's key geographical, historical and cultural features. |
| <b>PRE MID TERM</b>                                                                                                      |         |                                                                                |                                                              |                                                                      |
| <b>JULY</b>                                                                                                              |         |                                                                                |                                                              |                                                                      |
| <b>Janapads and Mahajanapads</b><br><br>Early Kingdoms, Republics, Emergence of Early States, Descriptions in Literature | 6 Hours | To understand the emergence of early kingdoms in ancient India.                | OBT; Marking of major Mahajanapads on Indian political map.  | Describe political organisation of early states.                     |
| <b>Weather and Its Elements:</b> Temperature, Humidity, Rainfall, Winds, Weather and Climate                             | 6 Hours | To understand weather elements and their impact on life.                       | Prepare a weekly weather observation chart.                  | Identify weather elements like temperature, rainfall and wind.       |
| <b>Learning About Markets</b><br><br>Markets, Buyers and Sellers, Interaction, Exchange Systems                          | 5 Hours | To understand the functioning of market systems.                               | Role play / survey of local market.                          | Explain interaction between buyers and sellers.                      |
| <b>The Rise of Empire</b><br><br>Trade routes, Kingdoms, Mauryan Empire,                                                 | 6 Hours | To understand the emergence and expansion of empires in ancient India.         | Timeline / map activity of Mauryan Empire.                   | Explain features of the Mauryan Empire.                              |

|                                                                                                                              |         |                                                                         |                                                                                    |                                                                             |
|------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Expansion and Administration                                                                                                 |         |                                                                         |                                                                                    |                                                                             |
| <b>AUGUST</b>                                                                                                                |         |                                                                         |                                                                                    |                                                                             |
| <b>Climate of India</b><br>Climate Factors, Monsoon Winds, Rainfall Regions                                                  | 6 Hours | To understand climate factors and monsoon system of India.              | Map showing monsoon winds and rainfall regions.                                    | Explain climatic conditions of India.                                       |
| <b>The Constitution of India</b><br>Importance of Constitution, Fundamental Rights, Fundamental Duties                       | 6 Hours | To understand the importance of Constitution, rights and duties.        | Poster making on Fundamental Rights and Duties.                                    | Explain the role and significance of the Constitution.                      |
| <b>Post-Mauryan Period – Age of Reorganisation</b><br>Developments after Mauryan Empire, Trade Routes, Cultural Developments | 4 Hours | To understand the developments after the Mauryan Empire.                | Timeline of major dynasties of the period.                                         | Describe important developments of the Post-Mauryan Period.                 |
| <b>The Gupta Period</b><br>Achievements of Gupta Age, Art, Literature, Science                                               | 6 Hours | To know the achievements of Gupta Age.                                  | Golden Age Gallery Walk / Research presentation.                                   | Develop research, presentation and analytical skills.                       |
| <b>G.K UNIT-II</b><br><b>CH- 7,8,9,10,11,12</b>                                                                              | 6 Hours | To promote awareness on environmental issues and global responsibility. | Virtual tours of landmarks and natural wonders. Group discussion on global issues. | Demonstrate awareness of global diversity and environmental responsibility. |
| <b>SEPTEMBER – MID TERM</b>                                                                                                  |         |                                                                         |                                                                                    |                                                                             |

Class- VII  
मुकुर

Subject- Hindi

Book Name-पाठ्यपुस्तक - मधु-

व्याकरण- सृष्टि हिंदी

व्याकरण

महाभारत

| TOPIC/ CHAPTER<br>SUB TOPIC       | INSTRUCTIONAL<br>HOURS | LEARNINFG<br>OBJECTIVES<br>CURRICULUM<br>GOALS                                                                                | SUB.<br>ENRICHMENT/<br>PROJECTS/ ART<br>INTEGRATED<br>ACTIVITY                                                                           | LEARNING OUTCOME                                                                                                                          |
|-----------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |                        | APRIL                                                                                                                         |                                                                                                                                          |                                                                                                                                           |
| पाठ 1 – आत्म-चिंतन<br><br>देश-गीत | 2 Hr                   | नैतिक मूल्यों और<br>आत्म-मूल्यांकन की<br>भावना को बढ़ाना।<br>विद्यार्थियों में देशभक्ति<br>और राष्ट्रीय भावना<br>विकसित करना। | 5 मिनट का आत्म-<br>चिंतन अभ्यास (शांत<br>बैठकर अपने दिन के<br>कार्यों पर विचार<br>करना)।<br>भारत का झंडा या<br>देशभक्ति पोस्टर<br>बनाएं। | वे अपने व्यवहार और कार्यों का मूल्यांकन<br>करना सीखेंगे।<br><br>• विद्यार्थियों में देश के प्रति प्रेम और<br>सम्मान की भावना विकसित होगी। |

|                                                |         |                                                                                         |                                                   |                                                                                             |
|------------------------------------------------|---------|-----------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------|
| पाठ 2- मेरा बचपन                               | 2 Hr    | भाषा के माध्यम से अपने अनुभवों को व्यक्त करने की क्षमता बढ़ाना।                         | विद्यार्थी अपने बचपन की कोई याद कक्षा में सुनाएँ। | वे अपने अनुभवों और भावनाओं को शब्दों में व्यक्त करना सीखेंगे।                               |
| अनुच्छेद                                       | 40 MIN. | विद्यार्थी अनुच्छेद लेखन के मूल तत्वों (विषय, मुख्य विचार, क्रमबद्धता, भाषा) को समझेंगे | विषय पर आधारित अनुच्छेद लेखन                      | विद्यार्थी अपने विचारों को स्पष्ट और तार्किक तरीके से प्रस्तुत कर सकेंगे                    |
| पर्यायवाची शब्द(1-15)(अभ्यास भाग)              | 40 MIN. | छात्र अपने लेखन और बोलचाल में पर्यायवाची शब्दों का सही और प्रभावी उपयोग कर सकें।        | चित्र पहचान कर विभिन्न पर्यायवाची शब्द लिखें      | विद्यार्थी पर्यायवाची शब्दों का सही प्रयोग करके अपनी भाषा में विविधता लाते हुए सुधार करेंगे |
| अनेक शब्दों के लिए एक शब्द(1-15) (अभ्यास भाग ) | 40 MIN. | छात्र अपनी भाषा में इसे प्रभावी रूप से लिखित और मौखिक अभिव्यक्ति में प्रयोग कर सकें।    | वर्ग पहली पोर्टफोलियो                             | विद्यार्थी बातों का संक्षिप्त रूप में कहना सीखेंगे                                          |
|                                                |         | MAY                                                                                     |                                                   |                                                                                             |
| वर्ण विचार (अभ्यास भाग)                        | 40 MIN. | छात्र वर्णों का सही उच्चारण करके वाक्य और शब्दों का अभ्यास कर सकें।                     | वर्ण विच्छेद करें                                 | वर्णमाला का विस्तृत ज्ञान                                                                   |

|                                               |         |                                                                                                                              |                                                                                |                                                                                               |
|-----------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| पाठ 3- सयानी बुआ                              | 2 Hr    | विद्यार्थियों में मानवीय भावनाओं और संवेदनाओं को समझने की क्षमता विकसित करना।                                                | मनू भंडारी द्वारा लिखी गई किसी एक कहानी को सुनाएँ                              | वे कहानी का मुख्य संदेश और भाव स्पष्ट रूप से बता सकेंगे।                                      |
| पाठ 4- आश्रम की स्थापना (OBT)                 | 2 Hr    | सत्य, अहिंसा, सादगी और अनुशासन जैसे मूल्यों को समझाना                                                                        | Group Discussion – गांधीजी के जीवन के आदर्शों पर चर्चा।                        | विद्यार्थियों में अनुशासन, सहयोग और सेवा भावना विकसित होगी।                                   |
| महाभारत (पृष्ठ 7 - 43 )                       | 80 MIN. | विद्यार्थी महाभारत की पृष्ठभूमि, मुख्य घटनाओं और प्रमुख पात्रों (जैसे अर्जुन, भीष्म, द्रौपदी, कृष्ण) के बारे में जान सकेंगे। | कथा वाचन                                                                       | विद्यार्थी जीवन में नैतिक मूल्यों को अपनाएंगे                                                 |
| पत्र (औपचारिक पत्र)<br>1)प्रधानाचार्य को पत्र | 40 MIN. | विद्यार्थी औपचारिक पत्र की भाषा और शैली को पहचान सकेंगे।                                                                     | पत्र लेखन                                                                      | विद्यार्थी पत्र लेखन के माध्यम से भाषा व्याकरण और वाक्य संरचना में निपुण होंगे                |
| अपठित गद्यांश                                 | 40 MIN. | विद्यार्थी अपठित गद्यांश को ध्यानपूर्वक पढ़कर उसका आशय समझ सकेंगे।                                                           | विद्यार्थियों को गद्यांश के अनुरूप प्रतिक्रिया देने के लिए कहा जाएगा           | विद्यार्थी सारांश लेखन और निष्कर्ष निकलना सीखेंगे                                             |
| पठित काव्यांश                                 | 40 MIN. | काव्यांश में छिपे भाव और संदेश को पहचान सकें।                                                                                | विद्यार्थियों को काव्यांश में निहित भावनाओं का विश्लेषण करने के लिए कहा जाएगा। | विद्यार्थियों में भावनाओं और विचारों को काव्यात्मक रूप में व्यक्त करने की क्षमता विकसित होगी। |

Commented [A1]:

| PRE- MID EXAMINATION                                    |         |                                                                                                         |                                                |                                                                          |
|---------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------|
| JULY                                                    |         |                                                                                                         |                                                |                                                                          |
| पाठ 5- अंतिम कक्षा                                      | 2 Hr    | विद्यार्थियों में पढ़ाई के प्रति जिम्मेदारी और लगन विकसित करना।                                         | “शिक्षा का महत्व” विषय पर अपने विचार बताओ      | विद्यार्थियों में पढ़ाई के प्रति रुचि और जिम्मेदारी बढ़ेगी।              |
| पाठ 6- कुंडलियाँ                                        | 2 Hr    | विद्यार्थियों में कविता के भाव और अर्थ समझने की क्षमता विकसित करना।                                     | कविता की मुख्य पंक्तियों का वाचन               | विद्यार्थियों में साहित्यिक अभिव्यक्ति और रचनात्मकता बढ़ेगी।             |
| मुहावरे (1 से 20 )अर्थ और वाक्य लोकोक्ति( 1 से 10 )अर्थ | 40 MIN. | विद्यार्थी भाषा की अभिव्यक्ति को प्रभावशाली बनाने के लिए मुहावरों और लोकोक्तियों का उपयोग करना सीखेंगे। | मुहावरों और लोकोक्तियों के माध्यम से वार्तालाप | दैनिक जीवन में मुहावरों और लोकोक्तियों से युक्त वाक्य का प्रयोग          |
| अनुच्छेद                                                | 40 MIN. | विद्यार्थी अनुच्छेद लेखन के मूल तत्वों (विषय, मुख्य विचार, क्रमबद्धता, भाषा) को समझेंगे                 | विषय पर आधारित अनुच्छेद लेखन                   | विद्यार्थी अपने विचारों को स्पष्ट और तार्किक तरीके से प्रस्तुत कर सकेंगे |
| पत्र - औपचारिक और अनौपचारिक                             | 40 MIN. | विद्यार्थी दिए गए विषय पर औपचारिक या अनौपचारिक पत्र स्वयं लिख सकेंगे।                                   | पत्र लेखन                                      | बोलचाल की भाषा में उपयुक्त एवं सटीक शब्दों का प्रयोग करना सीखेंगे        |

