

**KENDRIYA VIDYALAYA SANGATHAN CHENNAI REGION MINI SPLIT UP OF SYLLABUS 2021-**

**CLASS VII ENGLISH HONEY COMB , AN ALIEN HAND**

NAME OF THE EXAMINATION	TEXT BOOK HONEY COMB, AN ALIEN HAND	TOPIC	No. of working days (approx)	Total periods available (approx)	No. of periods required	Month
		BRIDGE COURSE / WARMING UP	9	3		JUNE
		READING AND LISTENING COMPREHENSION PASSAGES			1	
		FORMAL LETTER WRITING - LEAVE APPLICATION			1	
		GRAMMAR – GAP FILLING, EDITING, REORDERING OF WORDS			1	
	PROSE	THE THREE QUESTIONS	24	8	3	JULY
	POEM	THE SQUIRREL			1	
	SUPPLEMENTARY	THE TINY TEACHER			1	
	PROSE	THE GIFT OF CHAPPALS (USE OF MULTILINGUALISM) ART INTEGRATION PROJECT			3	
	POEM	THE REBEL	23	8	1	AUGUST
PT 1 PORTIONS TILL JULY/AUGUST	PROSE	GOPAL AND THE HILSA FISH (USE OF MULTILINGUALISM)			1	
		GOPAL AND THE HILSA FISH (SEA) 1. INTERDISCIPLINARY ACTIVITY - GEOGRAPHY 2. ART INTEGRATION				
	POEM	THE SHED			1	
	SUPPLEMENTARY	BRINGING UP KARI			1	
	PROSE	THE ASHES THAT MADE THE TREES BLOOM			3	
	WRITING	NOTICE - LOST AND FOUND, INFORMAL LETTER			1	
	POEM	CHIVVY	24	8	1	SEPTEMBER
	PROSE	QUALITY			2	
	SUBJECT ENRICHMENT	QUALITY (SEA)				
	SUPPLEMENTARY	THE COP AND THE ANTHEM			1	
	SUPPLEMENTARY	GOLU GROWS A NOSE			1	
	POEM	TREES			1	
		REVISION - GRAMMAR, WRITING AND READING			2	
		THE DESERT - HOLIDAY HOMEWORK (SEA)				
<b>I TERM END TEST/ HALF YEARLY PORTIONS TILL SEPTEMBER</b>						
		II TERM				
	PROSE	EXPERT DETECTIVES (SEA)	14	6		OCTOBER
	PROSE	INVENTION OF VITA WONK			1	
	PROSE	INVENTION OF VITA WONK - INTERDISCIPLINARY ACTIVITY (SCIENCE)			1	
	SUPPLEMENTARY	I WANT SOMETHING IN A CAGE (CREATIVE AND CRITICAL THINKING)			1	
	POETRY	MYSTERY OF THE TALKING FAN SEA	24	8	1	NOVEMBER
	POETRY	MEADOW SURPRISES			1	
	PROSE	FIRE: FRIEND AND FOE			3	
	SUPPLEMENTARY	CHANDNI (CREATIVE AND CRITICAL THINKING)			2	
	POETRY	DAD AND THE CAT AND THE TREE -			1	
PT 2 PORTIONS TILL DECEMBER	POETRY	LISTENING EXERCISE FROM INTERACTIONS (NCERT)	18	5		DECEMBER
	SUPPLEMENTARY	THE BEAR STORY			1	
	PROSE	A BICYCLE IN GOOD REPAIR			3	
		GRAMMAR - EDITING, OMISSION, REORDERING AND TEXTUAL EXERCISE			1	
	PROSE	WINTER BREAK				
	PROSE	THE STORY OF CRICKET (SEA)	20	7	2	JANUARY
	SUPPLEMENTARY	A TIGER IN THE HOUSE			2	
	SUPPLEMENTARY	AN ALIEN HAND (SEA)			2	
SEE/ II TERM END TEST	WRITING	WRITING - NOTICE, MESSAGE			1	
	REVISION	DOUBT CLEARING SESSIONS/ REVISION OF SECOND TERM LEARN	23	8		FEBRUARY
	REVISION	WRITING - PARAGRAPH, LETTER WRITING			2	
	REVISION	GRAMMAR AND WRITING, EDITING, OMISSION			2	
	REVISION	LITERATURE			4	
	SEE/ II TERM END TEST		4	1		1 MARCH

PLEASE NOTE

**MINIMUM PERIODS FOR SUBJECT ENRICHMENT ACTIVITIES AND NEED NOT BE TESTED**

Term 1:

- A PROSE GOPAL AND THE HILSA FISH
- B PROSE QUALITY
- C SUPPLEMENTARY DESERT

Term 2:

- A PROSE EXPERT DETECTIVE
- B PROSE STORY OF CRICKET
- C SUPPLEMENTARY AN ALIEN HAND
- D POEM MYSTERY OF THE TALKING FAN

**INTER DISCIPLINARY APPROACH**

- A PROSE GOPAL AND THE HILSA FISH
- B SUPPLEMENTARY DESERT
- C PROSE QUALITY
- D PROSE STORY OF CRICKET

केन्द्रीय विद्यालय संगठन . चेन्नै संभागः					
KENDRIYA VIDYALAYA SANGATHAN . CHENNAI REGION					
Split up of Syllabus 2021-22					
विषयः संस्कृतम् SUBJECT: SANSKRIT CLASS VII					
क्रम. सं.	मासः	तात्कालीन अवधयः	आनलाइन शिक्षणार्थम् अवधयः	पाठ्यवस्तु	परीक्षा
S.No.	Month	Period	Tentative no of periods available ONLINE Teaching	Topic	Test/ Examination
<b>TERM -1</b>					
0	अप्रैल	0	0	Zero Month	
1	मई/जून	9	2	सुभाषितानि	
2	जुलै	24	4	दुर्बुद्धिः विनश्यति	PT 1
3				स्वावलम्बनम्	
4	अगस्त	23	4	हास्यबालकवि- सम्मेलनम्/ पण्डिता रमाबाई	
5	सितम्बर	24	4	सदाचारः	HALF YEARLY EXAM
6			TERM II		
8	अक्तूबर	14	2	त्रिवर्णः ध्वजः	
9	नवम्बर	24	4	गमिष्यामि।	
10				विश्वबन्धुन्त्वम्	
11	दिसम्बर	18	3	समवयो हि दुर्जयः	
12	जनवरी	20	4	अमृतं संस्कृतम्	PT II
13					
14	फरवरी	23	4	आनरिकयाः जिज्ञासा लालनगीतम्	
15	मार्च	6	2	॥पुनरावृत्तिः॥	SESSION ENIDNG EXAMINATION

**केन्द्रीय विद्यालय संगठन, चेन्नै संभाग**  
(ग्रीष्मकालीन स्टेशनों पर स्थित केन्द्रीय विद्यालयों के लिए)  
**विभाजित पाठ्यक्रम (2021-2022)**  
**कक्षा - सातवीं**

पाठ्यपुस्तक - 1 वसंत भाग -2  
2 बाल महाभारत

क्र सं	परीक्षा का नाम	पाठ	पाठ का नाम	आवश्यक संभावित कालांशों की संख्या	उपलब्ध कुल कालांशों की संख्या (ऑनलाइन शिक्षण हेतु)	आवश्यक संभावित कार्यदिवसों की संख्या	माह
1			सेतु पाठ पढ़ने की समझ के अंश - अनुच्छेद लेखन संवाद लेखन अपठित बोध	1 1 1	6	9	जून
2	आवधिक परीक्षा -1	कविता बालमहाभारत	1 हम पंछी उन्मुक्त गगन के (बालमहाभारत : महाभारत कथा , देवव्रत ) पत्र लेखन	1 1 1			
3		पाठ पाठ बालमहाभारत	2 दादी माँ 3 हिमालय की बेटियाँ 4 कठपुतली ( बालमहाभारत : भीष्म प्रतिज्ञा से लाख का घर ) अपठित बोध अनुच्छेद लेखन	1 2 4 1 1	9	24	जुलाई
4		पाठ पाठ बालमहाभारत	5 मिठाईवाला 6 रक्त और हमारा शरीर 7 पापा खो गए (बालमहाभारत : पांडवों की रक्षा से शकुनि का प्रवेश ) संवाद लेखन	2 2 3 1	8	23	अगस्त
5	अर्द्धवार्षिक परीक्षा	कविता पाठ बालमहाभारत	8 शाम एक किसान 9 चिड़िया की बच्ची 10 अपूर्व अनुभव चौसर का खेल व: बालमहाभारत)द्रौपदी की व्यथा से मायावी सरोवर ( अनुच्छेद लेखन	1 2 4 2	9	24	सितंबर
6		कविता बालमहाभारत	11.रहीम के दोहे (बालमहाभारत ( यक्ष प्रश्न से विराट का भ्रम-	2 2	4	14	अक्तूबर
7	आवधिक परीक्षा -2	पाठ कविता पाठ बालमहाभारत	12. कंचा 13. एक तिनका 14. खानपान की बदलती तसवीर 15. नीलकंठ (बालमहाभारत (मंत्रणा से राजदूत संजय :	2 1 2 4	9	24	नवंबर
8		कविता पाठ बालमहाभारत	16.भोर और बरखा - 17.वीर कुंवर सिंह 18.संघर्ष के कारण मैं तुनुकमिज़ाज हो गया धनराज: (बालमहाभारत :शांतिदूत श्रीकृष्णसे भीष्म शर शैया पर -)	1 2 3	6	18	दिसंबर
9	वार्षिक परीक्षा	पाठ बालमहाभारत	19.आश्रम का अनुमानित व्यय (बालमहाभारत बारहवां : दिन से अश्वत्थामा(	2 4	6	20	जनवरी
10			विप्लव गायन				

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(ग्रीष्मकालीन स्टेशनों पर स्थित केन्द्रीय विद्यालयों के लिए)  
विभाजित पाठ्यक्रम (2021-2022)  
कक्षा - सातवीं

		बालमहाभारत	(बालमहाभारत : युधिष्ठिर की वेदना से श्री कृष्ण और युधिष्ठिर( पुनरावृत्ति ।	7	7	23	फरवरी
			वार्षिक परीक्षा				मार्च

टिप्पणी - निम्नलिखित पाठों से लिखित परीक्षा में प्रश्न नहीं पूछे जाएंगे , ये पाठ केवल गतिविधि के लिए हैं ।

- 1 कठपुतली
- 2 पापा खो गए
- 3 अपूर्व अनुभव
- 4 नीलकंठ
- 5 वीर कुंवर सिंह
- 6 विप्लव गायन

