

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM (SESSION 2024-25)

SUBJECT : ART EDUCATION

TEACHERS NAME :

CLASS- 7

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|------------|--|---|--|---|------------|
| APRIL- MAY | Colour Theory- Warm colours, Cool colours. Abstract Art Illusion Art Pencil shading and Oil pastel mixing in objects. Shading techniques | To make them know about the family of colours To teach them Pencil shading , oil pastel mixing. | Work in art file and book Work in art file | They should able to know about the family of colours like yellow , orange, red in one family etc. | |

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| JULY | <p>Draw and colour of fruits & vegetables</p> <p>Object drawing – Still Life</p> <p>Card making</p> | <p>To teach them how to do shading & mixing from diff. medium of colours in various objects.</p> <p>To teach them different type of card making</p> | <p>Work in art file .</p> <p>Activity Method</p> | <p>Students should able to make fruits, vegetables , still life with mixing of diff. medium of colours.</p> <p>Students should able to create some beautiful cards.</p> | <p>Card making</p> |
| AUGUST- SEPTEMBER | <p>Draw Animals and Birds in different postures</p> <p>Rakhi making</p> <p>Janmashtami activity</p> <p>PERIODIC TEST 2</p> | <p>To teach them how to make birds , animals in step by step.</p> <p>To teach them how to make beautiful rakhis with different materials</p> | <p>Work in art file .</p> <p>Activity method</p> | <p>Students should able to draw these things by their own.</p> | <p>Rakhi making</p> <p>Janmashtami activity</p> |
| OCTOBER | <p>Traditional faces</p> <p>Silhouette Art</p> <p>Drawing parts of Human</p> <p>Poster Making on HARIT DIWALI / Craft work on Diwali</p> | <p>To teach them diff. type of art form</p> | <p>Work in art file</p> | <p>Students should able to create some different art form</p> | <p>Craft work on Diwali</p> |
| NOVEMBER | <p>Perspective drawing</p> | <p>To teach them</p> | <p>Work in art file</p> | <p>They should able to make</p> | <p>Finger painting activity</p> |

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| | Warli art Finger painting activity | how to do perspective drawing | | compositions by their own. | |
| DECEMBER | Drawing with chalk on black paper Christmas Scene | To teach them how to do chalk work To create some beautiful craft work | Work in art file Activity method | Students should able to make some different art work Craft work on Christmas. | |
| JANUARY- FEBRUARY | Compositions Negative shading Wet wash painting | To teach them how to create beautiful work with wet wash | Work in art file | Students should able to create some beautiful landscapes | . |
| MARCH | FINAL TERM | | | | |

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : CIVICS

SESSION: 2024-25

TEXT BOOK: SOCIAL AND POLITICAL LIFE-II(NCERT)

CLASS: VII

TEACHER'S NAME: KAVITA SETH

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|--------------|-----------------------------|--|---|---|---|
| APRIL | CH-1 On Equality | <ul style="list-style-type: none">• To understand the concept of democracy and the right to equality enshrined in our Constitution.• Laws and various government initiatives to establish equality• To familiarise the students with the Civil Rights Movement in America | Multimedia Discussion method Lecture method Textbook | The learner will be able to: <ul style="list-style-type: none">• explain the significance of equality in democracy• Distinguish between political equality, economic equality and social equality• explain the programmes started by the government to promote equality | Prepare posters on the Right to equality |

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| MAY | Ch-2 Role of the Government in Health | <ul style="list-style-type: none"> • To analyse the health care system in India • To gain a sense of the nature of decision – making within the State government | Multimedia Discussion method Lecture method Textbook | The learners will be able to: <ul style="list-style-type: none"> • Differentiate between Private health care centres and Public health services • Study the health situation of Costa Rica and Kerala | Prepare newspaper collage about the work being done by the State government on issues like health, food, agriculture, roads etc. |
| JULY | Ch-3 How the State Government works | <ul style="list-style-type: none"> • To examine the working of the government at the state level • | Multimedia Discussion method Lecture method Textbook | Students will be able to <ul style="list-style-type: none"> • Describe the process of election to the legislative assembly • Gain an understanding on the working of the government | Mock Elections |
| AUGUST | Ch-4 Growing up as boys and girls | <ul style="list-style-type: none"> • To make them understand that gender is a social constraint and not determined by biological difference • To familiarise the students with the gender discrimination in the society | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Learn gender differences or inequality • Explain Government's role in women's education and welfare • Analyse the changes in working conditions of men and women at work outside and work at home | Prepare a story board on breaking stereotype. |

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| SEPTEMBER | REVISION PT2 | <ul style="list-style-type: none"> • Recapitulation | Oral , Written , Multimedia | Clarity of concepts | Revision worksheet |
| OCTOBER | Ch-5 Women change the World | <ul style="list-style-type: none"> • To gain knowledge of the discrimination faced by women and their stereotyping • Trace the efforts of the women’s movement in challenging the discrimination and various forms of violence against women | Multimedia Discussion method Lecture method Textbook | The learners will be able to: <ul style="list-style-type: none"> • Tell about common stereotypes in men and women • About the struggle of women for education through accounts of different people • Identifies women achievers in different fields from various regions of India • Illustrates contribution of women to different fields with appropriate examples | Group discussion about women who worked for a better society |
| NOVEMBER | Ch-6 Understanding Media | <ul style="list-style-type: none"> • To understand the role of the media in facilitating interaction between the government and citizens • To gain a sense that government is accountable to its citizens. | Multimedia Discussion method Lecture method Textbook | The students will be able to: <ul style="list-style-type: none"> • Explain the functioning of media with appropriate examples from newspapers • Create an advertisement • Explain the impact of media on people’s lives | Create advertisements about the need to save water and energy |
| DECEMBER | Ch-7 Markets Around us | <ul style="list-style-type: none"> • To provide an understanding of the buying and selling of | Multimedia Discussion method Lecture method | The students will be able to: <ul style="list-style-type: none"> • Differentiate between different kinds of | Compare and contrast a weekly market and a |