|                                       |         |                                                                                 |                                                                                   |                                                                  |
|---------------------------------------|---------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------|
|                                       |         | AUGUST                                                                          |                                                                                   |                                                                  |
| पाठ 7 – बाबा जसवंत (शौर्य कथा)        | 2 Hr    | कहानी के पात्र और घटनाओं के माध्यम से सही निर्णय और कर्तव्य की समझ विकसित करना। | किन्हीं 10 क्रांतिकारी वीरों का आकर्षक कोलॉज बनाएँ                                | वे वीरता, साहस और देशभक्ति के संदेश को पहचान सकेंगे।             |
| पाठ 8 – हाय यह क्या बला है            | 2 Hr    | मानव व्यवहार और भावनाओं को पहचानने और विश्लेषण करने की क्षमता देना।             |                                                                                   | विद्यार्थियों में समस्या का समाधान निकलने की क्षमता विकसित होगी। |
| क्रिया (अभ्यास भाग)                   | 40 MIN. | छात्र वाक्य में प्रयुक्त क्रिया शब्दों की पहचान कर सकें।                        | अकर्मक और सकर्मक क्रिया को A4 सीट पर चित्रों के माध्यम से स्पष्ट करें पोर्टफोलियो | अकर्मक और सकर्मक क्रिया से संबंधित वाक्य में भेद को समझेंगे      |
| अशुद्ध वाक्यों का संशोधन (अभ्यास भाग) | 40 MIN. | छात्र संशोधित वाक्य को मूल वाक्य से तुलना कर भाषिक सुधार के प्रभाव को समझ सकें। | कोई कहानी लिखें                                                                   | हिंदी भाषा का शुद्ध उच्चारण और लेखन सीखेंगे                      |
| महाभारत कथा( पृष्ठ 44 -69 )           | 40 MIN. | विद्यार्थी पात्रों की विशेषताओं और उनके निर्णयों का विश्लेषण कर सकेंगे।         | नैतिक मूल्य से संबंधित कोई कहानी या घटना सुनाएं                                   | विद्यार्थी जीवन मूल्यों को अपनाएं                                |
| अपठित गद्यांश                         | 40 MIN. | विद्यार्थी अपठित गद्यांश को ध्यानपूर्वक पढ़कर उसका आशय समझ सकेंगे।              | विद्यार्थियों को गद्यांश के अनुरूप प्रतिक्रिया देने के लिए कहा जाएगा              | विद्यार्थी सारांश लेखन और निष्कर्ष निकलना सीखेंगे                |

|                                                         |         |                                                                                                                                                                             |                                                                                             |                                                                                                                                                                              |
|---------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| पठित काव्यांश                                           | 40 MIN. | विद्यार्थियों को कविता के माध्यम से जीवन मूल्यों और संदेशों से परिचित कराना।                                                                                                | विद्यार्थियों को काव्यांश में निहित भावनाओं का विश्लेषण करने के लिए कहा जाएगा।              | विद्यार्थियों में भावनाओं और विचारों को काव्यात्मक रूप में व्यक्त करने की क्षमता विकसित होगी।                                                                                |
| INTERNAL ASSESSMENT- पोर्टफोलियो +उत्तरपुस्तिका         |         |                                                                                                                                                                             |                                                                                             |                                                                                                                                                                              |
| SEPTEMBER                                               |         |                                                                                                                                                                             |                                                                                             |                                                                                                                                                                              |
| MID- TERM EXAMINATION                                   |         |                                                                                                                                                                             |                                                                                             |                                                                                                                                                                              |
| OCTOBER                                                 |         |                                                                                                                                                                             |                                                                                             |                                                                                                                                                                              |
| पाठ 9- भैंस                                             | 2 Hr    | कहानी के माध्यम से मानव व्यवहार, चरित्र और जीवन मूल्यों को समझाना।                                                                                                          | पशु मूक होते हुए भी अपने स्वामी के मनोभावों को समझते हैं ' विषय पर एक मिनट का संभाषण सुनाएँ | विद्यार्थियों में छोटों के प्रति स्नेह-भाव ,अन्य जीवों के प्रति प्रेम और संवेदना विकसित होगी                                                                                 |
| पाठ 10- (क )ग्रीटिंग कार्ड और राशन कार्ड (ख ) मैं री मै | 2 Hr    | (क )सामाजिक संदेश और व्यंग्य के माध्यम से समाज और व्यवहार की आलोचना को समझना।<br>(ख )विद्यार्थियों में हास्य और व्यंग्य के माध्यम से सामाजिक बुराइयों की पहचान करना सिखाना। | (क )दीपावली पर ग्रीटिंग कार्ड बनाएँ<br>(क )कक्षा में संपूर्ण हाव- भाव से वाचन               | (क )विद्यार्थियों में हास्य व्यंग्य समझने और साहित्यिक अभिव्यक्ति की क्षमता बढ़ेगी<br>(क )विद्यार्थियों में हास्य व्यंग्य समझने और रचनात्मक अभिव्यक्ति की क्षमता विकसित होगी |

|                                   |         |                                                                                                           |                                                     |                                                                                           |
|-----------------------------------|---------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------|
| शब्द विचार (अभ्यास भाग)           | 40 MIN. | छात्र शब्द के प्रकार (संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, संबंधबोधक, अव्यय आदि) को पहचान सकें। | तत्सम तद्भव शब्दों की सूची बनाएं                    | विद्यार्थियों को व्याकरणिक इकाइयों का सम्यक ज्ञान प्रदान किया जाएगा                       |
| विशेषण (अभ्यास भाग )              | 40 MIN. | छात्र विशेषण के प्रकारों को जान सकें,                                                                     | वाक्य को पढ़कर विशेषण शब्द पहचाने                   | विशेषण और उसके विभिन्न भेदों के बारे में ज्ञान प्राप्त करेंगे                             |
| अनेकार्थी शब्द (1- 15) अभ्यास भाग | 40 MIN. | छात्र यह जान सकें कि अनेकार्थी शब्द क्या होते हैं – वे शब्द जिनके अर्थ अलग-अलग संदर्भों में बदल जाते हैं। | अनेकार्थी शब्दों से वाक्य बनाएं                     | अनेकार्थी शब्द का सही प्रयोग करना सीखेंगे                                                 |
| अनुच्छेद                          | 40 MIN. | विद्यार्थी अपने विचारों को स्पष्ट और संक्षिप्त रूप में अभिव्यक्त करने की क्षमता विकसित करेंगे।            | विषय पर आधारित अनुच्छेद लेखन                        | भाषण कौशल में वृद्धि                                                                      |
| NOVEMBER                          |         |                                                                                                           |                                                     |                                                                                           |
| पाठ 11– घृणा का गान               | 2 Hr    | विद्यार्थी समस्या को समझने और उसकी मूल वजहों की पहचान करने में सक्षम होंगे।                               | समानता लाने के लिए प्रेरित करते कोई दो स्लोगन लिखिए | विद्यार्थियों में कमजोर और पिछड़े वर्गों के प्रति सहानुभूति और दया की भावना विकसित होगी । |

|                                      |         |                                                                                                                           |                                      |                                                                     |
|--------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------|
| पाठ 12- मैसूर के राजा को पत्र        | 2 Hr    | विद्यार्थी पत्र लेखन के माध्यम से विचार व्यक्त करना सीखेंगे                                                               | किसी सामाजिक मुद्दे पर पत्र लिखें।   | विद्यार्थियों में लेखन कौशल और प्रभावशाली अभिव्यक्ति का विकास होगा। |
| पत्र (अनौपचारिक पत्र )               | 40 MIN. | विद्यार्थी अनौपचारिक पत्र की विशेषताओं और संरचना को समझ सकेंगे (जैसे – प्रेषक का पता, दिनांक, अभिवादन, मुख्य लेख, समापन)। | विविध विषय पर पत्र लेखन              | विद्यार्थी विचारों को स्पष्ट सहायता ढंग से प्रस्तुत करना सीखेंगे    |
| विलोम शब्द (प्रथम पंक्ति) अभ्यास भाग | 40 MIN. | छात्र विलोम शब्दों के प्रयोग से भाषा को अधिक स्पष्ट और प्रभावशाली बनाने का महत्व समझ सकें।                                | वाक्यों में से सही विलोम शब्द पहचानो | रचनात्मक लेखन कौशल में वृद्धि                                       |
| महाभारत कथा (पृष्ठ 70 -92)           | 40 MIN. | विद्यार्थी विभिन्न पात्रों की भावनाओं और निर्णयों के प्रति सहानुभूति और संवेदनशीलता विकसित करेंगे                         | कथावाचन                              | नैतिक मूल्यों का विकास                                              |
| अपठित गद्यांश                        | 40 MIN. | विद्यार्थी गद्यांश में निहित मुख्य विचार, तथ्य एवं भावों की पहचान कर सकेंगे।                                              | गतिविधि :<br>"पढ़ो, सोचो और समझो"    | छात्र गद्यांश का मुख्य विचार, उद्देश्य और विषयवस्तु पहचान सकेंगे।   |

|                                          |         |                                                                              |                                                                                      |                                                                                    |
|------------------------------------------|---------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| पठित काव्यांश                            | 40 MIN. | विद्यार्थी काव्यांश से संबंधित प्रश्नों के उत्तर दे सकेंगे                   | कविता के आधार पर प्रत्यक्ष (सीधे) और परोक्ष (निहितार्थ वाले) प्रश्नों के उत्तर देंगे | कविता की पंक्तियों की व्याख्या अपने शब्दों में कर सकेंगे।                          |
| INTERNAL ASSESSMENT -                    |         |                                                                              |                                                                                      |                                                                                    |
| DECEMBER                                 |         |                                                                              |                                                                                      |                                                                                    |
| POST MID EXAMINATION                     |         |                                                                              |                                                                                      |                                                                                    |
| JANUARY                                  |         |                                                                              |                                                                                      |                                                                                    |
| पाठ 13- कोई नहीं पराया                   | 2 Hr    | विद्यार्थी “वसुधैव कुटुंबकम” (संपूर्ण विश्व एक परिवार है) के भाव को समझेंगे। | पोस्टर/चार्ट बनाना – “वसुधैव कुटुंबकम” के संदेश को चित्रित करना                      | विद्यार्थी सद्भावना, सहयोग और सामाजिक जिम्मेदारी में सक्रिय बनेंगे।                |
| पाठ 14- वचन अनमोल (सूक्तियाँ)            | 2 Hr    | वे सपने, लक्ष्य निर्धारण, परिश्रम और नैतिक मूल्यों के महत्व को जानेंगे।      | अपनी प्रिय किन्हीं 3 सूक्तियों को रचनात्मक ढंग से A 4 शीट पर लिखिए                   | विद्यार्थी जीवन में नैतिकता, अनुशासन और मेहनत के महत्व को अपनाने की प्रेरणा लेंगे। |
| पाठ 15- रुत वसंत                         | 2 Hr    | विद्यार्थी बसंत ऋतु के वातावरण, सौंदर्य और प्राकृतिक परिवर्तनों को समझेंगे।  | बसंत ऋतु का दृश्य A 4 शीट पर बनाओ                                                    | वे प्रकृति के प्रति जागरूक और संवेदनशील बनेंगे।                                    |
| श्रुतिसमभिनार्थक शब्द (1 -15) अभ्यास भाग | 40 MIN. | विद्यार्थी भिन्नार्थक शब्दों का सही अर्थ समझकर वाक्यों में प्रयोग कर सकेंगे। | वाक्य रचना                                                                           | शब्दावली का विस्तार                                                                |