KENDRIYA VIDYALAYA SANGATHAN: CHENNAI REGION						
CLASS 7 MATHEMATICS SPLIT - UP SYLLABUS (2021-22)						
MONTH	NO. OF PERIODS	TOPIC TO BE COVERED	LEARNING OBJECTIVES	LEARNING OUTCOMES	ACTIVITES / PRACTICALS	DELETED TOPICS
APRIL (13 PERIODS)	1. Integers(6)	1.1 Introduction 1.2 Recall 1.3 Properties of addition and subtraction of Integers 1.4 Multiplication of Integers 1.5 Properties of multiplication of Integers 1.6 Division of Integers 1.7 Properties of Division of Integers	1. Recall integers in order to differentiate between whole numbers and integers 2. Represent integers on a number line in order to perform operations and verify properties of integers 3. Apply properties of addition and subtraction of integers in order to simplify arithmetic expressions. 4. Apply rules of multiplication of integers in order to solve various arithmetic expressions and contextual problems. 5. Apply properties of multiplication of integers in order to simplify arithmetic expressions. 6. Infer division of integers as inverse operation of multiplication in order to & write multiplication statement into corresponding division statement. 7. Apply properties of division of integers in order to simplify arithmetic expressions.	1. Applies rules for multiplication and division in order to solve problems involving two integers with same or different signs.	ACTIVITY 29. To divide integers using unit squares of different colours. 30. To multiply integers using unit squares of different colours.	EX 1.1 – QN 5,6,10 EX 1.3 – QN 7,8,9 EX 1.4 – QN 5,6,7
MAY/JUNE (5 PERIODS)	2. Fractions and Decimals(7)	2.1 Introduction 2.2 Fractions 2.3 Multiplication of Fractions 2.4 Division of Fractions	1. Define proper, improper and mixed fractions in order to distinguish between them. 2. Multiply (or divide) numerator and denominator with the same number in order to write equivalent fractions. 3. Multiply fractions in order to calculate the total number of parts. 4. Divide two fractions in order to find the smaller parts of the fraction.	1. Applies repeated addition and subtraction in order to interpret the division and multiplication of fractions. 2. Applies algorithms for multiplication and division in order to multiply and divide fractions/decimals.	ACTIVITY 28. To multiply a fraction by a number. 36. To divide a fraction by another fraction. 37. To divide a fraction by a natural number. 41. To multiply two decimal using a grid	EX 2.1 – FULL EX 2.5 – QN 6,7,8,9
	2. Fraction and Decimals (cont)	2.5 Decimal numbers 2.6 Multiplication of Decimals 2.7 division of Decimals	1. Recall and apply concept of decimal representation and expansion in order to perform mathematical operations on decimal. 2. Find the intersection of 2 decimal numbers on the grid in order to represent their product. 3. Convert decimals into fractions in order to divide decimal number by another decimal number.	1. Expresses a fraction as percentages and decimals in order to solve daily life problems.		
JULY (13 PERIODS)	3. Data Handling(5)	3.1.Introduction 3.2 Collecting data 3.3 Organisation of Data 3.4 Representative Values 3.5 Arithmetic mean 3.6 Mode 3.7 Median 3.8 Use of Bar graphs	1. Collect, record and present data in order to organize experiences and draw inferences from them. 2. Organize raw data into tabular form in order to make data easier to interpret. 3. Calculate average in order to represent the central tendency of the data. 4. Calculate arithmetic mean in order to find its position in the data. 5. Calculate mode of the data in order to find the observation that occurs most often in the data set 6. Calculate median of the data in order to find the observation that lies in the middle of the data set 7. Represent data using double bar graph in order to compare and discuss two collection of data at a glance.	1. Represents data pictorially in order to interpret data using bar graph. 2. Calculates mean, median and mode in order to find various representative values for simple data from her/his daily life.	ACTIVITY 56. To collect data and represent this through a bar graph.	EX 3.3 – QN 1,2,3,6 3.9 Chance and probability ex.4
<b>PERIODIC TEST - 1</b>						
	4. Simple Equations(8)	4.1 Mind-reading game 4.2 Setting up of an equation 4.3 Review of what we know 4.4 What equation is? 4.5 more Equations 4.6 From solution to equations 4.7 Application of simple equations to practical situations	1. Use number and variable with different operations in order to express a real life situation in the form of a simple linear equation. 2. Convert the given equation in words in order to express it in statement form. 3. Use trial and error method in order to determine the solution of a simple equation. 4. Create a strategy in order to solve the given simple equation. 5. Use the given solution in order to construct equations from it. 6. Construct simple equations in order to solve them for the given contextual problems/ puzzles.	1. Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation.		EX 4.1 – QN 6 EX 4.3 – QN 4 EX 4.4 – FULL
AUGUST (13 PERIODS)	5. Lines and Angles(6)	5.1 Introduction 5.2 Related angles 5.3 Pair of lines 5.4 Checking for parallel lines	1. Recall the concept of line, line segment and angles in order to identify them in the given figure(s). 2. Identify different types of angles in order to determine the measure of unknown angles in the given figure. 3. Use the properties of angles made by a transversal of parallel lines in order to determine the measure of unknown angles. 4. Create a strategy in order to determine whether the given lines are parallel or not.	1. Classifies pairs of angles based on their properties in order describe linear, supplementary, complementary, adjacent and vertically opposite angles. 2. Verifies the properties of various Pairs of angles formed when a transversal cuts 2 lines in order demonstrate the properties of angles when two lines are parallel.	ACTIVITY 64. Checking for parallel lines.	
	6. The Triangle and its properties(7)	6.1 Introduction 6.2 Median of a triangle 6.3 Altitudes of a triangle 6.4 Exterior angle of triangle 6.5 angle sum of a triangle 6.6 Two special triangles: Equilateral and Isosceles 6.8 Right angle triangle and Pythagoras theorem	1. Recall the parts of a triangle in order to describe it for the given triangle. 2. Describe median of a triangle in order to identify it for the given triangle. 3. Describe altitude of a triangle in order to identify it for the given triangle. 4. Apply the exterior angle property of a triangle in order to find the measure of the unknown angle in the given triangle. 5. Use appropriate property in order to determine the measure of the unknown angle(s) in the given figure. 6. Apply the Pythagoras property in order to find the length of the unknown side in a right-angled triangle.	1. Applies angle sum property of a triangle to calculate unknown angles of a triangle when its two angles are known.	ACTIVITY 58. To make medians of triangle by paper folding. 61. To verify Pythagoras theorem. 65. To verify the angle sum property of triangle.	EX 6.5 – QN 6,7,8 6.7 Sum of the lengths of two sides of a triangle ex.4
SEPTEMBER (12 PERIODS)	7. Congruence of Triangles(5)	7.1 Introduction 7.2 Congruence of plane figures 7.3 Congruence among line segments 7.4 Congruence of angles 7.5 Congruence of triangles 7.6 Criteria for congruence of triangles 7.7 Congruence among right angled triangles	1. Experiment superposition of different figures in order to verify congruence of two figures. 2. Experiment superposition of different lengths in order to understand congruence of two line segments and vice versa. 3. Experiment superposition of different angles in order to understand congruence of two angles and vice versa. 4. Give example(s) in order to discuss the congruence of triangles and its corresponding parts under a given correspondence. 5. Use Congruence criterion in order to examine whether the given triangles are congruent or not. 6. Use any appropriate criterion of congruency in order to check whether the given triangles are congruent or not.	1. Applies the similarity rules in order to explain the congruency of triangles on the basis of the information given about them like (sas, sas, asa, rts).		EX 7.2 – QN 4,5,6,7,8
<b>REVISION</b>						
<b>PERIODIC TEST- II / HALF - YEARLY EXAMINATION</b>						
OCTOBER (6 PERIODS)	8. Comparing Quantities(6)	8.1 Introduction 8.2 Equivalent ratios 8.3 PERCENTAGE 8.4 Use of percentages 8.5 Prices related to an item or buying and selling 8.6 Charge given on borrowed money or simple interest	1. Compare the units of the quantities in order to represent them in ratio. 2. Equate ratios in order to represent them in proportion. 3. Convert percentages to fractions or decimals in order to solve real life problems. 4. Calculate increase or decrease in quantity as percentage in order to examine change in quantity based on real life problems. 5. Calculate cost and selling price in order to determine profit/loss percentage. 6. Understand the concept of simple interest in order to interpret word problems.	1. Applies algorithm to calculate percentages in order to calculate profits, loss and rate of interest in simple interest calculation.	To collect cost price and selling price of 10 items and finding profit or loss percent.	EX 8.3 – QN 3,4,6,7,10,11
NOVEMBER (12 PERIODS)	9. Rational numbers(9)	9.1 Introduction 9.2 Need for rational numbers 9.3 What are rational numbers 9.4 positive and negative rational numbers 9.5 Rational numbers on a number line 9.6 Rational numbers in standard form 9.7 Comparison of Rational numbers 9.8 Rational numbers between two rational numbers 9.9 Operation rational numbers	1. Define rational numbers in order to classify a number as a rational number. 2. Represent integers in the form of numerator/denominator where denominator is non-zero in order to define rational numbers. 3. Multiply numerator and denominator by same non-zero integer in order to find equivalent rational numbers. 4. Define positive and negative rational numbers in order to classify a number as either of them. 5. Construct a number line in order to represent rational numbers on it. 6. Simplify rational number such that there is no common factor between numerator and denominator in order to represent the number in standard form. 7. Determine the distance of a rational number from 0 in order to compare them. 8. Calculate and find rational numbers between any 2 rational numbers in order to infer that there are infinite rational numbers between any 2 given rational numbers.	1. Applies appropriate mathematical operations on rational numbers in order to solve problems related to daily life situations.	Representation of rational number on number line	