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| | | <p>products</p> <ul style="list-style-type: none"> • To encourage students to know the types of markets | Textbook | markets | <p>shopping complex on the following:</p> <ul style="list-style-type: none"> • Kinds of goods sold • Prices of goods • Sellers • Buyers |
| JANUARY | Ch-8 A Shirt in the Market | <ul style="list-style-type: none"> • To gain knowledge of the chain of markets involved in the manufacture of a commodity with the help of a story of the making of a shirt | <p>Multimedia Discussion method Lecture method Textbook</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Trace how goods travel through various market places | Discuss the role of foreign companies in the making of a shirt |
| FEBRUARY | Revision | <ul style="list-style-type: none"> • Recapitulation | Oral , Written , Multimedia | Clarity of concepts | Revision worksheet |
| MARCH | FINAL TERM EXAMS | | | | |

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT :SANSKRIT

SESSION: 2024-25

TEXT BOOK: नई दीपमणिका (7)

TEACHERS NAME: ओंप्रकाश:

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
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| APRIL | वर्णविन्यास विशेषण-विशेष्य परिचय कारका: पाठ-1 लंगलकार (प्रथम पु) पाठ-2 द्वितीयः लंगलकार (मध्यम पु) | शब्द-भाषयोः अवबोधनम् नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम्, लंगलकारस्य ज्ञानं प्रयोगश्च | अर्थ विधि | संवादविधेः वार्तालापम्, प्रश्न-उत्तराणि च नित्यजीवने प्रयोगः | चित्राधारित पंचवाक्यानि लेखनम् |
| MAY | पाठ-3 लंगलकार (उत्तम पु) व्याकरण शब्दरूपं, धातुरूपं च संख्यावाचकशब्दाः पशु-पक्षिणां नामानि | संख्यावाचीशब्दाः शब्दरूपाः, लिङ्गानुसारेण संख्यासु भिन्नता | उदाहरण विधि | संस्कृते अंक लेखनम्, संख्यानां विशेषणेन प्रयोगः | चार्ट निर्माणम् (लिङ्गानुसारं चित्र) |
| JULY | पाठ-4 लोटलकार पाठ-5 सत्ता निर्णयः व्याकरण- संधि धातु रूपाणि अपठित गद्यांश पर्याय (पेज सं 78) | वार्तालापः, कर्तृपरिचयम् क्रियापरिचयम्, स्वर संधि (गुण, दीर्घ) अस्, कृ, गम, पठ्, लिख,वद् | व्यासविधिः प्रश्नोत्तर विधि | छात्राः नैतिकज्ञानं प्राप्स्यन्ति। कर्त्रनुसारं क्रियापदानां प्रयोगे सक्षमाः भवन्ति। | पद्य - गायनम् पाठ-16 नैव क्लिष्टा |

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| AUGUST | पाठ-6 संख्या ज्ञानम् पाठ-8 सुवचनानि व्याकरण- प्रत्यय - अनुवाद, चित्रवर्णन | नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम् कत्वा, तुमुन कारकाः- प्रथमा, द्वितीया | व्यासविधिः उदाहरणविधिः | कथा माध्यमेन पठने च छात्राणां अभिरुचिवर्धनम् | मौखिकाभ्यासेन छात्राः विभिन्नधातुरूपाणां उच्चारणं करिष्यन्ति। छात्राः परस्परे संवादं कृत्वा वाक्यानि लेखिष्यन्ति। |
| SEPTEMBER | पुनरावृत्ति अर्ध वार्षिक परीक्षा | | | | |
| OCTOBER | पाठः- दशम स्वच्छयायाः महत्त्वम् पाठः- एकादशः जनरल बिपिनरावत चित्रवर्णनम्/अनुवाद | पठितगद्यांश, पद्यांश, अन्वयानि, प्रश्नोत्तरम्, शब्दाथम्, विलोमपदाः, पर्यायपदाः, | व्याख्यात्मकम् उदाहरण विधि, | क्षत्रिय धर्मस्य विशये ज्ञानं प्राप्स्यन्ति। | वर्ग पहेलिका निर्माणम् |
| NOVEMBER | पाठः- द्वादशः सुभाषितानि पाठ- त्रयोदशः मूर्ख भृत्यः संवाद, चित्र वर्णन | पठितगद्यांश, कर्तृपरिचयम् क्रियापरिचयम्, प्रश्नोत्तरम्, शब्दार्थम्, विलोमपदाः, पर्यायपदाः, घटनाक्रमः | व्यासविधिः उदाहरण विधिः | नैतिक-शिक्षां प्राप्य परसपरे वार्तालापम् | कस्य अपि रमणीय स्थलस्य संस्कृतन वर्णनम् |
| DECEMBER | पाठ- पंचदश बुद्धिरयस्य बलं व्याकरण संधि- गुण, वृद्धि, दीर्घ अपठित गद्यांश | जीवन मूल्य वर्धनाय कथायाः महत्त्वम् | व्यासविधिः | सचित्रं पर्यावरणस्य विषये वाक्यरचना | क्रीडा- विभिन्नविषयेषु FOR MULTIPLE ASSESSMENT |