|                             |         |                                                                                                                 |                                                                       |                                                                            |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|
| महाभारत कथा                 | 40 MIN. | विद्यार्थी यह समझ सकेंगे कि महाभारत केवल युद्ध की कथा नहीं, बल्कि धर्म, कर्तव्य और सत्य की परीक्षा की कहानी है। | कथा वाचन                                                              | जीवन मूल्य को अपनाएंगे                                                     |
| अनुच्छेद                    | 40 MIN. | उचित विषय चयन कर, विचारों को क्रमबद्ध और सुसंगत ढंग से प्रस्तुत करना।                                           | विषय के अनुरूप अनुच्छेद लेखन                                          | विद्यार्थी दिए गए विषय को समझकर उस पर केंद्रित अनुच्छेद लिख सकेंगे।        |
| पत्र (कार्यालयी )           | 40 MIN. | विद्यार्थी सामाजिक और व्यक्तिगत भावनाओं को प्रभावशाली ढंग से व्यक्त करना सीखेंगे।<br>FEBRUARY                   | पत्र लेखन                                                             | पत्र लेखन की संरचना और शैली की समझ                                         |
| पाठ 16- स्कूल चलो           | 2 Hr    | विद्यार्थी शिक्षा के महत्व और स्कूल जाने की आवश्यकता को समझेंगे।                                                | शिक्षा की आवश्यकता ' पर परिचर्चा                                      | विद्यार्थियों में शिक्षा के प्रति रुचि और सामाजिक व्यवहार विकसित होगा      |
| पाठ 17- कृत्रिम बुद्धि(OBT) | 2 Hr    | विद्यार्थी कृत्रिम बुद्धि (Artificial Intelligence) की मूल अवधारणा को समझेंगे                                   | ऐसी टोपी जिसे पहनकर गायब हो जाएँ (विषय पर अपने विचार/ लेख/कहानी लिखिए | विद्यार्थियों में वैज्ञानिक सोच, तकनीकी जागरूकता और रचनात्मकता विकसित होगी |

|                                                                                  |         |                                                                                     |                                         |                                                                                          |
|----------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------|
| उपसर्ग (अभ्यास भाग)                                                              | 40 MIN. | विद्यार्थी उपसर्ग जोड़कर नए शब्द बना सकेंगे।                                        | वाक्य में उपसर्ग से निर्मित शब्द पहचानो | दैनिक जीवन में उपसर्ग से निर्मित शब्दों का प्रयोग                                        |
| प्रत्यय (अभ्यास भाग)                                                             | 40 MIN. | विद्यार्थी प्रत्यय जोड़ने से शब्दों के अर्थ में होने वाले परिवर्तन को पहचान सकेंगे। | प्रत्यय से नए शब्द बनाए                 | छात्र शब्दों में जुड़े हुए प्रत्ययों की पहचान कर सकेंगे (जैसे -ता, -पन, -ता, -इयत, आदि)। |
| अपठित गद्यांश                                                                    | 40 MIN. | विद्यार्थी गद्यांश को पढ़कर उसके आधार पर सही उत्तर देने की क्षमता विकसित करेंगे।    | गद्यांश के अनुरूप उत्तर दे              | विश्लेषण और चिंतन क्षमता का विकास                                                        |
| पठित काव्यांश                                                                    | 40 MIN. | विद्यार्थी कवि की भावना, उद्देश्य और संदेश को स्पष्ट कर सकेंगे।                     | कविता पढ़ो ,भाव समझो और उत्तर दो        | भावनाओं की अभिव्यक्ति करने में सक्षम होंगे                                               |
| INTERNAL ASSESSMENT                                                              |         |                                                                                     |                                         |                                                                                          |
| MARCH      FINAL EXAMINATION<br>SYLLABUS - JAN+ FEB+ PREVIOUS<br>PREVIOUS TOPICS |         |                                                                                     |                                         |                                                                                          |

SESSION- 2025-2026

SUBJECT - PUNJABI

BOOK/S - □□□□□ ਪੰਜਾਬੀ ਪਾਠਮਾਲਾ 5 ਅਤੇ ਨਿਰਮਾਣ ਪੰਜਾਬੀ

ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ 7

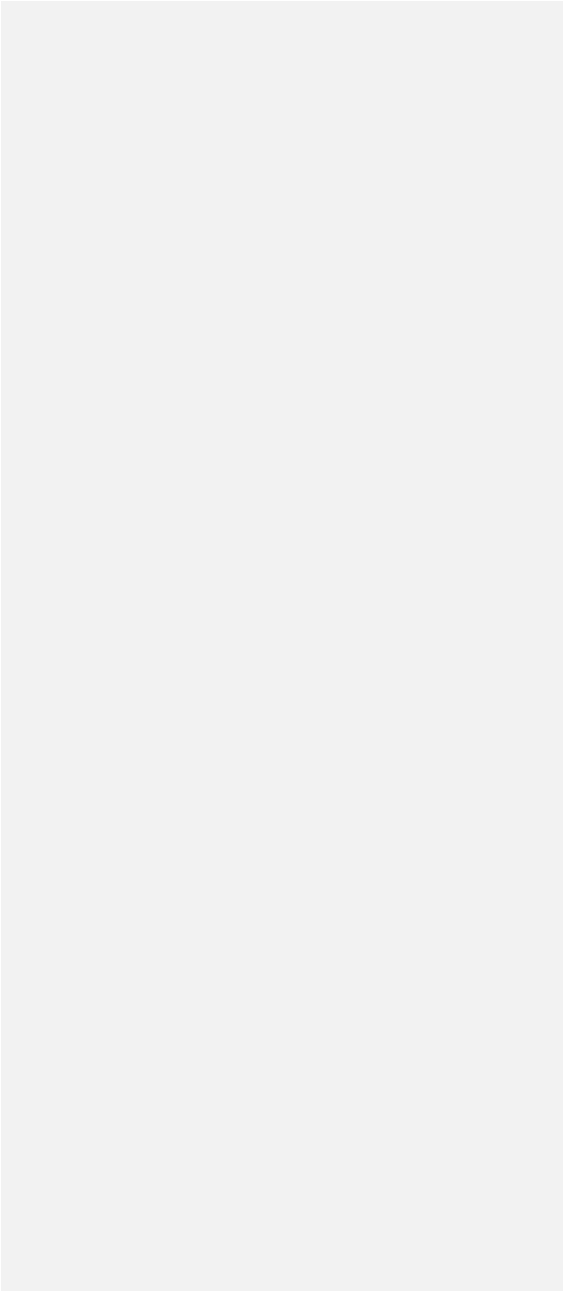
| Sr. No.      | Chapter/Topic                                | Intructional Hours | Learning Objectives and curriculum Goals                                      | Subject Enrichment /Project/Art Integrated Activities                                                                | Learning Outcomes                                                                   |
|--------------|----------------------------------------------|--------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>APRIL</b> |                                              |                    |                                                                               |                                                                                                                      |                                                                                     |
| 1            | ਪਾਠ -1 ਮੇਰਾ ਸੋਹਣਾ ਪੰਜਾਬ (ਕਵਿਤਾ)              | 1Hr 55 mins        | ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਦੇਸ਼ - ਭਗਤੀ ਦੇ ਭਾਵ ਪੈਦਾ ਕਰਦੇ ਹੋਏ ਪੰਜਾਬੀ ਰਾਜ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਣਾ | ਪੰਜਾਬ ਦੇ ਪ੍ਰਸਿੱਧ ਮੇਲੇ (ਵਿਸਾਖੀ) ਬਾਰੇ ਆਪਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨਗੇ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬ ਦੇ ਨਕਸ਼ੇ ਵਿੱਚ ਰੰਗ ਭਰ ਕੇ ਉਸਨੂੰ ਸੁੰਦਰ ਬਣਾਉਣਗੇ | ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਦੇਸ਼ - ਭਗਤੀ ਦੇ ਭਾਵ ਪੈਦਾ ਹੋਣਗੇ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਰਾਜ ਨੂੰ ਭਲੀ ਭਾਂਤ ਜਾਨਣਗੇ |
| 2            | ਪ੍ਰਾਣ-2 ਹੱਥੀਂ ਕਿਰਤ ਸਭ ਤੋਂ ਵੱਡਾ ਚਮਤਕਾਰ (khwI) | 1Hr 55 mins        | ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਹੱਥੀਂ ਕਿਰਤ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਸਮਝਾਉਣਾ                          | ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਰੋਜ਼ਾਨਾ ਕੰਮਾਂ ਦੀ ਤਿਆਰ                                                                                  | ਵਿਦਿਆਰਥੀ ਹੱਥੀਂ ਕਿਰਤ ਕਰਨ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ                                    |

|   |                     |             |                                                                                                                             |                                                                                                                  |                                                                                         |
|---|---------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|   |                     |             |                                                                                                                             | ਕਰ ਆਪਣੇ<br>ਜਮਾਤੀਆਂ<br>ਅਤੇ<br>ਅਧਿਆਪਕਾਂ<br>ਨਾਲ ਸਾਂਝੀ<br>ਕਰਨਗੇ                                                      |                                                                                         |
| 3 | ਵਿਆਕਰਨ - ਭਾਸ਼ਾ      | 2Hr 30 mins | ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ<br>ਭਾਸ਼ਾ ਅਤੇ ਉਪਭਾਸ਼ਾ ਬਾਰੇ<br>ਜਾਗਰੂਕ ਕਰਨਾ                                                              | ਵਿਦਿਆਰਥੀ<br>ਆਂ ਨੂੰ ਸ਼ੀਟ<br>'ਤੇ ਵੱਖ - ਵੱਖ<br>ਪ੍ਰਾਂਤਾਂ ਵਿੱਚ<br>ਬੋਲੀਆਂ<br>ਜਾਂਦੀਆਂ<br>ਭਾਸ਼ਾਵਾਂ ਬਾਰੇ<br>ਲਿਖਣਗੇ        | ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ<br>ਭਾਸ਼ਾ ਅਤੇ ਉਪ -<br>ਭਾਸ਼ਾ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ                               |
| 4 | Sbd joV,<br>Sbd boD | 2Hr 55 mins | ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ<br>shI Sbd ilKx dy<br>Xog bxwauw<br>Sbdw ਦੀ ਰਚਨਾ ਕਰਨ<br>ਵਿੱਚ ਘਟਨਾਵਾਂ ਦੀ<br>ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ<br>ਵਰਤੋਂ ਕਰਨਾ | ਵਿਦਿਆਰਥੀ<br>ਆਂ ਅੰਦਰ<br>ਲਿਖਣ ਦੀ<br>ਭਾਵਨਾ ਨੂੰ<br>ਜਾਗ੍ਰਿਤ<br>ਕਰਨਾ<br> ਵਿਦਿਆਰਥੀ<br>ਆਪਣੀ<br>ਸਿਰਜਣਾਤਮ<br>ਕਤਾ<br>ਅਨੁਸਾਰ | Sbdw ਦੀ ਰਚਨਾ<br>ਕਰਨ ਵਿੱਚ ਘਟਨਾਵਾਂ<br>ਦੀ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ<br>ਨਾਲ ਵਰਤੋਂ ਕਰਨ ਦੇ<br>ਯੋਗ ਹੋਣਗੇ |

|     |                     |             |                                                                               |                                                                       |                                                                                 |
|-----|---------------------|-------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------|
|     |                     |             |                                                                               | Sbd<br>ਲਿਖਣਗੇ।                                                        |                                                                                 |
| 5   | ilMg, vcn           | 1 Hr        | □□□□□□□□<br>□□□□ □□□ ਵਚਨ<br>ਸ਼ਬਦ □□□□ □□<br>□□□ □□ □□□□□                      | ਪੀਅਰ ਗਰੁੱਪ<br>ਐਕਟੀਵਿਟੀ                                                | □□□□□□□□□□<br>□□□□ □□□□<br>□□□ □□□□□<br>□□ □□□□□<br>□□□□□□□ □□<br>□□□□□□□       |
| 6   | nWv                 | 2Hr 55 mins | id`qy Sbdw<br>iv`coN nWv cux<br>ky aunHW dI<br>iksm ਲਿਖਣ ਦੇ ਯੋਗ ਹੋ<br>ਜਾਣਗੇ [ | ਅਧਿਆਪਕਾਂ<br>ਦੇ ਨਿਰਦੇਸ਼ਾਂ<br>ਅਨੁਸਾਰ<br>ਵਿਦਿਆਰਥੀ<br>ਫਲੇ-ਚਾਰਟ<br>ਬਣਾਉਣਗੇ | ਵਿਦਿਆਰਥੀ□□<br>AMdr nWv Sbdw<br>nUM pVHn Aqy<br>l`Bx dI<br>pRyrnw □□□□<br>□□□□□□ |
| 7   | p`qr-ibnY/<br>in`jI | 2Hr 55 mins | ਵਿਦਿਆਰਥੀ ਪੱਤਰ ਲਿਖਣ<br>ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ                                         | ਵਿਦਿਆਰਥੀ<br>ਆਪਣੀ<br>ਸਿਰਜਣਾਤਮ<br>ਕ ਸ਼ਕਤੀ<br>ਅਨੁਸਾਰ<br>ਪੱਤਰ<br>ਲਿਖਣਗੇ   | ਵਿਦਿਆਰਥੀ p`qr<br>rcnw krngy                                                     |
| MAY |                     |             |                                                                               |                                                                       |                                                                                 |