			9. Apply the rules of rational numbers operations in order to simplify arithmetic operation.			
	<b>10. Practical Geometry(3)</b>	10.1 Introduction 10.3 Construction of triangles 10.4 Constructing triangle with SSS 10.5 Constructing triangle with SAS 10.6 Constructing triangle with ASA 10.7 Constructing triangle with RHS	1. List and execute steps in order to construct a triangle given the measures of its three sides. 2. List and execute steps in order to construct a triangle when any of its two lengths and an angle between them is given. 3. List and execute steps in order to construct a triangle when any of its two angles and the side included between them is given. 4. List and execute steps in order to construct a right-angled triangle when the length of one leg and its hypotenuse are given.	1. Uses ruler and a pair of compasses in order to construct the triangles.		10.2 Construction of parallel lines ex10.1
<b>DECEMBER (9 PERIODS)</b>	<b>11. Perimeter and area(5)</b>	11.1 Introduction 11.2 Squares and rectangles 11.3 Area of parallelogram 11.4 Area of triangles 11.5 Circles 11.6 Conversion of units	1. Describe the area and perimeter of plane figures in order to find the same for square and rectangle. 2. Recall the concept of congruent figures in order to generalise the area of congruent parts of rectangles. 3. Develop and apply a formula in order to determine the area of a parallelogram. 4. Compare the area of a triangle and its corresponding parallelogram in order to discuss their relation. 5. Develop and apply the formula in order to find the area of a circle and semicircle. 6. Convert units in order to measure area or perimeter in other units.	1. Applies properties of simple shape in order to calculate the areas of the regions enclosed in a rectangle, a square, parallelogram, triangle and circle.	ACTIVITY 47. To find the ratio of circumference and diameter of the circle. 52. To obtain a formula for the area of the circle. 66. To obtain formula for the area of the parallelogram. ART INTEGRATION PROJECT Create Mandala art using simple geometrical shapes.	EX 11.2 – QN 5.6,7,8 EX 11.3 – QN 9,12,13,14,15 11.7 Application ex1.4
	<b>12. Algebraic expressions(4)</b>	12.1 Introduction 12.2 How are expressions formed? 12.3 Terms of an expression 12.4 Like and unlike terms 12.5 Monomial, binomial, trinomial and polynomials	1. Describe algebraic expressions in order to distinguish them from arithmetic expressions. 2. Combine variables and constants in order to form an algebraic expression for the given statement. 3. Examine the given algebraic expression in order to determine its terms and their factors. 4. Examine the algebraic factors of the given terms in order to distinguish between like and unlike terms. 5. Examine the given algebraic expressions in order to classify them as monomial, binomial, trinomial, polynomial.	1. Translates a real-life situation in the form of a simple algebraic equation in order to arrive at a generalized problem and solution for the situation.	ACTIVITY 54. To add two algebraic expressions.	12.8 Using algebraic Expressions- Formulas and Rules ex12.4
<b>PERIODIC TEST - III</b>						
<b>JANUARY (12 PERIODS)</b>	<b>12. Algebraic expressions(CONT)(3)</b>	12.6 Addition and subtraction of algebraic expressions 12.7 Find the value of an expression	1. Combine like terms in order to simplify the given algebraic expression. 2. Use the given value of variable(s) in order to evaluate the algebraic expression.	1. Applies algebraic properties in order to add/subtract two algebraic expressions.		
	<b>13. Exponents and powers (6)</b>	13.1 Introduction 13.2 Exponents 13.3 Laws of exponents 13.4 Miscellaneous examples 13.5 Decimal number system 13.6 Expressing large numbers in standard form	1. Describe exponential form of numbers in order to express numbers in exponential notation. 2. Examine the exponential form of the given number in order to identify its base and exponent. 3. Apply laws of exponents in order to simplify a given expression. 4. Expand the given number using powers of 10 in order to express it in the exponent form. 5. Represent large numbers in exponential form in order to read, understand and compare them easily.	1. Applies properties of exponential numbers in order to simplify problems involving multiplication and division of large numbers.		EX 13.1 – QN 4,8
	<b>14. Symmetry(3)</b>	14.1 Introduction 14.2 Line of symmetry for regular polygons 14.3 Rotational symmetry	1. Give examples and non-examples in order to describe symmetrical figures. 2. Determine lines of symmetry for the given figures in order to classify them on the basis of no. of lines of symmetry. 3. Examine the given figure in order to determine its order of rotation.	1. Able to define symmetry and identify and list examples of symmetrical objects, both manmade and in nature. 2. Identify objects with reflectional and rotational symmetry.	ACTIVITY 51. To find the order of rotational symmetry of a given figure.	
<b>FEBRUARY (12 PERIODS)</b>	<b>15. Visualising solid shapes(3)</b>	15.1 Introduction 15.2 Faces, edges and vertices 15.3 Nets for building 3D shapes 15.5 Viewing different sections of a solid	1. Discuss and give examples in order to differentiate between plane figures and solid shapes. 2. Examine different solid shapes in order to identify and count their number of faces, edges and vertices. 3. Build nets of 3D shapes in order to understand their properties. 4. Examine cross sections of different solid shapes in order to interpret and visualise different planes.	1. Examine different solid shapes in order to identify and count their number of faces, edges and vertices. 2. Examine cross sections of different solid shapes in order to interpret and visualise different planes.	To find out the nets of given 3D shapes	15.4 drawing solids on a flat surface ex15.2 ex15.4
<b>REVISION</b>						
<b>MARCH</b>	<b>SESSION ENDING EXAMINATION</b>					

<b><u>SELF LEARNING VIDEOS</u></b>
<a href="https://www.youtube.com/watch?v=71stPLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu">https://www.youtube.com/watch?v=71stPLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu&amp;list=PLW62Iu</a>
<b><u>ACTIVITIES - PRACTICALS, PROJECTS</u></b>
<a href="https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem103.pdf">https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem103.pdf</a>
<a href="https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem104.pdf">https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem104.pdf</a>
<a href="https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem105.pdf">https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem105.pdf</a>
<a href="https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem106.pdf">https://ncert.nic.in/pdf/publication/scienceLaboratoryManuals/class10/III/mathematics/ahem106.pdf</a>
<b><u>ART INEGRATION LEARNING</u></b>
<a href="http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf">http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf</a>




















































































**KENDRIYA VIDYALAYA SANGATHAN CHENNAI REGION**  
**SPLIT UP SYLLABUS**  
**SESSION-2021-2022**

**CLASS:VII**

**SUBJECT – SOCIAL SCIENCE**

**TERM –I**

Sr. No.	Month	Unit Name and Number	Competencies/ Skills	No. of Online Periods Required	Learning Objectives	Targeted Learning Outcome	AAC Based Pedagogical Processes	Sources	Assessment Strategies
1.	APRIL/ MAY	<b>History: Chapter-1</b>  <b>Tracing changes through a thousand years</b>	1. Identification  2. Analysis  3. Critical Thinking Familiarize the concepts of historical sources, rise of old & new religions.  4. Report writing Interpretation .	4	1. Identifies and provides examples of sources to study various periods in History. 2. Analyses through local environment e. g. Manuscripts/painting/Historical monuments. 3. Critically examines the origin of new social, political & religious group.	1. Relates key historical developments during medieval period occurring in one place with another and describes them in order to reflect on the changes in society during medieval period and compare it with present day time. 2. Comprehension of passages from primary sources to secondary	1. Flow chart - various periods in History. 2. Identify different sources of history available in books /local environment e.g., extracts from manuscripts / maps / illustrations / painting /historical monuments /films, biographical dramas, tele-serials, folk	<a href="https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm">https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm</a>  <a href="http://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/">http://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/</a>	1. Work Sheet-Fill in the blanks and Match the following . 2. Picture reflection - Identification of various sources of History .3. Map Pointing

					4 .To know that calligraphy and the cartography are also developed during medieval period	sources 3. Finding out similarities/differences between learners own life and surroundings with that of medieval period	dramas and interpret these to understand the time.		
		<b>Geography: Chapter- 1 Environment</b>	<p>1.Observation of surroundings/ environment</p> <p>2.Recall and explanation of major domains of the earth</p> <p>3.Understanding Ecosystem</p> <p>4.Differentiate – biotic and abiotic environment</p> <p>5.Co-relate – and Analysing / natural and human environment</p>	4	<p>1.-To understand the different components of Natural environment. ,various measures of maintaining natural environment.</p> <p>2.To know about the problems of human Environment</p> <p>3. To Understand the solutions of the problems that are faced by human environment</p>	<p>1.Describes different components of the environment to show understanding of the interrelationship between natural environment and human habitation</p> <p>2.Takes interest in exploring the surroundings, observes the details</p> <p>3.Shows sensitivity to the need for conservation of natural resources - air, water, energy, flora and fauna.</p>	<p>Discuss with parents/grand parents about the changes which have taken place over the years.</p> <p>Discuss and identify various components of the environment with the help of figure-components of environment.</p> <p>Imagine an ideal environment where they would love to live and draw the picture of their ideal environment. Those who may not prefer to draw can prepare a write up or a</p>	 <p><a href="https://diksha.gov.in/play/content/do_31281765347083059211675">https://diksha.gov.in/play/content/do_31281765347083059211675</a></p> <p><a href="https://diksha.gov.in/play/content/do_31279927619990323217849">https://diksha.gov.in/play/content/do_31279927619990323217849</a></p> <p><a href="https://diksha.gov.in/play/content/do_312795716681859072111754">https://diksha.gov.in/play/content/do_312795716681859072111754</a></p> <p><a href="https://diksha.gov.in/play/content/do_31307600697361203217275">https://diksha.gov.in/play/content/do_31307600697361203217275</a></p> <p><a href="https://www.youtube.com/watch?v=x3Dqco-NEGk">https://www.youtube.com/watch?v=x3Dqco-NEGk</a></p> <p><a href="https://drive.google.com/file/d/1ISyCv0Hu_V5ktvUw7nVdQsQII0Lickgz/view">https://drive.google.com/file/d/1ISyCv0Hu_V5ktvUw7nVdQsQII0Lickgz/view</a></p>	<p><a href="https://diksha.gov.in/play/content/do_31281765347083059211675">https://diksha.gov.in/play/content/do_31281765347083059211675</a></p> <p><a href="https://diksha.gov.in/play/content/do_31279927619990323217849">https://diksha.gov.in/play/content/do_31279927619990323217849</a></p> <p>Essay on conservation of environment.</p> <p>Draw diagram of</p> <p>1.components of environment.</p> <p>2.Domains of the Environment</p> <p>3. New words/terms.</p> <p>Worksheet ( MCQ/ fill in the blanks)</p>


							poem on the theme.	<a href="#">?usp=sharing</a>	
	<b>Civics: CHAPTER -1. On Equality</b>	1. understand 2. Identify 3. Analysis 4. Explain 5. Correlate with real life incidents	4	1. Identification of the features of a democratic government and compares them with those of non-democracies.  2. Observe different types of inequalities in the society 3. Understand the various measures taken by government to bring equality in the society.	1. Describe the importance of each feature of democratic government 2. Suggest measures to overcome caste and gender inequality 3. Appreciate the constitutional provisions ensuring equality	1. Discuss the differences between democratic and non-democratic government.  2. Role play/oral or written presentation on different ways of inequality and equality in Indian society. Correlation with Diversity and discrimination – civics chapter of 6 std	<a href="https://diksha.gov.in/play/collection/do3131034751359385601732?contentId=do_31308527387527577611687">https://diksha.gov.in/play/collection/do3131034751359385601732?contentId=do_31308527387527577611687</a>  epathasala : <a href="https://nroer.gov.in/home/file/readDoc/58077daf16b51c188895b9f6/Rights%20in%20the%20Indian%20Constitution.m p4">https://nroer.gov.in/home/file/readDoc/58077daf16b51c188895b9f6/Rights%20in%20the%20Indian%20Constitution.m p4</a>	1. Read and record the storyboard about Kanta, given in the textbook.  2. From the given jumbled words, make the correct words denoting key features of democracy. (Ex. Equality from jumbled word uaqlieyt) 3. Collect information about – any one scheme introduced by government to help the economical weaker sections of the society and discuss.  4. Picture Comprehension- On election –	

									<p>Draw an election day scene.- symbols/rallies(Art Integration)</p> <p>National unity in the language of the Paired state-(EBSB activity)</p>
<b>JUNE/ JULY</b>	<b>History: Chapter -2. New Kings &amp; Kingdoms</b>	<p>1. Listing 2. Discussion 3. Correlation</p> <p>Analyses the growth of kingdoms in India between the 7th &amp; 12th Centuries</p>	3	<p>1. Recalls the terms like Janapadas &amp; Maha Janapadas learned in class VI</p> <p>2. Traces the emergence of new dynasties during medieval period</p> <p>3. List out the significant political, economic, social &amp; cultural developments and correlates to present times.</p>	<p>1. Identifies the emergence of new dynasties during the seventh and eighth century.</p> <p>2. Discusses the importance of land grants and prashastis</p> <p>3. Analyses the rise of new dynasties in South India &amp; their effective administration</p>	<p>1. Map pointing .</p> <p>2. Timeline chart</p> <p>3. Students may be motivated to study how these rulers adopted high sounding titles.</p> <p>4. comparison with the modern way of running administration and earning of revenue by present government by studying interdisciplinary subject i.e., social and political life.</p>	<p><a href="https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm">https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm</a></p>	<p>1. Oral assessment (present name and previous name of places)</p> <p>2. Map Pointing</p> <p>3. Hold general discussion in the class on the topic ‘Who was a greater warrior- Mahmud of Gazni or Mohammad Ghori’.</p> <p>4. Collect picture / information on at least one temple. built during the Chola period and prepare a Presentation for</p>	