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| JANUARY | पाठ - 14 व्याकरण विपर्ययाः(पेज सं 78) अशुद्धि संशोधन(131) उपपदविभक्तिः-द्विती या,षष्ठी | नवीनशब्दाः, क्रियापदाः, शब्दानाम् अर्थः, प्रत्ययानां ज्ञानम् | व्यासविधिः | समाजे यथासामर्थ्यम् परेषां साहाय्यं करणीयम् | श्लोक गायन गतिविधि |
| FEBRUARY | पुनरावृत्ति | | | | |
| MARCH | वार्षिक परीक्षा | | | | |

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA , NEW DELHI

CURRICULUM (CLASS VII)

SUBJECT: ENGLISH

SESSION: (2024-2025)

TEXT BOOK: LITERATURE READER 7-STEPPING STONE (HEADWORD PUBLICATIONS)

SUBJECT TEACHER: MR. RAJENDER KUMAR

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|--------------|--|--|---|--|--|
| APRIL | <p>Literature: (1) Lily of the Valley (2) Pip Meets the Convict</p> <p>Writing: • Notice</p> <p>Grammar: • Nouns & Pronouns</p> | <p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Formal Notice <p>Grammar:</p> | <p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer/poet and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of a formal Notice | <p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level | <p>Literature: Role Playing</p> <p>Writing: Write a notice</p> <p>Grammar: Grammar game based on Nouns and Pronouns</p> |

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| | | <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of nouns and their usage in sentences • learn the types of pronouns and their usage in sentences • learn the difference between adjectives and pronouns | <ul style="list-style-type: none"> • create situations for the students to write notices for the class/ school (information about a loss, find or an event) <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • able to write a notice using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the kinds of nouns as proper, common, abstract or collective • use the correct pronoun in its number, person and case | |
| MAY | <p>Literature: (3) The Cyclone</p> <p>Writing:</p> <ul style="list-style-type: none"> • Short Story <p>Grammar:</p> <ul style="list-style-type: none"> • Types of Sentences | <p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner | <p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson <p>Writing:</p> | <p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner | <p>Literature: Narration of an incident</p> <p>Writing: Spin a Yarn</p> <p>Grammar: Grammar Quiz based on Types of Sentences.</p> |

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| | | <ul style="list-style-type: none"> • provide opportunity to think and write a story using correct structure and appropriate vocabulary <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of sentences and their usage • learn to change sentences from one type to the other • learn the correct punctuation for each kind of sentence. | <ul style="list-style-type: none"> • explain the structure of a story • explain the inclusion of dialogues and a suitable title • give an outline to develop a story <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • demonstrate the ability to use words and phrases to the appropriate level • able to write a well structured story using appropriate vocabulary and correct grammar <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the kinds of sentences as Declarative, Interrogative, Exclamatory or Imperative • able to transform sentences | |
| JUNE | - | - | - | - | - |
| JULY | <p>Literature: (4) The Slave's Dream</p> <p>Writing:</p> <ul style="list-style-type: none"> • Diary Entry • Informal Letter <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectives • Integrated Grammar (Omission, Error correction, Close gap filling & Rearranging the Sentences) | <p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> | <p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer/poet and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases | <p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text | <p>Literature: Recitation</p> <p>Writing: Write an informal letter and message</p> <p>Grammar: Grammar Quiz based on Articles and Adjectives</p> |

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| | | <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Diary Entry and Informal Letter <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of adjectives and their usage in sentences • learn the types of articles and their usage in sentences • learn the difference between adjectives and pronouns • learn to use the correct articles in sentences | <ul style="list-style-type: none"> • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of Diary Entry and Informal Letter • create situations for the students to write diary entry of events. • create situations for the students to write informal letters to friends and family members <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a notice using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the kinds of adjectives and use them in sentences • use the correct articles in sentences | |
| AUGUST | <p>Literature: (5) The Night the Roof Blew Off</p> <p>Writing:</p> <ul style="list-style-type: none"> • Formal Letter <p>Grammar:</p> <ul style="list-style-type: none"> • Verbs, | <p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, | <p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer/poet and the lesson • individual and group reading | <p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry | <p>Literature: Picture Composition</p> <p>Writing: Write a Formal letter</p> <p>Grammar: Grammar Quiz</p> |

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| | <ul style="list-style-type: none"> • Adverbs • Modals | <p>synthesis, drawing of inferences etc.</p> <ul style="list-style-type: none"> • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Formal Letter <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of verbs as transitive and intransitive, and finite and non-finite • learn the types of adverbs as adverbs of manner, place, time, frequency, quantity etc • learn the different modals and their usage in sentences | <ul style="list-style-type: none"> • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of a formal letter • create situations for the students to write formal letters to the Principal and to the editor of a newspaper or magazine <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a formal letter using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the kinds of verbs and adverbs and use them in sentences • use appropriate modals in sentences • able to identify the tenses • able to write sentences in different tenses | |
| SEPTEMBER | Literature: (6) The Beasts in Partnership. Writing: | Literature: | Literature: | Literature: | Literature: Recitation Writing: |