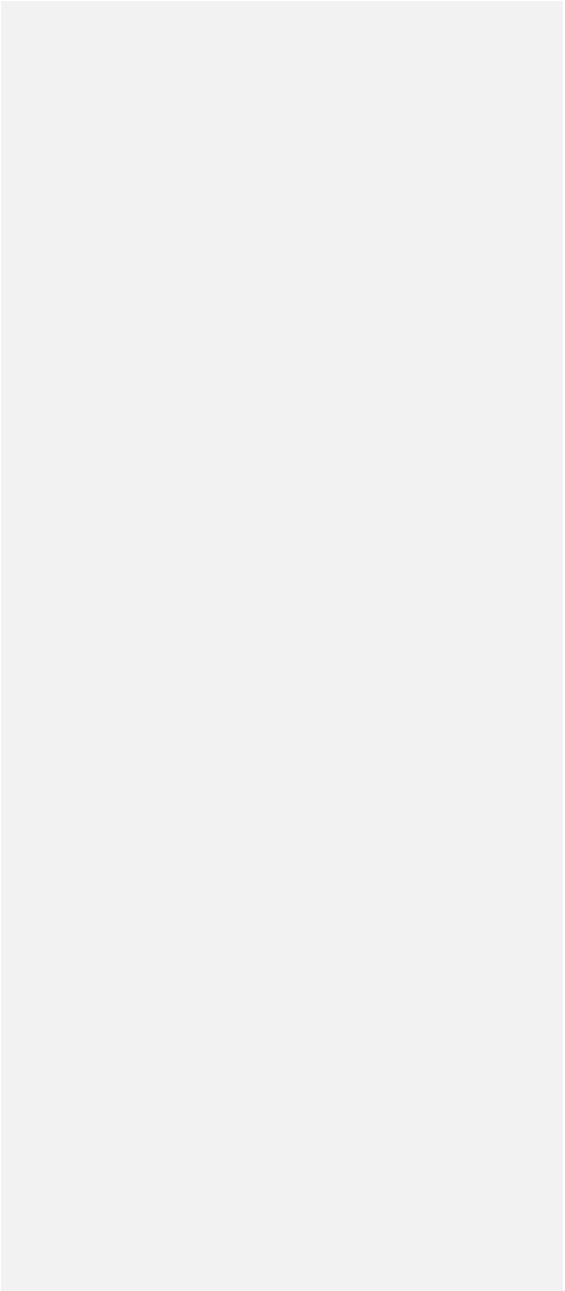
|           |                                                 |             |                                                                       |                                                                                                                                  |                                                                                                                               |
|-----------|-------------------------------------------------|-------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>8</b>  | khwxIAW                                         | 2 (1.3 hrs) | ਵਿਦਿਆਰਥੀਆਂ ਆਪਣੀ ਸਿਰਜਣਾਤਮਕ ਸ਼ਕਤੀ ਨੂੰ ਵਰਤਦੇ ਹੋਏ ਕਹਾਣੀ ਲਿਖਣ ਦੇ ਯੋਗ ਭਾਂਡੇ | ਵਿਦਿਆਰਥੀ<br>Awpxy<br>duAwrw<br>ilKI<br>khwxI<br>jmwq<br>iv`c<br>suxwauyg<br>y[                                                   | ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਸਿਰਜਣਾਤਮਕ ਸ਼ਕਤੀ ਨੂੰ ਵਰਤਦੇ ਹੋਏ ਕਹਾਣੀ ਲਿਖਣ ਦੇ ਯੋਗ ਭਾਂਡੇ                                                           |
| <b>9</b>  | pwT-3<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>(LyK) | 2Hr 30 mins | ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ                          | ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਉਸ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ<br>ਭਾਂਡੇ | ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ<br>ਭਾਂਡੇ ਭਾਂਡੇ |
| <b>10</b> | ਪੜ੍ਹਨਾਵ                                         | 1Hr 55 mins | ivid. pVnvw Sbd<br>id`qy Sbdw<br>iv`coN l`Bxgy[                       | ਵਿਦਿਆਰਥੀ<br>ਆਂ ਨੇ<br>ਪੜ੍ਹਨਾਵ                                                                                                     | ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਪੜ੍ਹਨਾਵ ਸਬਦਾਂ ਨੂੰ ਜਾਨਣ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ।                                                                         |

|                                            |                                      |             |                                                                                                           |                                                                                             |                                                                      |
|--------------------------------------------|--------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                                            |                                      |             |                                                                                                           | ਦੀਆਂ ਵੱਖ<br>ਵੱਖ ਕਿਸਮਾਂ<br>ਤੇ ਅਧਾਰਿਤ<br>ਚਾਰਟ<br>ਬਣਾਉਣਗੇ                                      |                                                                      |
| SKILL ASSESSMENT - ਸੁਣਨ ਕੌਸ਼ਲ, ਪੜ੍ਹਨ ਕੌਸ਼ਲ |                                      |             |                                                                                                           |                                                                                             |                                                                      |
| PRE MID TERM EXAMINATION                   |                                      |             |                                                                                                           |                                                                                             |                                                                      |
| JULY                                       |                                      |             |                                                                                                           |                                                                                             |                                                                      |
| 11                                         | pwT - 4<br>□□□□<br>(kivqw)           | 1Hr 20 mins | □□□□□□□□<br>□□ □□□□<br>□□ □□<br>□□□□□□ □□□□                                                               | □□□□□□<br>□□ □□□<br>'□□<br>□□□□□<br>□□□□<br>□□□ □□<br>□□□□□<br>□□□□□□<br>□                  | □□□□□□□□<br>□□□□□ □□□□<br>□□ □□□ □□□<br>□□□ □□□□<br>□□□□ □□<br>□□□□□ |
| 12                                         | pwT - 5<br>□□□□□ □□<br>□□□ -<br>□□□□ | 2Hr 55 mins | □□□□□□□□□□<br>□□□□<br>□□□□□□□□ □□<br>□□□ □□□□<br>□□□□ □□□<br>□□□□□ □□□<br>□□□ □□□□□<br>□□ □□□□□□□<br>□□□□ | □□□□□□□<br>□□<br>□□□□<br>48 '□□<br>□□□□□<br>□□□□□□<br>□□□□<br>□□<br>□□□□□<br>□□□□□□<br>□ □□ | ਵਿਦਿਆਰਥੀਆਂ 'ਚ<br>ਬੁੱਧੀਮਤਾ ਦੇ ਗੁਣ ਪੈਦਾ<br>ਹੋ ਜਾਣਗੇ                    |



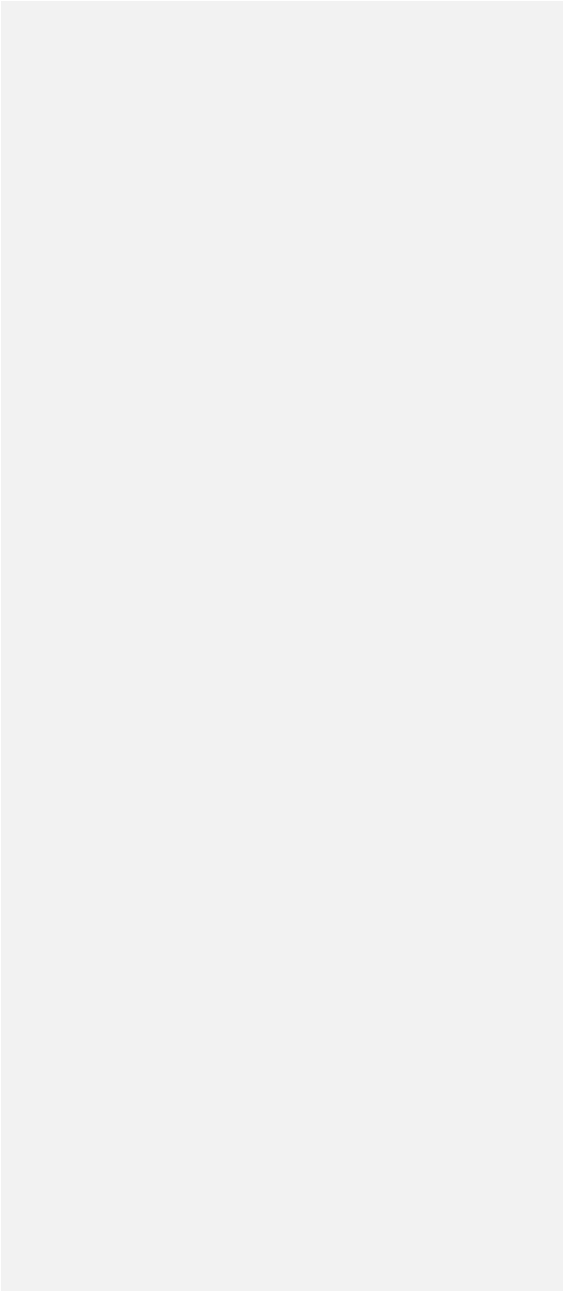
|        |                                |             |                                                                  |                                                                                           |                                                                   |
|--------|--------------------------------|-------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|        |                                |             |                                                                  | □□□□□□<br>□ □□□<br>□□□□□□                                                                 |                                                                   |
| 13     | □□□□□□ -<br>ivSySx             | 1Hr 30 mins | ਵਿਦਿਆਰਥੀ ivSySx<br>Aqy ausdIAW<br>iksmW jwnx dy<br>Xog ho jwxgy[ | ਵਿਦਿਆਰਥੀ<br>ਆਂ ਨੇ<br>ivSySx<br>ਦੀਆਂ ਵੱਖ<br>ਵੱਖ ਕਿਸਮਾਂ<br>ਤੇ ਅਧਾਰਿਤ<br>ਚਾਰਟ<br>□□□□□□<br>□ | ਵਿਦਿਆਰਥੀ<br>ivSySx Aqy<br>ausdIAW iksmW<br>jwnx dy Xog<br>□□□□□ [ |
| 14     | Agyqr                          | 1Hr 10 mins | ਵਿਦਿਆਰਥੀ ਅਗੇਤਰ<br>ਲਗਾ ਕੇ ਸ਼ਬਦ ਬਨਾਉਣ<br>ਲਈ ਯੋਗ ਹੋ ਜਾਣਗੇ           | mU1 SbdW<br>qoN<br>Agyqr<br>lgw nvyN<br>Sbd<br>bxwauXgy                                   | ਵਿਦਿਆਰਥੀ ਅਗੇਤਰ<br>ਲਗਾ ਕੇ ਨਵੇਂ ਸ਼ਬਦ<br>ਬਣਾਉਣ ਲਈ ਯੋਗ<br>ਹੋਣਗੇ।      |
| 15     | qsvIr vrnX                     | 35 mins     | ਵਿਦਿਆਰਥੀਆਂ AMdr<br>ilKx dI Bwvnw<br>jwigRq krnw                  | khwxI<br>suxwauXg<br>Y                                                                    | ਵਿਦਿਆਰਥੀਆਂ<br>AMdr ilKx dI<br>Bwvnw jwigRq<br>ਹੋ □□□□□□ [         |
| AUGUST |                                |             |                                                                  |                                                                                           |                                                                   |
| 16     | pwT-6 □□□□<br>□□□ □□<br>□□□□ - | 2Hr 15 mins | □□□□□□□□□□<br>□□□□ □□□<br>□□□□ □□<br>□□□□□ □□<br>□□□□□ □□□□      | □□□□□□<br>□□□□<br>□□□<br>□□□□□□<br>□□□□                                                   | ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ<br>ਦੇਸ਼ - ਭਗਤੀ ਦੇ ਭਾਵ<br>ਪੈਦਾ ਹੋਣਗੇ               |