							5. Discuss about the sufferings of labourers/ daily wage earners, and their long march to their village on foot due to the corona virus pandemic. Also discuss about the closure of economic activities and loss of the revenue to government due to the pandemic.		class. 5. Students will write a paragraph on any aspect of the paired state. (EBSB activity) 6. Draw/sketch a Cholas monument (Art integration)
		<b>History Chapter-3. The Delhi Sultans</b>	1. Identification 2. Classification 3. Summarizing Familiarise the origin & administration of Delhi Sultans	<b>3</b>	1. To trace major developments that have taken place in students locality/area 2. To tabulate the origin of medieval from 8th to 10th century 3. To summarize the major	1. Presentation and explanation of major developments in one's own locality 2. Analysing the importance of fortification & expansion of Delhi Sultanate 3. Preparing a write up & drawing a sketch of the building	1. Worksheet/ 2. Dramatisation/ role play 3. Life experience of students	<a href="https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm">https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm</a> 2. <a href="http://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/">http://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/</a>	1. Click on the link for downloading worksheet . 2. Time line chart along with one major development. 3. Role play of personalities like Razia Sulthana, Alauddin Khalji

					administrative measures & strategies for military control adopted by khalji & tughluq dynasity	(Art integrated learning)			4. Draw/sketch a portrait of any sultan of Delhi /monument(Art integration)
2.		<b>Geography: Chapter 2- Inside Our Earth</b>	<p>1. Identification /knowledge of earth's internal layers , rocks and minerals</p> <p>2. Interpret</p> <p>3. Recall/</p> <p>4. familiarize with rocks and minerals</p> <p>5. Analyzing rock transformation</p> <p>6. Differentiate between rocks types</p> <p>7. Creativity- use of mineral to make</p>	3	<p>1. To understand the layered structure of the earth.</p> <p>2• To draw and label diagram of earth's layers.</p> <p>3• To familiarize with the names of different types of rocks and their uses.</p> <p>4• To understand the differences between types of rocks by referring to their properties and methods of formation &amp;</p>	<p>1. Learners takes interest to Identifies major layers of the earth's interior and their characteristics in order to construct a scientific explanation for the changes that take place on the surface of earth</p> <p>2. The learner knows/ identifies major rock types</p>	<p>An onion or boiled egg can be used to explain about the layers. • The learner can draw the diagram of various layers of the earth.</p> <p>.</p> <p>If learner has any collection of some stones(e.g, in some games like 5 stones, gitti) they may observe their features based on the explanation given about igneous, sedimentary or metamorphic rocks.</p>	<p><a href="https://diksha.gov.in/play/content/do_312795716738392064110501">https://diksha.gov.in/play/content/do_312795716738392064110501</a></p> <p><a href="https://hamar akvs2019.files.wordpress.com/2020/04/inside-our-earth.ppt">https://hamar akvs2019.files.wordpress.com/2020/04/inside-our-earth.ppt</a></p> <p><a href="https://www.youtube.com/watch?v=uLpXju5QsKU">https://www.youtube.com/watch?v=uLpXju5QsKU</a></p> <p><a href="https://www.youtube.com/watch?v=RQLPqeYiZGY">https://www.youtube.com/watch?v=RQLPqeYiZGY</a></p>	<p><a href="https://diksha.gov.in/play/content/do_3130895252839546881578">https://diksha.gov.in/play/content/do_3130895252839546881578</a></p> <p>Earth day (June 5 th)poster making- (Art integration).</p> <p>Model of interior of earth with unused /waste materials.</p> <p>Draw and label</p> <p>a)Interior of the Earth</p> <p>b)Continental Crust and Oceanic Crust</p> <p>c) Rock cycle.</p> <p>picture identification-of some monuments and find out which rocks where used to</p>




			products		the arrangement of the steps involved in the formation of rock in a sequential manner				build. (integration with history –rulers and buildings)  Games played with stones.(sports integration- EBSB –activities- To know and learn the sports of the paired state/UT)
		<b>Geography: Chapter 3- Our Changing Earth</b>	1. Identification and observation of Earth movements-  2. Explain forces; Volcano and Earthquake  3. Remember • Major Landforms  4.	3	1. Students will be able: 2. To familiarize with the basics plate tectonics. 3. To understand the difference between endogenic forces and exogenic forces. 4. To understand the	1. Learners Understands the earth’s movement and their effects. Knows about the various land forms of the earth  2. Explains preventive actions to be undertaken in the event of	Learner may be encouraged to do the activities given in the chapter under the supervision of an adult or teacher may demonstrate them.  1. Read the ‘Earthquake – A case study’ given in the form of headlines that appeared in the	<a href="https://www.youtube.com/watch?v=g4ajSBb1_Ws">https://www.youtube.com/watch?v=g4ajSBb1_Ws</a>  <a href="https://www.youtube.com/watch?v=9qa0Mt7HpGY--">https://www.youtube.com/watch?v=9qa0Mt7HpGY--</a> ----- <a href="https://www.youtube.com/watch?v=AcNd1gn7Cdg">https://www.youtube.com/watch?v=AcNd1gn7Cdg</a> <a href="https://diksha.gov.in/play/c">https://diksha.gov.in/play/c</a>	 <small>0762CH03</small> <a href="https://diksha.gov.in/play/content/do_31279927736693555217746">https://diksha.gov.in/play/content/do_31279927736693555217746</a>  worksheet <a href="https://drive.google.com/file/d/1ws1pm_ud1IoE42">https://drive.google.com/file/d/1ws1pm_ud1IoE42</a>

		<p>Analyzing</p> <ul style="list-style-type: none"> <li>• Work of river, sea waves, ice, wind</li> </ul> <p>5.Application of safety measures during earthquake</p> <p>6.Creativity</p>		<p>structure and cause of volcanoes and earthquakes.</p> <p>5. To understand -- the landforms caused by agents of denudation like: River, Sea waves, Glacier and Wind</p> <p>6. To understand meanders ,ox bow lakes</p>	<p>disasters.</p> <p>3. Describes formation of landforms due to various factors.</p>	<p>newspapers or share any experience</p> <p>2. Imagine if a quake suddenly shook in the middle of the school day, where would you go for safety?</p> <p>Observe the photographs given in Activity of exercise 5 and complete it.</p>	<p><a href="https://content.do_31280561783504896015421">ontent/do_31280561783504896015421</a></p> <p><a href="https://hamarakvs2019.files.wordpress.com/2020/04/our-changing-earth.pps.ppt">https://hamarakvs2019.files.wordpress.com/2020/04/our-changing-earth.pps.ppt</a></p>	<p><a href="https://www.tn46u2x93zrpw4a9/view?usp=sharing">TN46U2X93ZrpW4a_9/view?usp=sharing</a></p> <p>1. the various land forms of the earth-picture identification:</p> <p>2.flow chart-Evolution of Landforms.</p> <p>3.draw diagrams –</p> <p>a) A Volcano</p> <p>b) Origin of an Earthquake.</p> <p>c) Features made by a river in a flood plain.</p> <p>d) Features made by sea waves.</p> <p>4. Solve the crossword puzzle with the help of given clues.</p> <p>Discussions on - Safety measures to be followed for any calamity / correlation with covid -19</p>
	<p><b>Civics:</b></p> <p><b>chapter-</b></p> <p><b>2.</b></p> <p><b>Role of the Governmen</b></p>	<p>1. Understand.</p> <p>2. Analysis</p>	3	<p>1. Understand the meaning of health.</p> <p>2.Analyse the</p>	<p>1. Estimate a person’s health based on their income and other factors</p>	<p>1. Make a collage/poster or write a slogan on importance of being healthy</p>	<p><a href="https://dikhagov.in/play/collecion/do_3131034751359385601732">https://dikhagov.in/play/collecion/do_3131034751359385601732</a></p>	<p>1.Questionnaire (Questions with a range of options relating to healthy and</p>

		<b>t in health</b>	<p>3. Compare</p> <p>4. Estimate</p> <p>5. Classify</p> <p>6. Evaluate</p>	<p>factors that decide the health of an individual</p> <p>3. Categorise healthcare facilities based on administration</p>	<p>2. List out the healthcare professionals</p> <p>3. Analyse the advantages and disadvantages in Indian healthcare system.</p> <p>4. The story of Hakim Seikh- comparison of Different health care centres.</p>	<p>2. Project: Collect the following data of the members of your family in tabular form:</p> <p>a) Name b). Age c). Height d). Weight e). BMI f). health status.</p> <p>3. understand the approach of another countries to issues of health- The Costa Rican approach. The Kerala experience- analyse the steps taken by the government.</p>	<p><a href="#">?contentId=d_o_313085277_49391155212_016</a> part1 : <a href="https://youtu.be/yPmWrh0V4Pg">https://youtu.be/yPmWrh0V4Pg</a> part2: <a href="https://youtu.be/O_GhDUiGMdA">https://youtu.be/O_GhDUiGMdA</a></p>	<p>unhealthy food habits be given.- correlation with science )</p> <p>2. Identify the names of healthcare professionals through pictures or given clues.</p> <p>3. Collect pictures/ newspaper clippings showing conditions in public and private hospitals.</p> <p>4. Theme based Display board on Covid-19 steps to be followed to eradicate. (EBSB Activity)</p> <p>5. Students will write a paragraph on any aspect of the paired state. (EBSB Activity)</p>
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3	AUGUST	<b>History: chapter-4. The Mughal Empire.</b>	<ol style="list-style-type: none"> <li>1. Explanation</li> <li>2. Integration.</li> <li>3. Analysis Examines the growth of Mughal Emperors &amp; their contribution towards administration.</li> </ol>	3	<ol style="list-style-type: none"> <li>1. Understanding the origin &amp; Mughal Military campaigns</li> <li>2. To Integrate Mughal traditions, systems of Mansabdars &amp; Jagirdars</li> <li>3. To analyse administrative strategies &amp; policies of Akbar</li> </ol>	<ol style="list-style-type: none"> <li>1. Deep understanding of political history of the Mughal period</li> <li>2. To integrate the facts regarding Mughal tradition &amp; succession</li> <li>3. To analyse the disintegration of Mughal empire in the 17th century &amp; after</li> </ol>	<ol style="list-style-type: none"> <li>1. Source reading-loved reading</li> <li>2. Discussion-salient features of administration.</li> <li>3. Preparation of mind mapping</li> </ol>	<a href="https://diksha.gov.in/play/collecion/doi31307360982843392011983">https://diksha.gov.in/play/collecion/doi31307360982843392011983</a>	<ol style="list-style-type: none"> <li>1. Quiz— on the Mughal Empire.</li> <li>2. Collect Pictures/ draw of the different Mughal Rulers with literary works on the life of the kings and give reflections. (Art integration)</li> </ol>
	AUGUST	<b>History: chapter -5 Rulers and Buildings not to be assessed for term I Exam &amp; periodic Test) (to be assessed for subject enrichment</b>	<ol style="list-style-type: none"> <li>1. Application</li> <li>2. Integration</li> <li>3. Critical Thinking</li> </ol>	1	<ol style="list-style-type: none"> <li>1. To Understand the concept by self reading and class discussion</li> <li>2. To appreciate the engineering skills of the medieval period</li> <li>3. To compare</li> </ol>	<ol style="list-style-type: none"> <li>1. To describe and reflect on the varieties of monumental architecture</li> <li>2. To study &amp; prepare the monumental architechure of Jammu &amp; Kashmir and Ladakh</li> </ol>	<ol style="list-style-type: none"> <li>1. Project report (J&amp;K and Tamil Nadu)</li> <li>2. Presentation &amp; Quiz</li> </ol>	<a href="https://www.yatra.com">https://www.yatra.com</a>	<ol style="list-style-type: none"> <li>1. Prepare a project report comparing the monumental architecture of J&amp;K and Tamil Nadu (Art integration)</li> <li>2. Presentation to the class through scrap book.</li> </ol>