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| | <ul style="list-style-type: none"> • Debate <p>Grammar:</p> <ul style="list-style-type: none"> • Tense | <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Debate. <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • revise and recapitulate the topics learnt so far. • Learn the tenses and the break up of sentences in all the tense. | <ul style="list-style-type: none"> • give the background of the poet and the poem • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the rhyme scheme and poetic devices in the poem • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of a Debate • create situations for the students to write debate for or against the motion. <p>Grammar:</p> <ul style="list-style-type: none"> • review previous learning • provide revision worksheets | <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a Diary Entry using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> • able to apply grammar rules learnt so far | <p>Grammar:</p> <p>Grammar Quiz</p> |
| OCTOBER | <p>Literature:</p> <p>(7) Father William (8) The Adventures with the Windmills</p> <p>Writing:</p> | <p>Literature:</p> <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills | <p>Literature:</p> <ul style="list-style-type: none"> • give the background of the writer and the lesson | <p>Literature:</p> <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry | <p>Literature:</p> <p>Description of an incident</p> <p>Writing:</p> |

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| | <ul style="list-style-type: none"> • Factual Description Grammar: <ul style="list-style-type: none"> • Prepositions & Phrases | <ul style="list-style-type: none"> • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary Writing: <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of a Factual description Grammar: <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of nouns and their usage in sentences • learn the types of prepositions and their usage in sentences • learn the different kinds of phrases as noun, adjective, adverb and prepositional | <ul style="list-style-type: none"> • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson Writing: <ul style="list-style-type: none"> • explain the format of a Factual Description • give topics to the students to write factual descriptions of persons, places, things and events Grammar: <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary Writing: <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write a notice using the correct format Grammar: <ul style="list-style-type: none"> • able to identify the kinds of prepositions as prepositions of place, time, direction, duration, agent etc • use the correct prepositions in sentences • able to identify the different kinds of phrases | Grammar: Grammar Quiz |
| NOVEMBER | Literature: | Literature: | Literature: | Literature: | Literature: |

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| | <p>(9) Hearts and Hands</p> <p>Writing:</p> <ul style="list-style-type: none"> • Article <p>Grammar:</p> <ul style="list-style-type: none"> • Conjunctions & Clauses | <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner • develop the ability to write for a specific purpose • learn the correct format of an article <p>Grammar:</p> <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • learn the basic conventions of English grammar • learn the types of conjunctions and their usage in sentences • learn the types of clauses as coordinate, main and subordinate • learn the types of sentences as Compound or Complex based on the clauses in them | <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson <p>Writing:</p> <ul style="list-style-type: none"> • explain the format of an article • create situations for the students to write articles for newspapers and magazines <p>Grammar:</p> <ul style="list-style-type: none"> • review and build on previous learning • explain the topic with the help of examples • provide worksheets • do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> • comprehend literature in the form of prose • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary <p>Writing:</p> <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level • able to write an article using the correct structure and format <p>Grammar:</p> <ul style="list-style-type: none"> • able to identify the kinds of conjunctions as coordinating (FANBOYS) and subordinating (as, since, when, while which etc) • identify the clauses as coordinate or subordinate noun / adjective/ adverb clause | <p>Group Discussion</p> <p>Writing:</p> <p>Grammar:</p> <p>Grammar Quiz</p> |
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| DECEMBER | Literature: (10) The China Dog Writing: Revision Grammar: Revision | Literature: <ul style="list-style-type: none"> • develop and enhance listening, reading, speaking and writing skills • develop skills of general application like analysis, synthesis, drawing of inferences etc. • develop high order thinking skills and critical thinking ability • develop vocabulary Writing: <ul style="list-style-type: none"> • revise writing skills learnt so far Grammar: <ul style="list-style-type: none"> • use basic grammar appropriately while speaking and writing • revise and recapitulate the topics learnt so far | Literature: <ul style="list-style-type: none"> • give the background of the writer and the lesson • individual and group reading • encourage students to raise questions and share their views • discuss the lesson • explain the meanings of difficult words and phrases • discuss the questions asked at the end of the lesson Writing: <ul style="list-style-type: none"> • Revision tests Grammar: <ul style="list-style-type: none"> • review and build on previous learning • provide revision worksheets | Literature: <ul style="list-style-type: none"> • comprehend literature in the form of prose and poetry • understand and appreciate the poetic devices • understand and answer a variety of questions • determine the meanings of words and phrases as used in the text • enhanced speaking and writing skills • enhanced vocabulary Writing: <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level Grammar: <ul style="list-style-type: none"> • able to apply grammar rules learnt so far | Literature: Role Playing Writing: Grammar: Grammar Quiz |
| JANUARY | Literature: The China Dog Writing: <ul style="list-style-type: none"> • E mail Grammar: <ul style="list-style-type: none"> • Active Passive Voice • Direct & Indirect Speech | Writing: <ul style="list-style-type: none"> • develop and enhance writing skills • develop the confidence to express thoughts effortlessly and in an organised manner | Writing: <ul style="list-style-type: none"> • explain the format of an Email • create situations for the students to write emails to friends and family members Grammar: | Writing: <ul style="list-style-type: none"> • Organise and structure meaningful sentences in a sequential manner • demonstrate the ability to use words and phrases to the appropriate level | Grammar: Grammar Quiz |