|    |                           |             |                                                                |                                                                                      |                                                            |
|----|---------------------------|-------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------|
|    | ਊਧਮ<br>ਊਧਮ                |             | ਊਧਮ ਊਧਮ ਊਧਮ<br>ਊਧਮ ਊਧਮ ਊਧਮ<br>ਊਧਮ ਊਧਮ - ਬ -<br>ਊਧਮ ਊਧਮਊਧਮ      | ਊਧਮ ਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮ   |                                                            |
| 17 | smwnwrQk<br>Sbd           | 2Hr 55 mins | ivid. nUM smwn<br>ArQW vwly Sbd<br>ilKx dy Xog<br>bxwauw[      | id`qy<br>SbdW dy<br>smwn ArQ<br>ilKxgy[                                              | ਵਿਦਿਆਰਥੀ<br>smwnwrQk ਸ਼ਬਦਾਂ<br>ਦੀ ਮਹੱਤਤਾ ਨੂੰ ਜਾਣ<br>ਗਏ ਹਨ। |
|    | ਊਧਮ ਊਧਮ                   | 2Hr 30 mins | ਊਧਮਊਧਮਊਧਮ<br>ਊਧਮ ਊਧਮ<br>ਊਧਮ ਊਧਮ ਊਧਮ<br>ਊਧਮ                     | ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮ | ਊਧਮਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮਊਧਮਊਧਮ<br>ਊਧਮ ਊਧਮ<br>ਊਧਮ ਊਧਮਊਧਮ     |
| 18 | pwT - 7<br>ਊਧਮ ਊਧਮ<br>ਊਧਮ | 1Hr 10 mins | ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਫੌਜੀ<br>ਵੀਰ ਜਵਾਨਾਂ ਦੀ ਬਹਾਦਰੀ<br>ਤੇ ਜਾਣੂ ਕਰਵਾਉਣਾ | ਊਧਮਊਧਮ<br>ਊਧਮ<br>ਊਧਮ                                                                 | ਊਧਮਊਧਮਊਧਮ<br>ਊਧਮ ਊਧਮਊਧਮ<br>ਊਧਮ ਊਧਮਊਧਮ                      |

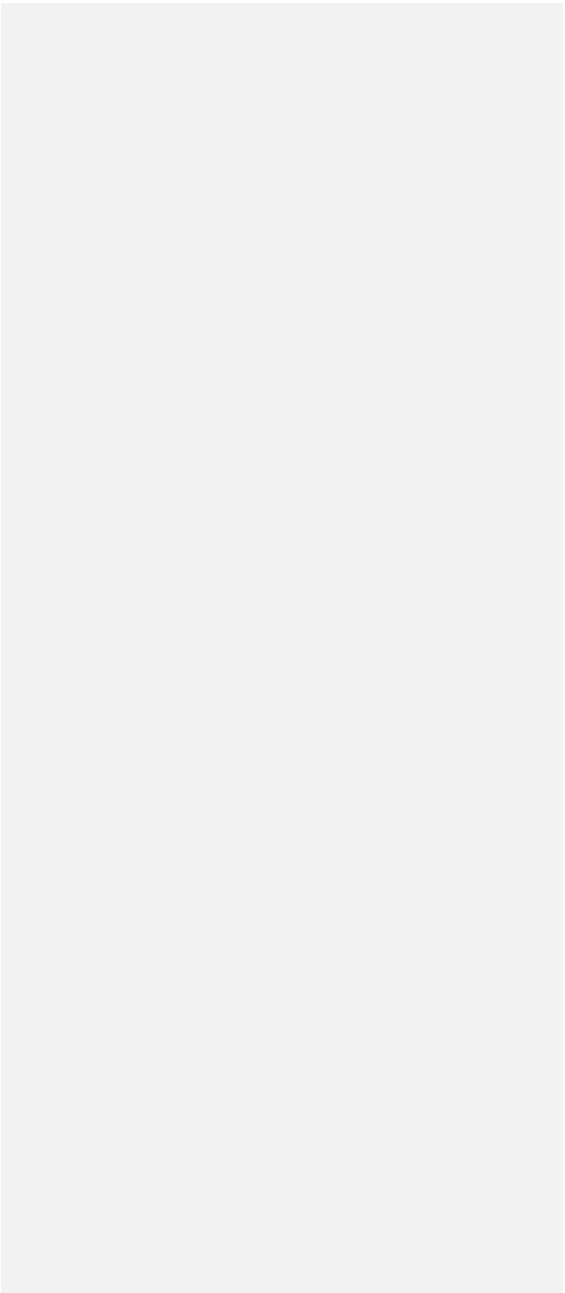


|                                         |                        |             |                                                                                                                     |                                                                                   |                                                                                                                  |
|-----------------------------------------|------------------------|-------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                         |                        |             |                                                                                                                     | □□□□□□<br>□□□□<br>□□□□□<br>□□□□□□<br>□□□<br>□□□□<br>□□□□□□<br>□<br>□□□□□<br>□□□□□ | □□□ □□□ □□<br>□□□□□<br>□□□□□□□<br>□□□□□<br>ਲਈ                                                                    |
| 19                                      | ikirAw/kwɫ             | 1Hr 55 mins | ਵਿਦਿਆਰਥੀ ਕਿਰਿਆ ਅਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ ਜਾਣਨ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ<br>ਵਿਦਿਆਰਥੀ ਕਾਲ ਅਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ ਬਾਰੇ ਜਾਣਨ ਲਈ ਯੋਗ ਹੋ ਜਾਣਗੇ | ਵਿਦਿਆਰਥੀ ਆਂ ਨੇ ਇਹ ਫੁੱਲ ਸੀ ਟੁੱਕੜੇ ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਦਿੰਦੇ ਹੋਏ ਉਦਾਹਰਨਾਂ ਵੀ ਦਿੱਤੀਆਂ  | ਵਿਦਿਆਰਥੀ ਕਿਰਿਆ ਅਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ ਤੋਂ ਜਾਣੂ □□□□□<br>ਵਿਦਿਆਰਥੀ ਕਾਲ ਅਤੇ ਉਸ ਦੀਆਂ ਕਿਸਮਾਂ ਤੋਂ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣੂ □□□□□ [ |
| SKILL ASSESSMENT – NOTEBOOK + PORTFOLIO |                        |             |                                                                                                                     |                                                                                   |                                                                                                                  |
| MID TERM EXAMINATION                    |                        |             |                                                                                                                     |                                                                                   |                                                                                                                  |
| OCTOBER                                 |                        |             |                                                                                                                     |                                                                                   |                                                                                                                  |
| 20                                      | pwT-8 □□□□<br>□□□□ □□□ | 1Hr 55 mins | □□□□□□□□□□<br>□□□□ □□□□<br>□□□□□ □□<br>□□□□□ □□□□<br>□□□□                                                           | □□□□□□<br>□□<br>□□□□<br>□□□□<br>□□                                                | ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਫ਼ਰਜ਼ਾਂ ਨੂੰ ਸਮਝਦੇ ਹੋਏ ਦਿਨ - ਰਾਤ ਮਿਹਨਤ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ                                             |

|    |                           |             |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |                                                                |
|----|---------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|    |                           |             |                                                                                                                                                                                      | <div>□□□□□</div> <div>□□□□□</div> <div>□□□□</div> <div>□□ □□</div> <div>□□□</div> <div>□□□</div> <div>□□□</div> <div>□□□□□</div> <div>□□□ □□</div> <div>□□□□</div> <div>□□□□□</div> <div>□□□</div> <div>□□□□</div> <div>□□□ -</div> <div>□□□</div> <div>□□□□</div> <div>□□□□□□</div> <div>□□□□□□</div> <div>□ □□□</div> <div>□□□□</div> <div>□□</div> <div>□□□□□</div> |                                                                |
| 21 | pwT-9<br>□□□□□□<br>□□□□□□ | 1Hr 35 mins | <div>□□□□□□□□□□</div> <div>□□□ □□□□ □□□</div> <div>□□ □□□□□□</div> <div>□□□□□□□□□</div> <div>□□□□ □□□□□</div> <div>□□□ □□□□□ □□</div> <div>□□□□□ ਕਰਨ ਲਈ</div> <div>□□□□□□ □□□□</div> | <div>□□□□□□</div> <div>□□ □□□</div> <div>- □□□</div> <div>□□□□□□</div> <div>□□</div> <div>□□□□</div> <div>□□□</div> <div>ਕਰਨ</div>                                                                                                                                                                                                                                     | ਵਿਦਿਆਰਥੀ ਦੇਸ਼ ਦੇ<br>ਗੌਰਵ ਨੂੰ ਬਣਾਈ<br>ਰੱਖਣ ਲਈ ਪ੍ਰੇਰਿਤ<br>ਹੋਣਗੇ। |



|  |  |  |  |                                                                                                                                                                                                                                                                 |  |
|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <div>□□□□□<br/>□□<br/>□□□□<br/>□□<br/>□□□□□<br/>□□<br/>□□□□□<br/>□□□□<br/>□□□□□□<br/>। स्वि<br/>□□□□<br/>□□<br/>□□□□□<br/>□□<br/>□□□□<br/>□□□<br/>□□□□<br/>□□□□□□<br/>□□□□□<br/>□□ ।<br/>□□□□□□<br/>□□<br/>□□□□□<br/>□□□□<br/>□□□□□□<br/>□□□□□□<br/>□□□ [</div> |  |
|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