		activity)			the similarities & differences with present days engineering skills	3. To compare & contrast the architectural style of Jammu & Kashmir and Tamil Nadu			quiz (EBSB activities) <b>Drama/folk theater/role play on culture, history, traditions of paired states/UTs</b>
<b>AUGUST</b>	<b>Geography: Chapter4- Air</b>	1. Identification/ knowledge- Composition of air in atmosphere  2. Relate - Structure of atmosphere  3. Interpret  4. Analyzing Weather and climate  5. Application  6. Creativity  7. presentation	3	1. To understand the importance of atmosphere 2. To understand that earth is surrounded by a thick layer of gases called the atmosphere  3. To familiarize that the atmosphere is divided into five concentric layers – troposphere, stratosphere, mesosphere,	1. Knows about the various gases present in the atmosphere & significance of different layers of atmosphere  2. Knows the various aspects of weather and climate .  3. Shows /develop sensitivity to the need for conservation of natural resources - air, water, energy, flora and fauna in order to	For 10 days note down weather report from a local newspaper to observe the changes occurring in the weather.  Use pictures or symbols to show Different types of weather. You can use more than one symbol in a day, if the weather changes. For example, the sun comes out when rain stops. An example is given	 0762CH04 <a href="https://diksha.gov.in/play/content/do_312795716789321728111756">https://diksha.gov.in/play/content/do_312795716789321728111756</a>  <a href="https://hamar akvs2019.files.wordpress.com/2020/04/air.pps.ppt">https://hamar akvs2019.files.wordpress.com/2020/04/air.pps.ppt</a>  <a href="https://www.youtube.com/playlist?list=PLwkByH6ZbLwI2vXz0cYDKIctjDHIIVUO7">https://www.youtube.com/playlist?list=PLwkByH6ZbLwI2vXz0cYDKIctjDHIIVUO7</a>	1. Draw diagram.- a) Layers of the Atmosphere . b) Major Pressure Belts and Wind System c) Types of Rainfall.  Solve this Crossword puzzle with the help of given clues.- terms.  Worksheet on Atmosphere.  Discuss on recent cyclone- (correlation with previous lesson , natural calamity	


		n	thermosphere and exosphere  4. To understand the phenomena of Temperature cloud, fog, wind, rain, etc. occur in the troposphere 5. To understand the ozone, which absorb ultra violet radiation of the sun 6. To understand air pressure and major pressure belt and wind system and types of rainfall due to climatic condition	describe how to protect & conserve the environment.	in exercise 5  Discuss/debate on Green house effect and global warming causes and effect with importance of Ozone gas.  Discuss on relation between wind system and climate	<a href="https://www.youtube.com/watch?v=3EegJvxqGek">https://www.youtube.com/watch?v=3EegJvxqGek</a>  <a href="https://drive.google.com/file/d/1ikKixSelOHYwPS5gJsIjC37XK9TmLUj5/view?usp=sharing">https://drive.google.com/file/d/1ikKixSelOHYwPS5gJsIjC37XK9TmLUj5/view?usp=sharing</a>	earthquake) – causes, precautions taken.  Pledge on conservation of forests-(EBSB Activity)
<b>AUGUST</b>	<b>Civics: Chapter 3- How the State government works</b>	1. Recall. 2. Understand . 3. Relate 4. Observe	4  1.Recall the importance of a government. (Correlation with Class 6 Civics Chapter 3. What is government?) 2. Understand	1. Find out the MLA of your constituency and/Locates	1.Discuss what a constituency is 2. Explain how elections are conducted. 3. Observe the working of the MLA and suggest measures to	<a href="https://diksha.gov.in/play/collection/download/31310347513/59385601732?contentId=download/313114302/6886328321155">https://diksha.gov.in/play/collection/download/31310347513/59385601732?contentId=download/313114302/6886328321155</a>	1.Collect the following information on the present government in your state in a tabular form: a. Chief Minister b. Speaker

			<p>5. Research</p> <p>6. Explain</p> <p>7. Appreciate Indian system of elections</p>		<p>how government is formed at the state level.</p> <p>3. Explain how decision making is done in a legislative assembly</p>	<p>one's own constituency on assembly constituency map of state /UTs and names local MLA.</p> <p>2. Arrange the events of previous elections in the order of their occurrence</p> <p>3. Estimate the work done by the MLA.(report writing)</p>	<p>improve their working.</p> <p>4. Story of -What is happening in Patalpuram ? Why is this problem serious? –to learn new terms</p> <p>5. Write the measures taken by the government – state; for controlling covid?-wall paper designing.</p>	<p><a href="https://youtu.be/hP50PGksSZc">https://youtu.be/hP50PGksSZc</a></p> <p>watch lok sabha channel, and rajya sabha channel to acquire knowledge of the proceedings.(question hour session)</p>	<p>c. Governor</p> <p>d. Number of constituencies in your state (other details, such as names of the ruling party, opposition party, number of ministers and their portfolios can be included.)</p> <p>2. Write a paragraph on how would you develop your state if you were the Chief Minister? (correlation with language )</p> <p>3. Imagine you are a newspaper reporter. Make any 5 questions that you would like to ask your MLA.</p>
4	SEPTEMBER	<b>Civics: Chapter-4. Growing up as boys and girls</b>	<p>1. Identify</p> <p>2. Explain</p> <p>3. Relate</p> <p>4. Classify</p>	3	<p>1. Identifying the differences among the societies in terms of opportunities given to boys and girls</p>	<p>1 .Express views on reasons for gender discrimination in different societies.</p> <p>2.List the works</p>	<p>1. Role play</p> <p>2. List the measures taken by governments to bring gender equality.</p>	<p><a href="https://diksha.gov.in/play/collecion/do3131034751359385601732?contentId=do_31311981119653478412">https://diksha.gov.in/play/collecion/do3131034751359385601732?contentId=do_31311981119653478412</a></p>	<p>1. Read the chapter from the textbook. Make a list of any 5 works/actions that societies expect girls to do but prohibits</p>

			5. Discuss		<p>2. Distinguish the works that are more valued and the ones that are less valued</p> <p>3. Discuss the need to bring gender equality.</p> <p>4. Explain the difference between patriarchal and matriarchal society.</p>	<p>done by men and women in different societies and the value of their work</p> <p>3. Discuss about measures to be taken to bring gender equality</p>		<p><a href="https://diksha.gov.in/play/collection/do3131034751359385601732?contentId=do_31311760972695142411107">86</a></p>	<p>boys from doing them.</p> <p>2. Write a script depicting gender inequality not exceeding more than 300 to 500 words.</p> <p>3. Make a poster depicting gender inequality. (Art integration)</p>
		<p><b>Civics:</b>  <b>Chapter-5.</b>  <b>Women change the world.</b>  (not to be assessed for term I Exam &amp; periodic Test) (to be assessed for subject enrichment)</p>	<p>1. Observe</p> <p>2. Relate</p> <p>3. Explain</p> <p>4. Suggest</p>	<b>1</b>	<p>1. Critically examine the contributions made by women.</p> <p>2. To understand poverty, early marriage, family responsibilities are some of the sectors that</p>	<p>Discuss the importance of women in human societies.</p> <p>Analyses the causes and consequences of disadvantages faced by women of different sections of the society.</p>	<p>1. Roleplay of prominent women/presentation</p> <p>2. collage / poster making</p> <p>3. Write slogans on gender equality.</p>	<p><a href="https://youtu.be/D9234gFpfZc">https://youtu.be/D9234gFpfZc</a></p> <p><a href="https://youtu.be/nibYMj2WoI4">https://youtu.be/nibYMj2WoI4</a></p>	<p>Collect and paste / draw the pictures of eminent women. (Art integration)</p> <p>Write below each picture, their name, the field in which they excelled and what made them famous in their</p>



		activity)			prevent the education women.				field. (Corelation with chapter- Growing up as boys and girls) Identification/ Translation similar proverbs in the language of Paired state (Bhasha Anek Arth Ek-EBSB)
<b>TERM –II</b>									
5	<b>OCTOBER</b>	<b>History: Chapter- 6. Towns, Traders &amp; Crafts persons</b>	1. Observation  2. Identification  3. Aesthetic  4.interpretation	3	1. To describe the historical & development in trades in the medieval period 2. To analyze the growth of towns in medieval periods . 3. To understand that there were many kinds oftraders. Several traders specially horse traders formed association with headman. 4. To	1. To identify the growth of towns like Surat, Humpy & Masulipatnam and their significance  2. To findout thedifferences/similarities between present day urban centres withmedeivial urban centres  3. To appreciate the skill of craft persons of Bidar with the exclusively for their bidri work	1. Case Study  2. Map Pointing	<a href="https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm">https://epaths.hala.nic.in/wp-content/doc/book/flipbook/flipbook.htm</a>	1. Prepare a case study of any one of the following town of medieval india in (a) Humpi (b) Surat (c) Masulipatnam 2. Map Pointing (a) Humpi (b) Surat (c) Masulipatnam (d) Bidar (e) Murshidabad  3. Class discussion Compare and contrast any one current place of pilgrimage & that of medieval time.