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| | | <ul style="list-style-type: none"> develop the ability to write for a specific purpose learn the correct format of an Email <p>Grammar:</p> <ul style="list-style-type: none"> use basic grammar appropriately while speaking and writing learn the basic conventions of English grammar learn sentences in Active and Passive voice learn the rules to change the voice learn Direct and Indirect Speech learn the rules to change speech from direct to indirect and vice versa | <ul style="list-style-type: none"> review and build on previous learning explain the topic with the help of examples provide worksheets do practice exercises from the Grammar book in the class | <ul style="list-style-type: none"> able to write an email using the correct format <p>Grammar:</p> <ul style="list-style-type: none"> able to identify the voice and change it from active to passive and vice versa able to change the speech from direct to indirect and vice versa | |
| FEBRUARY | Literature: Revision Writing: Revision Grammar: Revision | <ul style="list-style-type: none"> review and revision of the topics learnt so far | <ul style="list-style-type: none"> worksheets and writing practice in class | <ul style="list-style-type: none"> comprehend literature in the form of prose and poetry understand and answer a variety of questions enhanced speaking and writing skills enhanced vocabulary able to apply grammar rules in sentences | Revision tests |
| MARCH | Term- End Exam | Term- End Exam | Term- End Exam | Term- End Exam | Term- End Exam |

बी.जी.एस. इंटरनेशनलपब्लिक स्कूल, सेक्टर-5, नई दिल्ली-75

CURRICULLUM (पाठ मूल्यांकन) प्रथम सत्र : 2024-25

कक्षा : VII

SUBJECT: हिंदी

TEXT BOOK: वसंत-भाग 2, बाल महाभारत कथा

TEACHERS NAME: विशाखा गुप्ता

| महीना | पाठ सं | भाषा की योग्यताएँ/कौशल और मूल्य | सीखने का परिणाम |
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| अप्रैल | वसंत- 1.हम पंछी उन्मुक्त गगन के (कविता) | <ul style="list-style-type: none"> कविता का भावबोध,संदेश, अर्थ, पक्षियों की परिकल्पना द्वारा पराधीनता की वेदना को व्यक्त | बच्चों में प्रकृति-प्रेम,पक्षी-प्रेम, स्वतंत्रता का महत्त्व ,गर्व,साहस आदि गुणों का विकास हुआ । |
| | 2. हिमालय की बेटियाँ (निबंध) | | |
| | बाल महाभारत-- 1.शांतनु और भीष्म 2. भीष्म प्रतिज्ञा 3. धृतराष्ट्र और पांडू | बच्चें महाभारत की कथाओं से अवगत होंगे। महाभारत में राजाओं का आचरण उनकी शासन व्यवस्था, व्यवहार आदि जान पाएँगे। | बच्चो में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| | व्याकरण -वर्ण और भाषा | वर्णों का उच्चारण स्थान भाषा | बच्चों के भाषा ज्ञान में वृद्धि हुई शब्दकोश में वृद्धि |
| मई | वसंत- 3.कठपुतली | <ul style="list-style-type: none"> बालमनोविज्ञान को प्रकट करना जीवन में संघर्ष को सरल बनाने की शिक्षा | बच्चों में बाल मनोविज्ञान,साहस, पारिवारिक सम्बन्ध,स्नेह की भावना का विकास हुआ |

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| | <p>बाल महाभारत— 4. धृतराष्ट्र और पांडु 5. धृतराष्ट्र एवं पांडु का विवाह 6. कौरव पांडव की शस्त्र शिक्षा</p> | <p>महाभारत की इन कथाओं द्वारा त्याग और प्रतिज्ञा के संबंध में जान पाएँगे ।</p> <p>आदर्श माता जिन्होंने संघर्षपूर्ण जीवन में भी अपने पुत्रों को कुशल शासक व कुशल योद्धा बनाने में अपना जीवन बीता दिया।</p> | <p>बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ</p> |
| | <p>व्याकरण -</p> | <p>विलोम शब्द, पर्यायवाची शब्द</p> | <p>शब्दकोश में वृद्धि</p> |
| <p>जून</p> | <p>ग्रीष्मावकाश</p> | | |
| <p>जुलाई</p> | <p>वसंत— 4. मिठाईवाला</p> | <ul style="list-style-type: none"> • बच्चे इस कहानी से दूसरों के लिए जीना सीखेंगे। • मिठाईवाले के चरित्र से सहनशीलता का पाठ सीख पाएँगे | <p>वैज्ञानिक दृष्टिकोण का विकास हुआ</p> |
| | <p>बाल महाभारत— 7. लाक्षागृह -दाह 8. द्रौपदी का स्वयंवर 9. इन्द्रप्रस्थ की स्था</p> | <p>भीम और द्रोणाचार्य के स्वभाव कैसे थे ? द्रौपदी के स्वयंवर की प्रतिज्ञा किस प्रकार पूरी हुई थी । चौसर के खेल में दुर्योधन एवं शकुनि का षड्यंत्र किस प्रकार सफल हो गया । यह जान पाएँगे</p> | <p>बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ</p> |
| | <p>व्याकरण -</p> | <p>अनुच्छेद, अपठित गद्यांश वचन, अनेक शब्दों के लिए एक शब्द</p> | <p>कल्पनाशक्ति का विकास अर्थ ग्रहण करके लिखना शब्दकोश में वृद्धि</p> |
| <p>अगस्त</p> | <p>वसंत— 5. शाम एक किसान</p> | <ul style="list-style-type: none"> • प्रकृति की शोभा को जीवंत रूप में समझ पाएँगे । | <p>बच्चों में मान-सम्मान, सही-गलत का निर्णय, विवेकबुद्धि, मातृ-प्रेम, आत्मगौरव का विकास हुआ</p> |