|          |                                |                |                                                                               |                                                                                                                             |                                                                     |
|----------|--------------------------------|----------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 22       | lyK-□□□□                       | 2Hr 55 mins    | ਵਿਦਿਆਰਥੀ ਸੰਬੰਧਤ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ                      | ਵਿਦਿਆਰਥੀ ਇਨ੍ਹਾਂ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਵਰਤਣਗੇ                                                              | ਵਿਦਿਆਰਥੀ ਸੰਬੰਧਤ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।             |
| 23       | bhuqy Sbdw<br>dI QW iek<br>Sbd | 1Hr 05 mins    | ਵਿਦਿਆਰਥੀ ਜ਼ਿਆਦਾ ਸ਼ਬਦਾਂ ਨੂੰ ਸੰਖੇਪ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ                       | nvyN Sbd<br>bxwauwxw                                                                                                        | ਵਿਦਿਆਰਥੀ ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ ਭਾਵ ਸੰਖੇਪ ਵਿੱਚ ਲਿਖਣਗੇ             |
| NOVEMBER |                                |                |                                                                               |                                                                                                                             |                                                                     |
| 24       | pwT-10 ਘਰ<br>□□ □□□□           | 2Hr 35<br>mins | □□□□□□□□<br>□□□ ਘਰ ਆਈ<br>□□□□□ □□□□<br>ਔਰਤ □□ □□□□<br>ਕਰਨ ਲਈ □□□□□□<br>□□□□ । | □□□□□□<br>□□<br>□□□□□□<br>ਟ □□<br>□□□□□□<br>□□□<br>□□□□□□<br>□□□□<br>□□□□<br>□□□□<br>□□□□<br>□□□□<br>□□□□<br>□□□□□□<br>□ □□ | ਵਿਦਿਆਰਥੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੀ ਸਥਿਤੀ ਦਾ ਡਟ ਕੇ ਸਾਹਮਣਾ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। |

|    |                                                             |             |                                                                                       |                                                                                                                                                            |                                                                              |
|----|-------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
|    |                                                             |             |                                                                                       | □□□<br>□□□□□<br>□□□□<br>□□□□□<br>                                                                                                                          |                                                                              |
| 25 | pwT - 11<br>□□□□□□□<br>□□□□□ □□<br>□□□□□                    | 1Hr 55 mins | □□□□□□□□□□<br>□□□ □□□□□□□<br>□□□□ □□□□□□□<br>□□□□□ □□<br>□□□□□□□□ □□□<br>□□□□ □□□□□□□ | □□□□□□□<br>□□<br>□□□□□□□<br>ਰ<br>□□□□□□<br>□□<br>□□□□□<br>□□□□□□<br>□□□□□<br>□□□□□□<br>□□□□□□<br>ਧ □□?<br>ਇਸ<br>□□□□□<br>□□□□□□□<br>□<br>□□□□□□<br>□□□□□□[ | ਵਿਦਿਆਰਥੀ ਸ੍ਰੀ<br>ਅਨੰਦਪੁਰ ਸਾਹਿਬ ਦੀ<br>ਮਹੱਤਤਾ ਤੋਂ ਭਲੀ -<br>ਭਾਂਤ ਜਾਣੂ ਹੋ ਜਾਣਗੇ। |
| 26 | vwk rcnw,<br>vwk □□□,<br><br>□□□□□□□,<br>□□□□□,<br>□□□□□□□n | 2Hr 55 mins | □□□□□□□□□□<br>nUM vwk bxwauX<br>dy Xog krnw                                           | ਅਧਿਆਪਕਾਂ<br>ਦੇ ਨਿਰਦੇਸ਼ਾਂ<br>ਅਨੁਸਾਰ<br>ਵਿਦਿਆਰਥੀ<br>ਫਲੇ-ਚਾਰਟ<br>ਬਣਾਉਣਗੇ                                                                                      | ਵਿਦਿਆਰਥੀ ਵਾਕ<br>ਬਣਾਉਣ ਲਈ ਯੋਗ<br>ਹੋਣਗੇ [                                      |

[illegible]

|    |                                  |             |                                                                                                |                                                                                                                                   |                                                               |
|----|----------------------------------|-------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|    |                                  |             |                                                                                                | □□□□<br>ਗਏ                                                                                                                        |                                                               |
| 29 | ivSrwm<br>icMnH                  | 2Hr 55 mins | □□□□□□□□ nUM<br>Su`D vwk ilKx<br>dy Xog bxwauXw[                                               | PloA<br>cwrt                                                                                                                      | □□□□□□□□<br>nUM Su`D vwk<br>ilKx dy Xog<br>ਹਨ [               |
| 30 | □□□□□□,<br>ipCyqr                | 1Hr 55 mins | □□□□□□□□□□<br>nUM ipCyqr lgw<br>ky nvyN Sbd<br>ilKx dy Xog<br>bxwauXw                          | mUl Sbd<br>qoN<br>ipCyqr<br>lgw nvyN<br>Sbd<br>bxwauXw[                                                                           | ਵਿਦਿਆਰਥੀ ਪਿਛੇਤਰ<br>ਲਗਾ ਕੇ ਨਵੇਂ ਸ਼ਬਦ<br>ਬਣਾਉਣ ਲਈ ਯੋਗ<br>ਹੋਣਗੇ। |
| 31 | □□□□□□□□                         | 1Hr 35 mins | □□□□□□□□ nUM<br>muhwvry ilKx dy<br>Xog krnw[                                                   | muhwvry<br>pUry<br>kro[                                                                                                           | ਵਿਦਿਆਰਥੀ ਮੁਹਾਵਰੇ<br>ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ<br>।                    |
| 32 | □□□ - 14<br>□□□□□□□□<br>□□□□□□□□ | 2Hr 55 mins | ਇਸ □□□□□□<br>□□□□□□<br>□□□□□□□□□□<br>□□□ □□□□□□□□<br>□□□□□□□□ □□□<br>□□□□ ਲਈ<br>□□□□□□□□ □□□□। | □□□□□□□□<br>ਕੇ □□□□□□<br>□□□□□□□□<br>□□□□<br>□□□□□□□□<br>□□ '□□□<br>□□□□□□□□<br>□□□□□□□□<br>□□□□<br>□□□□□□□□<br>□□<br>□□□□□□<br>[ | ਵਿਦਿਆਰਥੀ ਪ੍ਰਦੁਸ਼ਟ<br>ਘਟਾਉਣ ਦੇ ਯੋਗ<br>ਹੋਣਗੇ।                   |

|                                         |                              |             |                                                                        |                                                                                    |                                                         |
|-----------------------------------------|------------------------------|-------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------|
| 33                                      | □□□□□□<br>ਸ਼ਬਦ               | 1Hr 35 mins | □□□□□□□□<br>□□□ □□□□<br>□□□□□ □□□<br>□□□ ਸ਼ਬਦ □□□□<br>□□ □□□ □□□□□     | □□□□□□<br>□□<br>□□□□□□<br>□□<br>□□□□□□<br>□□□□<br>□□□□□□                           | ਵਿਦਿਆਰਥੀ<br>ਬਹੁਅਰਥਕ ਸ਼ਬਦਾਂ ਨੂੰ<br>ਸਮਝਣ ਦੇ ਯੋਗ<br>ਹੋਣਗੇ। |
| FEBRUARY                                |                              |             |                                                                        |                                                                                    |                                                         |
| 34                                      | □□□ - 15<br>□□□□□ □□<br>□□□□ | 2Hr 35 mins | □□□□□□□□<br>□□□ □□□ □□□<br>□□□ □□□□□ □□<br>□□□□ ਕਰਨ ਲਈ<br>□□□□□□□ □□□□ | □□□□□□<br>□□□□ ਲਈ<br>□□□<br>□□□□□□<br>□□<br>□□□□<br>□□□□□□<br>□<br>□□□□□<br>□□□□□□ | ਵਿਦਿਆਰਥੀ ਹੱਕ ਸੱਚ<br>ਦੀ ਕਮਾਈ ਲਈ<br>ਪ੍ਰੇਰਿਤ ਹੋਣਗੇ।        |
| SKILL ASSESSMENT – NOTEBOOK + PORTFOLIO |                              |             |                                                                        |                                                                                    |                                                         |
| FINAL TERM EXAMINATION                  |                              |             |                                                                        |                                                                                    |                                                         |

| Topic/Chapter/Subtopic                              | Instructional Hours | Learning Objectives/Curriculum Goals                                              | Sub-Enrichment / Art Integrated Activities | Learning Outcomes                                                                                     |
|-----------------------------------------------------|---------------------|-----------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Computer System (Hardware, Software, Number System) | 3 hr.               | Students will understand hardware/software concepts and number system conversion. | Decimal to binary conversion activity      | Students will differentiate hardware/software and convert decimal numbers into binary and vice versa. |
| Formulas and Functions in MS-Excel                  | 3 hr.               | Students will learn formulas, functions, and cell references in MS-Excel.         | Monthly budgeting activity using Excel     | Students will apply formulas and functions correctly in worksheets.                                   |
| Charts in MS-Excel                                  | 2 hr.               | Students will create and format charts for data representation.                   | Plant growth chart activity                | Students will create and interpret charts visually.                                                   |
| Advanced Features of MS-Excel                       | 2 hr.               | Students will use sorting, filtering, and Goal Seek in Excel.                     | Marksheet filtering activity               | Students will analyze data and perform what-if analysis using Goal Seek.                              |
| Graphics in QBASIC                                  | 3 hr.               | Students will learn graphics statements and sound insertion in QBASIC.            | Drawing shapes and smiley face activity    | Students will create simple graphics and sound-based QBASIC programs.                                 |
| Control Statements and Loops in QBASIC              | 3 hr.               | Students will understand conditional and looping statements.                      | Multiplication table programming activity  | Students will implement loops and conditions in QBASIC programs.                                      |

|                                                                                 |       |                                                                              |                                          |                                                                                     |
|---------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------|
| HTML                                                                            | 3 hr. | Students will learn HTML document structure and text formatting.             | Create a timetable webpage               | Students will design simple HTML pages with tables and formatting.                  |
| Working with Flash CS6                                                          | 2 hr. | Students will learn animation techniques using Flash CS6.                    | Walking stick figure animation           | Students will create basic frame and tween animations.                              |
| Introduction to Photoshop                                                       | 2 hr. | Students will understand Photoshop tools and image editing basics.           | Background removal activity              | Students will edit images using selection and editing tools.                        |
| More on Photoshop                                                               | 3 hr. | Students will learn advanced Photoshop tools and layer management.           | Greeting card designing activity         | Students will create multi-layered creative compositions.                           |
| Internet Telephony                                                              | 2 hr. | Students will understand VOIP and online communication methods.              | Virtual parent-teacher meeting role play | Students will explain VOIP and demonstrate safe communication practices.            |
| Introduction to Python                                                          | 3 hr. | Students will learn Python basics, variables, and arithmetic operations.     | Area calculation program activity        | Students will create simple Python programs using variables and operators.          |
| Taking User Input and Decision Making                                           | 3 hr. | Students will learn input handling and decision-making statements in Python. | Even/Odd checking program                | Students will write Python programs using if/else conditions and logical operators. |
| Project Work<br>(Technopedia, Windows 11, Office 2021, Artificial Intelligence) | 4 hr. | Students will explore modern technology tools and AI applications.           | Presentation on AI in daily life         | Students will create research-based digital presentations on technology topics.     |