				appreciate the role of craft persons in medieval period & compare with present time craft persons.	in Copper & Silver				
		<b>Geography: Chapter 5- Water</b>	1.Explain  2.Classification of water bodies  3.Analyzing  4.Application  5.Evaluate  6.presentation	3	1. To understand the classification and distribution of major water bodies. 2• To understand the cause behind the origin of waves tides ocean currents and their effects. 3• To understand hydrological cycles. 4• To understand how waves are formed 5• To realize the importance of water	1.Shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna – in order to describe how to protect and conserve the environment.  2.understands how waves are formed in the ocean or seas when wind blows across the water surface.	Students may make their own Terrarium as suggested in chapter  Discussion on water problems given in news cutting in chapter  diagram of water distribution(in % ) in world.	<a href="https://diksha.gov.in/play/content/do_312795716826071040111757">https://diksha.gov.in/play/content/do_312795716826071040111757</a>  <a href="https://diksha.gov.in/play/content/do_31306827832973721618767">https://diksha.gov.in/play/content/do_31306827832973721618767</a>  <a href="https://hamarakvs2019.files.wordpress.com/2020/04/water.pps.ppt">https://hamarakvs2019.files.wordpress.com/2020/04/water.pps.ppt</a>  <a href="https://www.youtube.com/watch?v=PRITr0AdBHY">https://www.youtube.com/watch?v=PRITr0AdBHY</a>	 <small>0762CH05</small>  Project on slogan making/essay writing / Poster making on water pollution and conservation. Report writing on experience on visiting a beach. Draw diagram a)– water cycle. b)Spring Tides and Neap Tide-(correlation with science). Collect information about tsunami in 2004 in India and to discuss . Essay on

					conservation.					NAMAMI GANGE PROJECT. Map pointing- world map. a)major rivers lakes and seas . b) Ocean Currents.
6	NOVEMBER	<b>History: Chapter -7. Tribes, Nomads &amp; Settled Communities</b>	1. Conceptualisation 2. Classification 3. Design/Synthesis Appreciate the political, social & economical development by tribal communities	3	1. To understand the relationship between livelihood patterns & the geographical conditions of the area inhabited 2. To analyse the livelihood patterns of tribes, nomadic pastoralists and bhanjaras 3. To synthesize the socio-political and economic changes with	1. To analyse the life and contributions of nomads & tribes 2. To infer that different communities contributed towards the making of History of mankind 3. To critically analyse the life and role of present days tribal communities	1. Case Study 2. Power point presentation 3. Map Pointing	<a href="https://diksha.gov.in/play/collecion/do31307360982843392011983">https://diksha.gov.in/play/collecion/do31307360982843392011983</a>	1. Make a powerpoint presentation of any one tribal communities - should include the following (a) Occupation of the tribal groups (b) Areas in which they live, animals they rear, cultures they observe 2. Tribal paintings (art integration- EBSB Paried state ) 3. Map Areas of tribal	

					geographical condition				communities <b>4.</b> Learning to make hand – made toys from paired state and producing a class-wise collaborative report on it. Using toys to teach about diversity of culture in India.(Toy making activity)
		<b>History: Chapter -8. Devotional Paths to the Divine</b>	1. Inference Draws inferences from poetry of bhakti & sufi saints  2.Discuss	3	1. Analyses the reasons for the growth of bhakti movement since 8th Century 2. Appreciate contributions of various poets' 3. Appreciate the great work of Nayanar's & Alwars of South India 4.understand the Islam and Sufi saints.	1. Discuss major belief system and takes interest to know the contribution of Bhakti & Sufi Saints . 2. Explore the reasons for socio inequalities during that period 3. Compare the present social system in India	1. Discussion  2. Sketching	<a href="https://diksha.gov.in/play/collecion/do313073609828433920119832">https://diksha.gov.in/play/collecion/do313073609828433920119832.</a> <a href="https://www.worksheetsbulldy.com/tag/cbse-worksheets-for-class-7-social-science/">https://www.worksheetsbulldy.com/tag/cbse-worksheets-for-class-7-social-science/</a>	<b>(integration with Languages)</b> 1. Class discussion on Din-i-ilahi of Akbar 2. Collect the famous writings, sayings/or any literary work of poet's (EBSB-paired state/UT-Literary Fest-Poetry recitation, extempore etc... VI-VIII ) 3. Draw picture/Paintings –of poets and saints (Art integration)



					4• To understand the grasslands and other vegetation of the world. 5• To understand the difference between various rainforests and their related features				Make a list of forest products used in daily life.  Discussion on vegetation and animals found in the locality. Theme based Display board/wall magazine – forests/wildlife (EBSB Activity)
		<b>Civics: Chapter-6. Understanding Media</b>	1. Recall 2. Explain 3. Relate 4. Analysis 5. Illustrate	3	1. Identify the types media 2. Describe how technology and money influence media 3. Illustrate the role of media in democracies. 4. Explain how media shapes public opinion.  5. To understand how media plays a very important role in providing	1. Give examples of different types of media 2. Shows the relationship between technological development and the development of media. 3. Explain the relationship between money and media 4. Discuss the responsibilities of media while publishing/broadcasting news	1. Picture collection of different types of media 2. Discuss the pros and cons of money on media houses. 3. Role play – how media can influence people’s thinking.	<a href="https://diksha.gov.in/play/collection/do_3131034751359385601732?contentId=do_3131248441020907521157">https://diksha.gov.in/play/collection/do_3131034751359385601732?contentId=do_3131248441020907521157</a>  <a href="https://youtu.be/jDBCEwD-nc0">https://youtu.be/jDBCEwD-nc0</a>	1. Word puzzle :  Fill up the puzzle with the help of the clues given. (Alternatively, a word puzzle with the names of different media, along with other letters can be given. Students need to highlight the names of media with or without the help of clues.)  2. Draw/paste - a neat diagram of a computer. Write any 5 uses of

					News and discussing events taking place in the country and world.				computer.(correlate with geography chapter – settlements, transport and communication.)  3. Count how many advertisements are played during a TV show. Write any 2 advantages of broadcasting advertisements during a TV show.
7	<b>DECEMBER</b>	<b>Geography: Chapter 7- Human Environment- Settlement, Transport and Communication</b>	Remember/recall human environment  Describe settlement, Transportation communication	3	understand our dwellings /settlement and their types  Students will be able • To understand the different modes of	Knows the influence of land & climate on human settlement.  Knows about various means of transport and important	Conduct a survey in your locality and find out how people commute to their respective workplaces using – (a) more than two modes of transport	<a href="https://diksha.gov.in/play/content/do_312795716856954880110502">https://diksha.gov.in/play/content/do_312795716856954880110502</a>  <a href="https://hamarakvs2019.files.wordpress.com/2020/04/human-">https://hamar akvs2019.files.wordpress.com/2020/04/human-</a>	Give reasons why we use different modes of transportation. Discussions on - Causes of pollution and solutions to reduce.  Map pointing:

			Creativity Classification		transport and their importance • To understand various types of Communication mediums.	airports and port cities.	(b) more than three modes of transport  Relation between transportation , communication and role in settlement	<a href="#">environment-settlementtransport-communication.pps-1.ppt</a>	World – Major Sea Ports and Airports.  Collage/draw posters on different means of communications and write a note on their uses. ( Art integration)  Share a travelling experience.
		<b>Civics: Chapter-7. Markets around us</b>	1. Analyse 2. Relate 3. Explain. 4. categorise. 5. Illustrate	3	1. Explain the activities that take place in markets. 2. List out types of markets 3. Explain the benefits and defects in each of the markets 4. Illustrate the latest methods of buying and selling 5. Explain how a chain of markets is formed. 6. Discuss how exploitation	1. Explain how the activities of buying and selling takes place 2. Express views on how to improve the market activities.  3. Give the list of online shopping sites.	1. Presentation on types of markets 2. Report writing on who gain profits and lose in market activities 3. Case study : Explain how buying and selling takes place on any of the online shopping sites.	<a href="https://diksha.gov.in/play/collecion/do_3131034751359385601732?contentId=do_3131340714584801281155">https://diksha.gov.in/play/collecion/do_3131034751359385601732?contentId=do_3131340714584801281155</a>  <a href="https://youtu.be/It dj0UIUZ7o">https://youtu.be/It dj0UIUZ7o</a>  <a href="https://youtu.be/idkckY6kNxI">https://youtu.be/idkckY6kNxI</a>	1. Collect information on different market places in your area, ex. Type of markets, goods/services available, working hours, number of employees etc. 2. Narrate how you buy any good of your choice on any online shopping site. 3. With the help of a flowchart, show how producers, traders and consumers



8					takes place in markets.				are connected.
	JANUARY	<b>History: Chapter -9. The Making Of Regional Cultures</b>	1.Coordination 2.Speaking 3.decision making 4.inference 5.Familiarise	3	1. Analyses the growth of Religious, Language & Dance tradition of various regions 2. Appreciate the tradition of Painting with reference to miniatures 3. Correlates the growth of Classcal Dances in India	1. Trace the reasons for growth of Malayalam & Sanskrit in Chera Region 2. Appreciates the valour of Rajputs & their traditions of heroism 3. familiarizes with the traditional food items of regions. 4.Students will be able to understand the tradition that developed in different ways was that of miniature painting.	1. Case Study 2. Project	<a href="https://diksha.gov.in/play/collecion/do313073609828433920119832">https://diksha.gov.in/play/collecion/do313073609828433920119832.</a> <a href="https://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/">https://www.worksheetsbuddy.com/tag/cbse-worksheets-for-class-7-social-science/</a>	1. Write the reasons for the choice of regional food with reference to fish in Bengal  2. Prepare a project report about the growth of Classical Dances in India . 3. paitings on different dance postures.(Art integration)
		<b>Geography: Chapter 8 Human Environment Interaction s The Tropical and the Subtropical</b>	Understanding  Differentiate  Creativity  Analyzing	3	• To understand by tropical and sub-tropical areas and the features of both regions. • To understand the real life connects with tropical and	Draw interrelationship between climatic regions and life of people living in different climatic regions of the world, including India.	Experience sharing of students who have visited Ganga Brahmaputra river valley .  “Swachh Bharat	<a href="https://diksha.gov.in/play/content/do312795716951605248110503">https://diksha.gov.in/play/content/do312795716951605248110503</a>  <a href="https://hamarakovs2019.files.wordpress.com/2020/04/">https://hamarakovs2019.files.wordpress.com/2020/04/</a>	<a href="https://diksha.gov.in/play/content/do31280561791234048015432">https://diksha.gov.in/play/content/do31280561791234048015432</a>  Map activity- : The -Amazon Basin in South America.