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| | बाल महाभारत- 10.जरासंध और राजसूय यज्ञ 11. जुए का खेल 12. भीम और हनुमान | बच्चों में द्वेष करने वालों की क्या हालत होती है यह जान पाएँगे । | बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| | व्याकरण - | मुहावरे, संधि, लिंग | शब्दकोश में वृद्धि |
| सितम्बर | 13.द्वेषी का मन कभी नहीं भरता 14. मायावी सरोवर | पत्र, चित्र-वर्णन | कल्पनाशक्ति का विकास कल्पनाशक्ति का विकास |

बी.जी.एस. इंटरनेशनल पब्लिक स्कूल, सेक्टर-5, नई दिल्ली-75

CURRICULLUM (पाठ मूल्यांकन) द्वितीय सत्र : 2024-25

कक्षा : VII

SUBJECT : हिंदी

TEXT BOOK: वसंत-भाग 2, बाल महाभारत

TEACHERS NAME: श्रीमती विशाखा गुप्ता

| महीना | पाठ सं - पाठ | भाषा की योग्यताएँ/कौशल और मूल्य | सीखने का परिणाम |
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| अक्टूबर | वसंत- 6.अपूर्व अनुभव संस्मरण (जापानी) 7.रहीम के दोहे (कविता) | <ul style="list-style-type: none"> बाल-मनोविज्ञान को दर्शाना दोस्ती की खातिर जोखिम उठाना भावार्थ जानना | <p>बच्चों में दूसरों की जरूरतों को समझना, सहायता व स्नेह की भावना को बढ़ावा मिला</p> <p>सच्चा-मित्र, अनुशासन, गुण-अवगुण की पहचान, समयपालन आदि गुणों का विकास हुआ</p> |

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| | | <ul style="list-style-type: none"> दोहे के माध्यम से नैतिक मूल्यों को समझना | |
| | बाल महाभारत— 15. अज्ञातवास 16. विराट का भ्रम 17. कौरव पांडव के राजदूत | बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास करना | बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| | व्याकरण - | लोकोक्तियाँ | शब्दकोश में वृद्धि |
| नवम्बर | वसंत— 8. खान पान की बदलती तस्वीर 9. नीलकंठ | <ul style="list-style-type: none"> पशुपक्षियों में भी मनुष्य के जैसी भावनाएँ होती हैं इसे समझ पाएँगे। | विवेक बुद्धि, अनजान परिस्थितियों से न घबराना, सहायता, सकारात्मकता आदि गुणों का विकास हुआ |
| | बाल महाभारत— 18. पांडव और कौरव के सेनापति | बच्चे युद्ध में सेना की संरचना के विषय में जान पाएँगे। | बच्चों में धार्मिक, पौराणिक, ऐतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| | व्याकरण - | संधि | शब्दकोश में वृद्धि, बच्चों के भाषा ज्ञान में वृद्धि हुई |

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| दिसम्बर | वसंत— 10. भोर और बरखा (| कविता का भावबोध, संदेश, अर्थ स्पष्ट करना, | प्रकृति-प्रेम, लगन निष्ठा, समर्पण भावना आदि गुणों का विकास हुआ |
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| | बाल महाभारत— 19.पहले ,दूसरे और तीसरे दिन का युद्ध 20. चौथे से नवें दिन का युद्ध 21. दसवे तथा ग्याहरवें दिन का युद्ध | बच्चो में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास करना | बच्चो में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| | व्याकरण - | पत्र | कल्पनाशक्ति का विकास |
| जनवरी | वसंत— 13.वीर कुँवर सिंह (जीवनी) | बच्चों में स्वदेश प्रेम,साहस,वीरता,त्याग एवं बलिदान आदि गुणों का विकास करना | बच्चों में देश के प्रति सम्मान,अपनी स्वतंत्रता को अक्षुण्ण रखने की भावना,साहस,वीरता, त्याग एवं बलिदान आदि गुणों का विकास हुआ |
| | बाल महाभारत— 22.तेरहवे दिन का युद्ध 23.कर्ण और दुर्योधन का वध | बच्चो में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास करना | बच्चो में धार्मिक,पौरानिक,एतिहासिक और दार्शनिकता की भावना का विकास हुआ |
| फरवरी | 14. संघर्ष के कारण में तुनकमिजाज हो गया (Activity) 15. आश्रम का अनुमानित व्यय | कारक अनुच्छेद ,चित्र-वर्णन | शब्दकोश में वृद्धिबच्चों के भाषा ज्ञान में वृद्धि हुई कल्पनाशक्ति का विकास |
| | पुनरावृत्ति | पुनरावृत्ति | पुनरावृत्ति |