**Nom du livre : Idées 1 (méthode de français + cahier d'exercices)**

**Sujet : Français**

| MOIS      | Leçon                             | Heures | Activité                                                                | Résultat d'apprentissage                                                                     |
|-----------|-----------------------------------|--------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Avril     | Monsieur Lemieux va à Rennes      | 3      | Activité : la terminaison des verbes en « -er » et « aller » au présent | Dire l'heure<br>Exprimer des sentiments Parler des lieux où sortir                           |
| Mai       | Où vas-tu ?                       | 2/3    | Les Articles contractés                                                 | Décrire des objets et des personnes Distinguer entre le masculin et le féminin des adjectifs |
| Juillet   | Un tableau magnifique !           | 2/3    | Quelques tableaux célèbres Les stations de radio en France              | Distinguer entre les verbes ; « fais »<br>- « vais », « vont » - « font »                    |
| Août      | Évaluation                        | 3      |                                                                         |                                                                                              |
|           | Caroline visite sa nouvelle école | 3      | Discuter des loisirs                                                    | L'enchaînement et la liaison avec l'adjectif possessif                                       |
| Septembre | La maison de mes rêves            | 3      | Les monuments célèbres en France                                        | S'informer et informer sur les pays d'origine et les nationalités                            |

|          |                                                       |   |                                              |                                                                   |
|----------|-------------------------------------------------------|---|----------------------------------------------|-------------------------------------------------------------------|
| Octobre  | Évaluation<br>Programme<br>d'échange<br>international | 3 | La fiche d'identité<br>Les pays francophones | Faire des achats                                                  |
| Novembre | Léa achète une<br>nouvelle robe<br><br>Évaluation     | 3 | La mode<br>française Les<br>achats           | Exprimer des préférences<br><br>Parler des activités quotidiennes |
| Décembre | C'est délicieux !                                     | 3 | Les spécialités françaises                   | Parler des fêtes                                                  |
| Janvier  | Ma journée                                            | 3 | Les fêtes<br>françaises Le<br>climat         |                                                                   |
| Février  | C'est la fête !<br>Révision                           |   | Les saisons et leurs fêtes                   |                                                                   |

कक्षा - सप्तम

विषय - संस्कृत

पुस्तक - रुचिरा द्वितीयो भागः

अप्रैल , मई

| Ch.Topic                              | Hours | LEARNINFG OBJECTIVES<br>CURRICULUM GOALS      | SUB. ENRICHMENT/<br>PROJECTS/ ART<br>INTEGRATED CTIVITY | Learning outcomes                                    |
|---------------------------------------|-------|-----------------------------------------------|---------------------------------------------------------|------------------------------------------------------|
| पाठ - 1<br>सुभाषितानि                 | 2.15  | सद्वाक्यों की जानकारी                         | बोलकर, लिखकर                                            | सद्वाक्यों का ज्ञान प्राप्त हुआ                      |
| पाठ - 2<br>दुर्बुद्धिः विनश्यति       | 2.15  | बुद्धिहीन का विनाश की<br>जानकारी              | सामूहिक चर्चा<br>लेखन कार्य                             | बुद्धिहीन का विनाश का ज्ञान प्राप्त हुआ              |
| पाठ - 3<br>स्वावलम्बनम्               | 2.15  | अपना काम स्वयं करो की<br>जानकारी              | बोलकर, लिखकर<br>संवाद                                   | अपना काम स्वयं करो का ज्ञान प्राप्त हुआ              |
| पाठ - 4<br>हास्य बाल कवि<br>सम्मेलनम् | 2.15  | बाल कवियों की<br>जानकारी                      | लिखकर ,<br>उद्घाटित पुस्तक परीक्षण                      | बाल कवियों का ज्ञान प्राप्त हुआ                      |
| व्याकरणम्<br>प्रत्यय ,सन्धि           | 1.30  | धातुरूप , समास ,प्रत्यय ,<br>सन्धि की जानकारी | कक्षा परीक्षण                                           | धातुरूप , समास ,प्रत्यय , सन्धि का ज्ञान प्राप्त हुआ |
| अनुच्छेद                              | 1.30  | अनुच्छेद                                      | बोलकर, अपठित संवाद                                      | अनुच्छेद                                             |

|                                      |      |                                                                    |                                                 |                                                                              |
|--------------------------------------|------|--------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|
| पत्र                                 |      | पत्र की जानकारी                                                    | जुलाई, अगस्त                                    | पत्र का ज्ञान प्राप्त हुआ                                                    |
| पाठ - 5<br>पण्डिता रमाबाई            | 2.15 | पण्डिता रमाबाई जी की जीवनी की जानकारी                              | सामूहिक चर्चा                                   | पण्डिता रमाबाई जी की जीवनी का ज्ञान प्राप्त हुआ                              |
| पाठ -6<br>सदाचार                     | 2.15 | शिष्टाचार की जानकारी                                               | बोलकर,लेखन कार्य                                | शिष्टाचार का ज्ञान प्राप्त हुआ                                               |
| पाठ -7 संकल्प:<br>सिद्धिदायक:        | 2.15 | संकल्प की महत्ता की जानकारी                                        | संवाद                                           | संकल्प की महत्ता का ज्ञान प्राप्त हुआ                                        |
| पाठ -8<br>त्रिवर्ण ध्वज:             | 2.15 | राष्ट्रीय ध्वज की विशेषताओं की जानकारी                             | उद्घाटित पुस्तक परीक्षण                         | राष्ट्रीय ध्वज की विशेषताओं का ज्ञान प्राप्त हुआ                             |
| व्याकरण                              | 1.30 | धातुपाठ, शब्दरूप, पर्यायवाची शब्द विलोम शब्द और प्रत्यय की जानकारी | कक्षा परीक्षण                                   | धातुपाठ, शब्दरूप, पर्यायवाची शब्द विलोम शब्द और प्रत्यय का ज्ञान प्राप्त हुआ |
| अनुच्छेद<br>पत्र                     | 1.30 | अनुच्छेद पत्र की जानकारी                                           | अपठित संवाद, लिखकर                              | अनुच्छेद पत्र का ज्ञान प्राप्त हुआ                                           |
| पाठ - 9<br>अहमपि विद्यालयं गमिष्यामि | 2.15 | विद्यालय की आवश्यकता की जानकारी                                    | अक्टूबर, नवम्बर<br>बोलकर, लिखकर, सामूहिक चर्चा, | विद्यालय की आवश्यकता का ज्ञान प्राप्त हुआ                                    |
| पाठ - 10<br>विश्व बन्धुत्वम्         | 2.15 | विश्व में भाई-चारे की आवश्यकता की जानकारी                          | लेखन कार्य, संवाद                               | विश्व में भाई-चारे की आवश्यकता का ज्ञान प्राप्त हुआ                          |
| पाठ - 11                             | 2.15 | बुराई का बुरा ही फल                                                | बोलकर, लिखकर                                    | बुराई का बुरा ही फल होता है का ज्ञान प्राप्त हुआ                             |

|                                    |      |                                                          |                                       |                                                         |
|------------------------------------|------|----------------------------------------------------------|---------------------------------------|---------------------------------------------------------|
| समवायो हि दुर्जयः                  |      | होता है <b>की जानकारी</b>                                |                                       |                                                         |
| पाठ - 12<br>विद्याधनम्             | 2.15 | शिक्षा की आवश्यकता<br><b>की जानकारी</b>                  | <b>उद्घाटित पुस्तक परीक्षण</b>        | शिक्षा की आवश्यकता का ज्ञान <b>प्राप्त हुआ</b>          |
| व्याकरण                            | 1:30 | शब्दरूप<br>धातुरूप , कारक<br>प्रत्ययों <b>की जानकारी</b> | <b>उच्चारण करके<br/>लिखकरके</b>       | शब्दरूप ,धातुरूप ,प्रत्ययों का ज्ञान <b>प्राप्त हुआ</b> |
| अनुच्छेद<br>पत्र                   | 1.30 | अनुच्छेद<br>पत्र <b>की जानकारी</b>                       | <b>कक्षा परीक्षण,<br/>अपठित संवाद</b> | अनुच्छेद ,<br>पत्र का ज्ञान <b>प्राप्त हुआ</b>          |
|                                    |      |                                                          | जनवरी , फरवरी                         |                                                         |
| पाठ - 13<br>अमृतं संस्कृतम्        | 2.15 | संस्कृत की महत्ता <b>की<br/>जानकारी</b>                  | <b>सामूहिक चर्चा</b>                  | संस्कृत की महत्ता का ज्ञान <b>प्राप्त हुआ</b>           |
| पाठ - 14<br>अनारिकायाः<br>जिज्ञासा | 2.15 | कुछ नया जानने की इच्छा<br><b>की जानकारी</b>              | <b>उच्चारण करके<br/>लेखन कार्य</b>    | कुछ नया जानने की इच्छा का ज्ञान <b>प्राप्त हुआ</b>      |
| पाठ - 15<br>लालन गीतम्             | 2.15 | गीत का महत्व <b>की<br/>जानकारी</b>                       | <b>संवाद, लिखकरके</b>                 | गीत का महत्व का ज्ञान <b>प्राप्त हुआ</b>                |
| व्याकरण                            | 2.15 | प्रत्यय , सूक्ति <b>की<br/>जानकारी</b>                   | <b>बोलकर, लिखकर</b>                   | प्रत्यय , सूक्ति का ज्ञान <b>प्राप्त हुआ</b>            |
|                                    |      |                                                          |                                       |                                                         |
| अनुच्छेद पत्र                      | 1.30 | अनुच्छेद पत्र की<br>जानकारी                              | <b>कक्षा परीक्षण,<br/>अपठित संवाद</b> | अनुच्छेद पत्र का ज्ञान <b>प्राप्त हुआ</b>               |

## sCLASS - VII

## SUBJECT - MUSIC

## BOOK/S – MY MUSICBOOK

| Topic               | Instructional Hours | Curriculum Goals/Learning Objectives                             | Art Integrated Activity/Project                 | Learning Outcomes                                      |
|---------------------|---------------------|------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------|
| <b>April</b>        |                     |                                                                  |                                                 |                                                        |
| Instrument Training | 02 Hrs.             | To develop an understanding of the instrument they want to learn | Basic playing of Harmonium/Tabla/Congo/Keyboard | Students will be able to start learning the instrument |
| <b>May</b>          |                     |                                                                  |                                                 |                                                        |
| A Folk Song         | 02 Hrs.             | To learn a folk song                                             | Group singing                                   | Students will be able to enjoy magic of folk singing   |
| <b>July</b>         |                     |                                                                  |                                                 |                                                        |
| A Folk Song         | 02 Hrs.             | To learn about the folk music of a state                         | Group singing                                   | Students will be able to perform at Sahodya            |
| <b>August</b>       |                     |                                                                  |                                                 |                                                        |
| Partaal Gayan       | 02 Hrs.             | To build individual expression in shabad singing                 | Recitation of shabad individually               | Students will learn to perform in competitions         |
| <b>October</b>      |                     |                                                                  |                                                 |                                                        |
| Partaal Gayan       | 02 Hrs.             | To reinforce and polish rendition of the shabad                  | Recitation of shabad individually               | Students will learn to perform in competitions         |
| <b>November</b>     |                     |                                                                  |                                                 |                                                        |

|                     |         |                                                      |                                                   |                                                        |
|---------------------|---------|------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------|
| Instrument Training | 02 Hrs. | To progress in the instrument they want to learn     | Further playing of Harmonium/Tabla/Congo/Keyboard | Students will be able to proceed in instrument playing |
| <b>January</b>      |         |                                                      |                                                   |                                                        |
| Sports Meet Song    | 02 Hrs. | To instill confidence and enthusiasm for performance | Class activity of solo singing                    | Students will be able to learn and sing the song       |
|                     |         |                                                      | <b>February</b>                                   |                                                        |
| Sports Meet Song    | 02 Hrs. | To finalize and polish the sports event performance  | Class activity of solo singing                    | Students will be able to perform on stage              |