		<b>Region</b>			sub-tropical regions. <ul style="list-style-type: none"> <li>• To understand about amazon basin and Wildlife around that.</li> <li>• To understand lifestyle, flora and fauna, people's occupation in and around Ganga-Brahmaputra region.</li> <li>• Analyze how these regions are same and different from each other in different perspectives.</li> </ul>	Analyses factors contributing to pollution in their surroundings and lists measures to prevent it.	Mission"- practice and contributions	<a href="https://www.youtube.com/watch?v=BWJJeHg_YnY">human-environment-interactions.pps-1.ppt</a>  <a href="https://www.youtube.com/watch?v=BWJJeHg_YnY">https://www.youtube.com/watch?v=BWJJeHg_YnY</a>	-Ganga-Brahmaputra Basin Virtual tourism on to show attractions based on mountain landscapes, coastal beaches, wildlife sanctuaries and places of historical importance.(correlation with history)  worksheet <a href="https://drive.google.com/file/d/1hzzxwRud_wbuMb_bdDT6ejVQfvw8Q2pPe/view?usp=sharing">https://drive.google.com/file/d/1hzzxwRud_wbuMb_bdDT6ejVQfvw8Q2pPe/view?usp=sharing</a>
		<b>Civics: Chapter-9. Struggles for equality (not to be assessed for term II Exam &amp; periodic Test) (to be</b>	1. Understand 2. Assess 3. Criticise 4. Analyse 5. Appreciate	<b>1</b>	1. Understand the ways in which an individual can be discriminated. 2. Assess the circumstances that forced	1. Specify the reasons for discrimination in Indian society.  2. Appreciate the collective efforts of the tribals.	1. Collect pictures /ppt on people's struggle for equality.  2. Sharing views on importance of guaranteeing democratic	<b>https://diksha.gov.in/play/collection/do_3131034751359385601732?contentId=do_31318486662687948811</b>	1. Collect information /pictures on Tawa Matsya Sangh.  - any people's struggle for equality ex. Narmada Bachao

		assessed for subject enrichment activity)					values to all the people in a society.  3. Discuss the role of courts in ensuring constitutional remedies.  4. Explains the characteristics of political equality, economic equality, and social equality in order to distinguish between them.		Andolan etc
<b>9FEBRUARY</b>	<b>History: Chapter-10. Eighteenth-Century Political Formations (activity based, not to be evaluated for Term II &amp; Periodic</b>	1. Map Skill	<b>1</b>	1. Analyses the reason for political crisis of later Mughals 2. Trace the origin & emergence of new states 3. Understand the growth of	1. Explore the reasons for the rise of territories after the fall of Mughal Empire	1. Collect pictures of famous Rajput rulers, Peshwas & later Mughals	<a href="https://diksha.gov.in/play/collecion/do_313073609828433920119832">https://diksha.gov.in/play/collecion/do_313073609828433920119832.</a> <a href="https://www.worksheetsbuddy.com/tag/cbse-worksheets-">https://www.worksheetsbuddy.com/tag/cbse-worksheets-</a>	1. Map Pointing - Regional empire  2. Collect pictures /draw of some famous Rajput rulers, Later Mughal Rulers and Peshwas of the Marathas and	

		Test)			Sikh's & Marathas			<a href="#">for-class-7-social-science/</a>	Guru Gobind Singh and paste - -give the reflections.
		<b>Geography: Chapter 9 - Life in the desert</b>	Understanding  Identification  Creativity  Application	3	<p>1• To understand about the features of two desert regions-The Sahara Desert of Africa and Ladakh of India.</p> <p>2• To familiarize with the desert region with illustrations.</p> <p>3• To understand and analyze how these regions are same and different from each other in different perspectives.</p> <p>4• To understand about lifestyle, flora and fauna, people's occupation</p>	<p>1.Describes and analyses climatic regions and human habitations and life of people living in different climatic regions of the world, including India, in order to draw interrelationship between them and compare and contrast them.</p> <p>2.Analyses factors that impact development of specific regions</p>	<p>Experience sharing of students who have visited That desert or Ladakh cold desert.</p> <p>EBSB- Jammu Kashmir region's culture, flora and fauna picture collection and language activity</p>	<p><a href="https://diksha.gov.in/play/collection/do_31322254774122905613932?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31322166934713958412371">https://diksha.gov.in/play/collection/do_31322254774122905613932?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31322166934713958412371</a></p> <p><a href="https://www.youtube.com/watch?v=NjDEMzQIKSY">https://www.youtube.com/watch?v=NjDEMzQIKSY</a></p> <p><a href="https://www.youtube.com/watch?v=SsxcJc_MRIY">https://www.youtube.com/watch?v=SsxcJc_MRIY</a></p>	<p><a href="https://diksha.gov.in/play/content/do_31279928415521996817758">https://diksha.gov.in/play/content/do_31279928415521996817758</a></p> <p>Map skill – Ladakh desert and Sahara desert in world map.</p> <p>Project on ladakh region's flora and fauna, culture and people, their culture, songs poems (EBSBactivities)</p> <p>Collect information about different cold deserts and hot deserts of the world. Worksheet <a href="https://drive.google.com/file/d/1IS93Cn7qa389FJkTxSuv1pk2Ux7VEwTB/view?usp=sharing">https://drive.google.com/file/d/1IS93Cn7qa389FJkTxSuv1pk2Ux7VEwTB/view?usp=sharing</a></p>

					around Ladakh region				
	<b>MARCH</b>	<b>SESSION ENDING EXAMINATION</b>							

**NOTE TO THE TEACHERS:**

**1. The following chapters are meant only for subject enrichment activity and not to be evaluated for PT/FIRST TERM END EXAM/SEE.**

History: Chapter 5: **Rulers and Buildings**

History: Chapter 10: **Eighteenth - Century Political Formations**

Civics : Chapter-5: **Women change the world**

Civics : Chapter-9: **Struggles for equality**

**(•Teachers should explain the lesson to the children and guide them to do the activity based on the concept for subject enrichment)**

**2. Pedagogical processes, Source and Assessment Strategies given above are suggestive only**

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**KENDRIYA VIDYALAYA SANGATHAN ,RO CHENNAI REGION**  
**SPLIT-UP SYLLABUS**  
**SESSION: 2021-2022**

**NCERT TEXTBOOK:VII CLASS: VII SUBJECT : SCIENCE**

S. NO	CHAPTER	TENTATIVE NO.OF PERIODS REQUIRED	MONTHS	TENTATIVE NO.OF WORKING DAYS	LEARNING OUTCOMES	ACTIVITIES/TLM	ASSESSMENT AREAS
1	NUTRITION IN PLANTS	4	APRIL	16	<p>1. Able to distinguish between autotrophs and heterotrophs, parasites and saprotrophs.</p> <p>2. Critically analyse why spoilage of food increases during rainy season</p> <p>3. Understand and identifies insectivorous plants.</p> <p>4. Exhibits creativity in designing, planning , or making a magnifier.</p>	<p>1. Discuss from where we get nutrients for our body.  <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308518095738470411538">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308518095738470411538</a></p> <p>2. Draw a chart showing process of photosynthesis and its equation.</p> <p>3. Purpose of adding nitrogen rich fertilizers.</p> <p>4. Fungus growing on bread. Study using home -made magnifier.</p> <p><a href="https://youtu.be/6RXAgrHr6A8">https://youtu.be/6RXAgrHr6A8</a></p> <p><a href="https://youtu.be/PyWeQBtiyIA">https://youtu.be/PyWeQBtiyIA</a></p>	<p>Content based relevance</p> <p>Extent of participation</p> <p>Areas covered</p> <p>Conclusion</p> <p>Confidence</p> <p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>
2	NUTRITION IN	5	APRIL	16	<p>1. Know and understand the term nutrition, digestion,</p>	<p>1. To observe the types and number of teeth.</p>	<p>Correctness</p> <p>Reasoning</p>

	ANIMALS				<p>estion and assimilation</p> <p>2. Analyses the importance of various steps in nutrition of human and what will be the effect if they don't fall in sequence.</p> <p>3. Compare the mode of nutrition in amoeba and human being.</p> <p>4. Draw the digestive system in human being.</p> <p>5. To explain and understand that how the process of digestion takes place in human being.</p>	<p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313066191022063616115461">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313066191022063616115461</a></p> <p>2. Effect of saliva on starch. <a href="https://youtu.be/dtJGDtpK71w">https://youtu.be/dtJGDtpK71w</a></p> <p>3. To determine the different taste regions of the tongue.</p>	<p>Interpretation Involvement Inference</p> <p>Correct set up Handling the experiment Observation Inference Neatness</p> <p>Correctness Reasoning Interpretation Involvement Inference</p>
3	FIBRE TO FABRIC	5	MAY/JUNE	6	<p>1. Know and understand the term: natural and synthetic fibre and cite the examples.</p> <p>2. Compare the types of hair present on animal skin.</p> <p>3. Understand the process of processing of animal fibre to obtain wool.</p> <p>4. Explain the selective breeding and lifecycle of silk moth.</p> <p>5. Analyses the importance of various steps in processing of fibre and then obtaining fabric from them.</p>	<p>1. Explore and make a list of different breeds of sheep. Mark the states in map where these breeds are reared. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306629391835955219642">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31306629391835955219642</a></p> <p>2 Watch video on processing of fibre into wool.</p>	<p>Relevance to the topic Presentation Understanding ability Neatness Inference</p>

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4	HEAT	4	JULY	18	<p>1. Know and understand the term: transfer of heat, kind, range, thermometer, conduction, convection and radiation.</p> <p>2. Compare different types of thermometers and their units of temperature.</p> <p>3. Understand about different modes of transfer of heat.</p> <p>4. Critically analyse the safe use of thermometer.</p> <p>5. Understand the phenomenon of land and sea breeze.</p> <p>6. Understand the type of fabric appropriate in different climatic condition and properties of dark and light colour on the absorption of heat.</p>	<p>1. Make a list of hot and cold objects. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31318502676468531211437">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31318502676468531211437</a></p> <p>2. Activity to show that touch sense not enough for classifying objects as hot or cold. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313105035394072">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313105035394072</a></p>	<p>Relevance to the topic</p> <p>Presentation</p> <p>Understanding ability</p> <p>Neatness</p> <p>Inference</p>



						<p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130958589958225921257">57612252</a></p> <p>3. Reading a thermometer and measuring body temperature of family members.</p> <p>4 Draw diagrams of laboratory and clinical thermometer.</p> <p>5. Flow of heat through metal strip.</p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130958589958225921257">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130958589958225921257</a></p> <p>6. Activity to show dark coloured objects absorb more heat than light coloured objects.</p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>
5	MOTION AND TIME	3	JULY	18	<p>1. Know and understand the term : uniform, non-uniform motion, periodic motion and SI units.</p> <p>2. Compare uniform, non - uniform motion and solve numerical based on speed and time.</p> <p>3. Identify the graphs of different types of motion.</p> <p>4. Critically analyse the motion in their surrounding and concepts of periodic motion for measurement of time.</p>	<p>1. Observe the surroundings and make a table of different things in motion and classify them to their type of motion.</p> <p>2. Find the speed of hopping on one leg.</p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308447250123161612390">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308447250123161612390</a></p> <p>3. Gather information on</p>	<p>Correctness</p> <p>Reasoning</p> <p>Interpretation</p> <p>Involvement</p> <p>Inference</p>

						<p>ancient time measuring devices.</p> <p>4. Measure the time required for different daily life activities.</p> <p>5. Make sundial and simple pendulum and find its time period.</p> <p>6. Measure speed of any rolling object.</p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>
6	ELECTRIC CURRENT AND ITS EFFECT	4	JULY	18	<p>1. Know and understand the term : electric current, heating and magnetic effect.</p> <p>2. Draw circuit diagram using symbols.</p> <p>3. Identify the heating and magnetic effects of electric current.</p> <p>4. Critically analyse the heating and magnetic effects of electric current.</p>	<p>1. Identify the electric components ,draw their diagram, Write their name and symbols.</p> <p>2. Make a simple circuit using dry cells, LED and wire.  <a href="https://diksha.gov.in/play/content/do_3132640139251712001306?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_3132640139251712001306?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>3. Heating effect of electric current.</p> <p>4. Magnetic effect of electric current.  <a href="https://diksha.gov.in/play/content/do_31291520822072934419031?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31291520822072934419031?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>5. Make an electromagnet.  <a href="https://diksha.gov.in/play/con">https://diksha.gov.in/play/con</a></p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>