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|-------|-------------|---------------|-----------|
| मार्च | पुनरावृत्ति | वाषेक परोक्षा | मूल्यांकन |
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समाप्त

BGS INTERNATIONAL PUBLIC SCHOOL
SECTOR 5, DWARKA ,NEW DELHI
CURRICULUM – CLASS VII

SUBJECT: FRENCH
TEXTBOOK: APPRENONS LE FRANÇAIS 2
TEACHERS NAME: MS. RITIKA GABA

SESSION: 2024-25

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|--------------|--|---|--|---|---|
| APRIL | <p>0. Un clin d’œil sur la France</p> <p>1. Un voyage anatomique</p> | <ul style="list-style-type: none"> • Connaissance générale de la France • Les accent • La ponctuation • Les Voyelles • Les Liasons <ul style="list-style-type: none"> • Décrire une personne • Les verbes –er • Les verbes être, aller, avoir • Les pronoms sujets • Les articles définis/indéfinis • Le corps humain • La description physique | <ul style="list-style-type: none"> • Règles des verbes • Le vocabulaire des parties de corps • Sentir à la culture français | <ul style="list-style-type: none"> • Connaissance générale de la France • Savoir les parties de corps • Savoir comment décrivez: <ul style="list-style-type: none"> •Une personne •La Famille | <p>Un collage sur la culture française.</p> <p>Une affiche sur les parties du corps</p> |

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| | 5. Explorons les saisons | <ul style="list-style-type: none"> • Expressions avec faire • Décrire les quatre saisons • Les jours et les planètes • Les verbes irréguliers • La Négation (Suite) • Les jours, les mois, les couleurs et les planètes | <ul style="list-style-type: none"> • Expressions avec <<faire>> • Les noms de planètes et saisons • Les conjugaisons de verbes irréguliers. • La Négation | <ul style="list-style-type: none"> • Apprendre les expressions courantes avec <<faire>> • Décrire les quatre saisons | Activités de cartes sur les saisons. |
| SEPTEMBER | Révision MID TERM EXAM | | | | <ul style="list-style-type: none"> • Recapitulation orale • Quiz en classe |
| OCTOBER | 6. Le Collège Jean Renoir DECOUVRONS Page # 86 | <ul style="list-style-type: none"> • Localiser des objets • Les prépositions • Les verbes –re et irréguliers • Les nombres cardinaux et ordinaux • Le système scolaire en France • Les plats les plus connus en France | <ul style="list-style-type: none"> • Les règles des verbes • Les nombres • Décrire les salles de classe. • Décrire votre école. | <ul style="list-style-type: none"> • Apprendre les nombres • Savoir conjuguer les verbes • Savoir les prépositions | Trouver l'objet et utiliser la préposition pour indiquer sa position. |
| NOVEMBER | 7. Une visite aux Galeries Lafayette | <ul style="list-style-type: none"> • L'interrogation • Les verbes irréguliers • Les vêtements et les accessoires | <ul style="list-style-type: none"> • Les prépositions • Verbes irréguliers • l'interrogation • Les articles contractés | <ul style="list-style-type: none"> • Apprendre les prépositions • Conjugaisons des verbes irréguliers • Apprendre les | Clipart de vêtements selon les différentes saisons. |

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| | 8. Un Repas Français | <ul style="list-style-type: none"> • Les articles contractés (avec préposition à et de) • Les articles partitifs • Les verbes tir et irréguliers • Les repas français • La négation • Les aliments | <ul style="list-style-type: none"> • Les vocabulaire de repas français • Décrivez les repas français | <p>articles contractés</p> <ul style="list-style-type: none"> • Apprendre les articles partitifs • Savoir les repas français | Dessiner ou coller des images de pains français avec des noms. |
| DECEMBER | <p>DECOUVRONS Page # 111</p> <p>9. Visitons la maison de Manuel !</p> | <p>Les meilleur parcs d'attractions et musées pour les ados en France</p> <ul style="list-style-type: none"> • Décrire les pièces, les meubles et les appareils dans la maison • Poser des questions personnelles • Les adjectifs possessifs | <ul style="list-style-type: none"> • Le vocabulaire de lieu et un décor • Règles de adjectif possessifs • Décrivez votre maison. | <ul style="list-style-type: none"> • Apprendre les adjectifs possessifs • Apprendre les vocabulaire • Apprendre poser les questions | Parler de votre maison |
| JANUARY | <p>10. Une lettre de Boulogne-Billancourt</p> <p>DECOUVRONS</p> | <ul style="list-style-type: none"> • Les endroits dans la ville • Les homonymes • Les Virelangues • Décrire une ville <p>Les lieux parisiens moins connus</p> | <ul style="list-style-type: none"> • Le vocabulaire de ville • Décrire une ville (Delhi/Paris) | <ul style="list-style-type: none"> • Apprendre le vocabulaire • Apprendre les homonymes et les Virelangues | Récitation des Virelangues et des homonymes |

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|-----------------|-------------------------------|--|--|--|---|
| | Page # 136 | | | | |
| FEBRUARY | Révision | | | | <ul style="list-style-type: none">•Recapitulation orale•Quiz en classe |
| MARCH | FINAL TERM EXAMINATION | | | | |