**SUBJECT: ART | CLASS: VII | SESSION: 2026–27**

| Topic/Chapter/Subtopic                                       | Instructional Hours | Learning Objectives/Curriculum Goals                                                                                                                                                                                                   | Sub-Enrichment / Art Integrated Activities                                                                                                | Learning Outcomes                                                                                                                                                                                  |
|--------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>APRIL (Ch 1–4)</b>                                        |                     |                                                                                                                                                                                                                                        |                                                                                                                                           |                                                                                                                                                                                                    |
| Elements of Art, Principles of Art, Still Life, Nature Study | 8 Hours             | <ul style="list-style-type: none"> <li>• To understand elements and principles of art</li> <li>• To develop observation skills</li> <li>• To study natural and man-made objects</li> <li>• To understand composition basics</li> </ul> | <ul style="list-style-type: none"> <li>• Still-life setup</li> <li>• Nature observation</li> <li>• Colour application practice</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to identify elements and principles of art.</li> <li>• Students will be able to draw still life with correct proportion.</li> </ul> |
| <b>MAY (Ch 5–6)</b>                                          |                     |                                                                                                                                                                                                                                        |                                                                                                                                           |                                                                                                                                                                                                    |

|                                                          |          |                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                               |
|----------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bird Study, Animal Study                                 | 8 Hours  | <ul style="list-style-type: none"> <li>• To understand structure of birds and animals</li> <li>• To study movement and posture</li> <li>• To improve observation skills</li> </ul>    | <ul style="list-style-type: none"> <li>• Sketch birds and animals</li> <li>• EVS integration</li> </ul>                         | <ul style="list-style-type: none"> <li>• Students will be able to draw birds and animals correctly.</li> <li>• Students will be able to show movement and form.</li> </ul>    |
| <b>JULY (Ch 7–8)</b>                                     |          |                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                               |
| Landscape, Cityscape                                     | 8 Hours  | <ul style="list-style-type: none"> <li>• To understand perspective and depth</li> <li>• To learn composition</li> <li>• To develop spatial understanding</li> </ul>                   | <ul style="list-style-type: none"> <li>• Landscape drawing</li> <li>• Outdoor observation</li> </ul>                            | <ul style="list-style-type: none"> <li>• Students will be able to create depth in drawings.</li> <li>• Students will be able to make balanced compositions.</li> </ul>        |
| <b>AUGUST (Ch 9–14)</b>                                  |          |                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                               |
| Human Anatomy, Body Proportions, Eyes, Hair, Nose, Lips  | 10 Hours | <ul style="list-style-type: none"> <li>• To understand human proportions</li> <li>• To study facial features</li> <li>• To improve detailing skills</li> </ul>                        | <ul style="list-style-type: none"> <li>• Practice facial features</li> <li>• Grid method</li> <li>• Expression study</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to draw facial features correctly.</li> <li>• Students will be able to maintain proper proportions.</li> </ul> |
| <b>OCTOBER (Ch 15–18)</b>                                |          |                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                               |
| Feet, Hands, Sketching, Portrait                         | 8 Hours  | <ul style="list-style-type: none"> <li>• To study detailed human parts</li> <li>• To improve sketching skills</li> <li>• To understand portrait drawing</li> </ul>                    | <ul style="list-style-type: none"> <li>• Hands &amp; feet practice</li> <li>• Portrait drawing</li> </ul>                       | <ul style="list-style-type: none"> <li>• Students will be able to draw hands and feet accurately.</li> <li>• Students will be able to create portraits.</li> </ul>            |
| <b>NOVEMBER (Ch 19–22)</b>                               |          |                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                                               |
| Composition, Cartoon Drawing, Stencil Art, Poster Design | 8 Hours  | <ul style="list-style-type: none"> <li>• To develop creative composition</li> <li>• To explore cartoon and design techniques</li> <li>• To understand visual communication</li> </ul> | <ul style="list-style-type: none"> <li>• Poster making</li> <li>• Cartoon drawing</li> <li>• Stencil work</li> </ul>            | <ul style="list-style-type: none"> <li>• Students will be able to create compositions.</li> <li>• Students will be able to design posters and cartoons.</li> </ul>            |

|                                                                           |          |                                                                                                                                                                       |                                                                                                                              |                                                                                                                                                                        |
|---------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>JANUARY (Ch 23–28)</b>                                                 |          |                                                                                                                                                                       |                                                                                                                              |                                                                                                                                                                        |
| Folk Art, Warli Art, Collage, Calligraphy, Mehendi Design, Digital Art    | 10 Hours | <ul style="list-style-type: none"> <li>• To explore traditional and modern art</li> <li>• To develop creativity</li> <li>• To understand decorative design</li> </ul> | <ul style="list-style-type: none"> <li>• Warli painting</li> <li>• Collage making</li> <li>• Calligraphy practice</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to create folk art designs.</li> <li>• Students will be able to apply decorative techniques.</li> </ul> |
| <b>FEBRUARY (Ch 29–34)</b>                                                |          |                                                                                                                                                                       |                                                                                                                              |                                                                                                                                                                        |
| Rangoli, Craft Time (Greeting Card, Paper Owl, Froggy, Mask, Bird Feeder) | 10 Hours | <ul style="list-style-type: none"> <li>• To develop craft skills</li> <li>• To enhance creativity</li> <li>• To understand design and decoration</li> </ul>           | <ul style="list-style-type: none"> <li>• Craft activities</li> <li>• Rangoli making</li> </ul>                               | <ul style="list-style-type: none"> <li>• Students will be able to create craft items neatly.</li> <li>• Students will be able to use materials creatively.</li> </ul>  |

CLASS – VII SUBJECT – DANCE

| Topic/Chapter/Subtopic | Instructional Hours | Learning Objectives/Curriculum Goals              | Sub-Enrichment / Art Integrated Activities | Learning Outcomes                                               |
|------------------------|---------------------|---------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------|
| April                  |                     |                                                   |                                            |                                                                 |
| Zumba                  | 2 hr.               | Students will learn basic Zumba steps and rhythm. | Rhythm-based fitness movements.            | Students will be able to perform basic Zumba steps confidently. |

|                      |       |                                                                     |                                            |                                                                   |
|----------------------|-------|---------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------|
| May                  |       |                                                                     |                                            |                                                                   |
| Zumba                | 2 hr. | Students will perform group choreography using Zumba steps.         | Creative group dance activity.             | Students will be able to coordinate and perform group routines.   |
| July                 |       |                                                                     |                                            |                                                                   |
| Folk Dance (Sahodya) | 2 hr. | Students will learn basic folk dance steps and cultural background. | Cultural folk dance performance.           | Students will be able to identify and perform folk dance steps.   |
| August               |       |                                                                     |                                            |                                                                   |
| Folk Dance (Sahodya) | 2 hr. | Students will practice folk choreography in groups.                 | Group formations and expressive movements. | Students will be able to perform coordinated folk dance routines. |
| October              |       |                                                                     |                                            |                                                                   |

|                                 |       |                                                                |                                                     |                                                                             |
|---------------------------------|-------|----------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------|
| Spiritual Dance                 | 2 hr. | Students will express emotions through dance movements.        | Expression through gestures and facial expressions. | Students will be able to express emotions through dance.                    |
| November                        |       |                                                                |                                                     |                                                                             |
| Spiritual Dance                 | 2 hr. | Students will practice graceful and controlled movements.      | Slow expressive movement activity.                  | Students will be able to perform graceful movements with control.           |
| January                         |       |                                                                |                                                     |                                                                             |
| Welcome Dance for Athletic Meet | 2 hr. | Students will learn choreography for school event performance. | Stage formation and presentation activity.          | Students will be able to perform confidently on stage during school events. |
| February                        |       |                                                                |                                                     |                                                                             |
| Welcome Dance for Athletic Meet | 2 hr. | Students will rehearse and polish dance performance with       | Final stage practice and presentation.              | Students will be able to present a complete dance performance               |

|  |  |                              |  |                                    |
|--|--|------------------------------|--|------------------------------------|
|  |  | coordination and confidence. |  | confidently and with coordination. |
|--|--|------------------------------|--|------------------------------------|

SUBJECT: Physical Education

| Topic/Chapter/Subtopic                                                                   | Instructional Hours | Learning Objectives/Curriculum Goals                                                                 | Sub-Enrichment / Art Integrated Activities           | Learning Outcomes                                                |
|------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------|
| <b>April</b>                                                                             |                     |                                                                                                      |                                                      |                                                                  |
| Introduction to Physical Education, Fitness Drill & Warming Techniques, Training Methods | 3 hr.               | Students will understand the importance of physical education, fitness drills, and training methods. | Free hand exercises, warm up and cool down routines  | Students will improve basic fitness awareness and motor skills.  |
| <b>May</b>                                                                               |                     |                                                                                                      |                                                      |                                                                  |
| Athletics – Running Techniques, Ball Games & First Aid                                   | 3 hr.               | Students will learn running techniques, basic ball game skills, and first aid measures.              | Skill-based athletic drills and first aid activities | Students will develop speed, coordination, and safety awareness. |
| Summer Vacation Activities – Fitness Challenges, Exercises & Nutrition Chart             | 2 hr.               | Students will practice home fitness routines and understand healthy lifestyle habits.                | Home-based fitness tracking and game rule activities | Students will develop self-discipline and fitness awareness.     |
| <b>July</b>                                                                              |                     |                                                                                                      |                                                      |                                                                  |

|                                                                         |       |                                                                                                  |                                                                  |                                                                                    |
|-------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Yoga and Basic Asanas,<br>Stretching Games & Team<br>Games              | 3 hr. | Students will learn yoga<br>postures, stretching<br>techniques, and team<br>coordination skills. | Group yoga<br>sessions and<br>team<br>coordination<br>drills     | Students will improve flexibility,<br>focus, and cooperative learning.             |
| August                                                                  |       |                                                                                                  |                                                                  |                                                                                    |
| Minor Games, Lead-up Games<br>& Drill/March Past                        | 3 hr. | Students will learn basic<br>game rules, lead-up games,<br>and parade discipline.                | Practice of<br>games and<br>march past<br>training               | Students will enhance leadership<br>and foundational game<br>techniques.           |
| September                                                               |       |                                                                                                  |                                                                  |                                                                                    |
| Height & Weight<br>Measurement, Team Games &<br>Health Education        | 3 hr. | Students will understand<br>physical fitness<br>measurements and health<br>awareness.            | Team play and<br>health<br>awareness<br>sessions                 | Students will develop physical<br>awareness and understanding of<br>mental health. |
| October                                                                 |       |                                                                                                  |                                                                  |                                                                                    |
| Hygiene and Safety in Sports,<br>Mini Games & Health Fitness            | 2 hr. | Students will learn safety<br>measures, hygiene habits,<br>and fitness concepts.                 | Mini game<br>training and<br>lifestyle<br>discussion             | Students will understand safety<br>habits and the importance of<br>hygiene.        |
| November                                                                |       |                                                                                                  |                                                                  |                                                                                    |
| Throwing Accuracy, Physical<br>Fitness Activities & Health<br>Education | 3 hr. | Students will improve<br>throwing skills, fitness, and<br>balanced diet awareness.               | Accuracy<br>training and<br>nutrition<br>awareness<br>activities | Students will improve precision<br>and understanding of balanced<br>nutrition.     |
| December                                                                |       |                                                                                                  |                                                                  |                                                                                    |

|                                                                 |       |                                                                                                     |                                                      |                                                                     |
|-----------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|
| Drugs Awareness, Indoor Games & Fitness Obstacles               | 2 hr. | Students will understand the harmful effects of drugs and participate in indoor fitness activities. | Campaigns, indoor competitions, and obstacle courses | Students will build awareness and develop an adventurous mindset.   |
| January                                                         |       |                                                                                                     |                                                      |                                                                     |
| Recreational & Cultural Games, Leadership Games & Sportsmanship | 3 hr. | Students will learn teamwork, leadership, and ethical behavior in sports.                           | Team-based games and group discussions               | Students will develop teamwork, cultural values, and sportsmanship. |
| February                                                        |       |                                                                                                     |                                                      |                                                                     |
| Height & Weight Measurement & Final Fitness Activities          | 2 hr. | Students will assess physical fitness and monitor personal growth.                                  | Final fitness assessment and tracking activities     | Students will monitor physical development and set fitness goals.   |