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7	WEATHER, CLIMATE AND ADAPTATION OF ANIMALS TO CLIMATE	4	AUGUST	16	<ol style="list-style-type: none"> <li>1. Define the term like Adaptation, Prey and predator.</li> <li>2. Describes the features of animals living in polar region and tropical rain forest.</li> <li>3. Gives examples of animals living in polar region and tropical rain forest.</li> <li>4. Lists plants of tropical rain forest.</li> <li>5. Explain adaptation and their importance</li> <li>6. Applies the knowledge in real life situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. To record changes in weather for a week. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308815442128076813">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308815442128076813</a></li> <li>2. To mark polar region and tropical region on an outline map of the world</li> <li>3. Collect information about the Indian Meteorological Department.</li> </ol>	<p>Collection Relevancy Presentation Neatness Conclusion</p>
8	WIND, STORMS AND CYCLONES	6	AUGUST	16	<ol style="list-style-type: none"> <li>1. Able to know and understand the term : pressure, expansion, rising, conductors.</li> <li>2. Understand about formation of thunderstorms and cyclones.</li> <li>3. Identify conditions and areas prone to thunderstorms and cyclones.</li> <li>4. Analyse the safety measures.</li> <li>5. Collaborate with each other and follow these safety norms.</li> </ol>	<ol style="list-style-type: none"> <li>1 Air exerts pressure. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313233721638027264161">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_313233721638027264161</a></li> <li>2. High speed wind are accompanied by reduced air pressure.</li> <li>3. Air expands on heating.</li> <li>4. Listen to weather news.</li> <li>5. Make a model of cyclone</li> </ol>	<p>Correct set up Handling the experiment Observation Inference Neatness</p>

						and anemometer. <a href="https://diksha.gov.in/play/content/do_312582606131068928113677?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_312582606131068928113677?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a>	
9	SOIL	4	SEPTEMBER	16	<ol style="list-style-type: none"> <li>1. Able to define soil.</li> <li>2. Understand the concepts of soil profile.</li> <li>3. Able to differentiate between different types of soil</li> <li>4. Understand the difference between water absorption and percolation rate.</li> <li>5. Gains knowledge about soil erosion and soil pollution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Layers of soil.</li> <li>2. Measuring rate of Percolation. <a href="https://diksha.gov.in/play/content/do_313255134827470848129048?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_313255134827470848129048?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></li> <li>3. Removing moisture in soil.</li> <li>4. Absorption of water by soil. <a href="https://diksha.gov.in/play/content/do_312580367141134336111983?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_312580367141134336111983?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></li> </ol>	<p>Correct set up Handling the experiment Observation Inference Neatness</p>
10	TRANSPORTATION IN ANIMAL AND PLANTS	6	SEPTEMBER	16	<ol style="list-style-type: none"> <li>1. Explain the term pulse rate, heartbeat.</li> <li>2. Understands the flow of blood from heart to organs and vice versa.</li> <li>3. Differentiate between arteries and veins.</li> <li>4. Different ways of transportation in different animals.</li> <li>5. Critically analyse the effect on body if transportation and</li> </ol>	<ol style="list-style-type: none"> <li>1. Recording pulse rate of yours and family members. <a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131006608483123201593">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3131006608483123201593</a></li> <li>2. Make a model of stethoscope.</li> </ol>	<p>Correctness Reasoning Interpretation Involvement Inference</p>

					<p>excretory system are not working properly.</p> <p>6.Explain the term vascular tissue, Xylem and phloem  2. Understands the transport of water and minerals in plant.  3.Learns about transpiration</p>	<p><a href="https://youtu.be/JKqXyao854">https://youtu.be/JKqXyao854</a></p> <p>3. Find out blood groups and their importance.</p> <p>4. Collect information about ECG.</p> <p>5.Stem conducts water  <a href="https://diksha.gov.in/play/content/do_312580363527962624111874?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_312580363527962624111874?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p>	<p>Correct set up  Handling the experiment  Observation  Inference  Neatness</p>
11	RESPIRATION IN ORGANISMS	6	OCTOBER	11	<p>1. Describe the process of respiration.  2. Identify the role and function of diaphragm.  3. Understands why rate of breathing increase during exercises.</p>	<p>1. Changes in breathing rate under different conditions.  2. Effect of breathing on chest size.  3. Model to show mechanisms of breathing.  <a href="https://diksha.gov.in/play/con">https://diksha.gov.in/play/con</a></p>	

					<p>4. Identify bronchi and the function of alveolar capillaries.</p> <p>5. Compares different modes of respiration.</p> <p>6. Understand the mechanisms of breathing in different organisms.</p> <p>7. Understand the impact of smoking on one's health.</p> <p>8. Critically analyse the importance of clean air and its effect on human health.</p>	<p><a href="https://diksa.gov.in/play/content/do_3130576118611558401304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">tent/do_3130576118611558401304?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>4. Effect of exhaled air on lime water.</p> <p>5. Collect materials on harmful effect of smoking.</p>	
12	REPRODUCTION IN PLANTS	4	NOVEMBER	17	<p>1. Explain the difference between sexual and asexual reproduction in plants.</p> <p>2. Compares different modes of asexual reproduction.</p> <p>3. Draw different modes of asexual reproduction.</p> <p>4. critically analyse method of seed dispersal.</p>	<p>1. Activity to grow any one vegetatively propagated plant.</p> <p>2. Reproduction in yeast by budding.</p> <p><a href="https://diksa.gov.in/play/content/do_312580379866267648212189?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksa.gov.in/play/content/do_312580379866267648212189?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>3. Study of various parts of stamen and pistil.</p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>
13	ACIDS,BASES AND SALTS	3	November	17	<p>1. Identify the variations shown by different indicators in acidic and basic solutions</p> <p>2. Compare the properties of acids and bases.</p> <p>3. Observe and record the changes involved in mixing of acids and bases.</p> <p>4. Identify acids and bases present in natural sources and properties which demonstrate their presence.</p>	<p>1. To identify tastes of some common edible substances.</p> <p>2. Effect of litmus paper on different solutions.</p> <p>3. Effect of turmeric solution on different solutions.</p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;cont">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;cont</a></p>	<p>Participation</p> <p>Observation</p> <p>Scientific temperament</p> <p>Involvement</p> <p>Conclusion</p> <p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p>

					<p>5. Describe the application of Neutralisation in everyday life.</p>	<p><a href="https://diksa.gov.in/play/collection/do_31308367874308505611408">entId=do_31308367874308505611408</a></p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130837504022036481715">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_3130837504022036481715</a></p> <p>4. Effect of china rose solution on different solutions.</p> <p>5. Effect of acids and bases on natural indicators</p> <p>6. Process of Neutralisation.</p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316018232163532813465">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316018232163532813465</a></p>	Neatness
14	PHYSICAL AND CHEMICAL CHANGES	4	NOVEMBER	17	<p>1. To teach about physical and chemical changes.</p> <p>2. Explain and differentiate between physical and chemical changes.</p> <p>3. Give examples of physical and chemical changes.</p> <p>4. To learn about characteristics of chemical changes.</p> <p>5. Learn about Crystallization.</p>	<p>1. To observe the changes around us and classify them as physical and chemical changes.</p> <p><a href="https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316018213925683213248">https://diksa.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31316018213925683213248</a></p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>

						<p>2. Burning of magnesium ribbon.</p> <p>3. Reaction between copper sulphate and iron.</p> <p>4. Reaction between vinegar and baking soda</p> <p>5. To prepare crystals of copper sulphate.</p>	
15	LIGHT	4	DECEMBER	12	<p>1. Know and understand the term : bouncing of light, plane, real and virtual image, converging and diverging.</p> <p>2. Draw diagrams of mirrors and lens.</p> <p>3. Identify lens and mirrors and their uses.</p> <p>4. Understands the phenomenon of reflection of light.</p> <p>5. Examine dispersion of light.</p> <p>6. Able to construct Newton's disc.</p>	<p>1. Light travels along a straight line.  <a href="https://diksha.gov.in/play/content/do_31305547286160998412778?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31305547286160998412778?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>2. Reflection of light.  <a href="https://diksha.gov.in/play/content/do_313261227704352768133041?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_313261227704352768133041?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>3. Characteristics of image formed by plane mirror.</p> <p>4. Image formation by spherical mirrors.</p> <p>5. Dispersion of light.</p> <p>6. Mixing rainbow colours to produce white colour- Newton's disc.  <a href="https://diksha.gov.in/play/content/do_31260806923006771">https://diksha.gov.in/play/content/do_31260806923006771</a></p>	<p>Correct set up</p> <p>Handling the experiment</p> <p>Observation</p> <p>Inference</p> <p>Neatness</p>



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16	WATER A PRECIOUS RESOURCE	5	JANUARY	16	<ol style="list-style-type: none"> <li>1. Identify different forms of water and their availability.</li> <li>2. Understand the process involved in recycling of water in nature and changes involved in it.</li> <li>3. Explain the term ground water and understand the significance of different sources of ground water.</li> <li>4. Critically analyse the concept depletion of water, factors and process which relate with recharging of ground water.</li> <li>5. Understand the concept of water management and examine the role of an individual in this.</li> </ol>	<p>1 Carry out a campaign to conserve water at home.  <a href="https://diksha.gov.in/play/content/do_312530864369655808210226?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_312530864369655808210226?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</a></p> <p>2. Design posters on importance of water resources.</p> <p>3. Collect clippings from newspaper related to water shortage. List the problems and discuss.</p> <p>4. Activity to show how much water is available.</p> <p>5. Catching rain water – Traditional methods.</p>	<p>Originality  Scientific content  Correctness  Presentation  Neatness</p> <p>Content based relevance  Extent of participation  Areas covered  Conclusion  Confidence</p>
17	FORESTS OUR LIFELINE	5	JANUARY	16	<ol style="list-style-type: none"> <li>1. Define creeper, climber, canopy and crown of the tree.</li> <li>2. Understand and explain the importance of food chain in forest.</li> <li>3. Define humus and decomposers and critically analyse its importance in forest.</li> <li>4. Explain the meaning of deforestation.</li> <li>5. List the importance of forest in our daily lives.</li> </ol>	<p>1. Observe the various things in your home and make a list of those which are made from material which may have been obtained from the forest.</p> <p>2. Observe the trees around your house and identify them. List the characteristics of trees. Draw the crowns of trees.</p> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_sour">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_sour</a></p>	<p>Correctness  Reasoning  Interpretation  Involvement  Inference</p>

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18	WASTE WATER STORY	10	FEBRUARY	16	<ol style="list-style-type: none"> <li>1. Identify and list ways in which waste water is generated.</li> <li>2. Explain the process involved in clarification of wastewater.</li> <li>3. Collaborate and understand the significance of WWTP.</li> <li>4. Elaborate each step involved in working of WWTP.</li> <li>5. Critically analyse the importance of using better housekeeping practices and better sanitation in conservation of water.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clean water is a basic need of human being. Make a mind map of the many uses of clean water.</li> <li>2. Locate an open drain near your house and inspect water flowing through it. Record colour, odour and any other observation and tabulate.</li> <li>3. Treatment of polluted water.</li> </ol> <p><a href="https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308447250123161612390">https://diksha.gov.in/play/collection/do_31310347512270848011288?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&amp;contentId=do_31308447250123161612390</a></p>	<p>Methodology Collection of data Inference drawn Interpretation Involvement</p>