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR 5, DWARKA ,NEW DELHI

CURRICULUM

SUBJECT : GEOGRAPHY

SESSION: 2024-25

TEXT BOOK: OUR ENVIRONMENT

CLASS: VII

TEACHER'S NAME: Kavita Seth

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|--------------|-----------------------------|--|---|--|--|
| APRIL | CH-1 Environment | <ul style="list-style-type: none">• To understand the environment in its totality including various components both natural and human• To explain the components of natural environment | Multimedia Discussion method Lecture method Textbook | The students will be able to: <ul style="list-style-type: none">• Explain the various types of wastes being added to the environment• Predict the consequences due to human activities which affect the environment• Explain components of natural environment i.e. lithosphere, hydrosphere, atmosphere and biosphere | Flow diagram of components of environment |

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| MAY | CH-2 Inside our Earth | <ul style="list-style-type: none"> • To understand the interior of the earth • To familiarise the students with the formation of the rocks | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Identify major layers of the earth • Explain the types of rock and its formation | Diagram of the interior of the earth, rock cycle |
| JULY- AUGUST | CH-3 Our Changing Earth | <ul style="list-style-type: none"> • To understand the various movements in the earth's surface that lead to formation of various features on the earth | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Reflects on the factors leading to disasters and calamities • Explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts | Diagram of Volcano. Make a table of the type of volcano. |
| SEPTEMBER | REVISION PT2 | <ul style="list-style-type: none"> • Recapitulation | Oral , Written , Multimedia | <ul style="list-style-type: none"> • Clarity of concepts | Revision worksheet |
| OCTOBER | CH-4 Air | <ul style="list-style-type: none"> • To facilitate the learners to understand about atmosphere and its elements | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Explains composition and structure of the atmosphere • Explains the elements of weather and climate | Diagram of composition of air and the structure of the atmosphere |

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| NOVEMBER | CH-5 Water | <ul style="list-style-type: none"> • To know about distribution of water on the earth. • To facilitate the learners to understand the importance of conserving water | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Appreciate the importance of clean water and the problems that may arise in the absence of it | On a world map, mark continents, oceans, ocean currents and important seas |
| DECEMBER | CH-6 Human Environment Interactions- The Tropical and the Sub tropical region | <ul style="list-style-type: none"> • To familiarise the students with the relationship between natural environment and human environment | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Understand the life of the people in different climatic conditions | Prepare a presentation showing comparison between the tropical and the sub tropical regions |
| JANUARY | CH-7 Life in the Deserts | <ul style="list-style-type: none"> • To understand the life of the people living in these regions and the effect of the climate on their lives and occupation | Multimedia Discussion method Lecture method Textbook | <ul style="list-style-type: none"> • Describe interrelationship between climatic regions and life of people living in different climatic regions | Mark hot and cold desert on the world map |
| FEBRUARY | Revision | <ul style="list-style-type: none"> • Recapitulation | Oral , Written , Multimedia | Clarity of concepts | Revision worksheet |
| MARCH | Final Examination | | | | |

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SUBJECT TEACHER **Kavita Seth**

BGS INTERNATIONAL PUBLIC SCHOOL, SECTOR 5, DWARKA ,NEW DELHI

SUBJECT : HISTORY CURRICULUM

SESSION: 2024-2025

TEXT BOOK: OUR PASTS-I

CLASS : VII

TEACHER'S NAME: Kavita Seth

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | ACTIVITIES |
|--------------|--|--|--|--|--|
| APRIL | CH 1 Introduction- Tracing Changes Through A Thousand Years | <ul style="list-style-type: none"> ▪ Brief discussion on the periodisation of history ▪ To provide an understanding of the various source materials used for studying this period | Multimedia, Question Answer method and Explanation | <p>The students will be able to understand</p> <ul style="list-style-type: none"> • Various terminologies like scribes, catographer, patron , prashasti. • Emergence of new socio-political groups | Discuss what difficulties Historians would be facing in using manuscript. |
| MAY | CH 2 Kings and Kingdoms | <ul style="list-style-type: none"> ▪ To know about the new dynasties and their administration during the period 700-1200 A.D ▪ A detailed study of the Chola Administration | Multimedia, Textbook, Question Answer method and Explanation | <p>The students will be able to understand</p> <ul style="list-style-type: none"> • Various taxes imposed on people. • Splendid temples built by rulers and its purpose. | On map of India mark the area occupied by Cholas, Chalukyas, Pandyas. |
| JULY | CH 3 Delhi:(12 th to 15 th Century) | <ul style="list-style-type: none"> ▪ To provide an overview of the political history of the Delhi Sultanate from A.D. 1206-1526. ▪ A comparative study of the administration under the | Multimedia, Textbook, Discussion and Explanation | <p>The students will be able to understand</p> <ul style="list-style-type: none"> ▪ Strength and weakness of rulers which lead to the rise or downfall of the dynasties. | Paste pictures of buildings built by Delhi Sultans and write their two important features. |

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| | | Khaljis and Tughlaqs | | | |
| AUGUST | CH 4 The Mughals (16 th to 17 th Century) | <ul style="list-style-type: none"> ▪ An outline of the growth of Mughal empire ▪ A detailed study of the administrative and socio-religious policies of Akbar | Multimedia, Textbook, Map, Explanation and Discussion method | <p>The students will be able</p> <ul style="list-style-type: none"> • To trace the chronological history of India under the Mughals • Understand Contribution of Mughal Emperors towards art and architecture. | On map of India mark the areas occupied by Akbar and Aurangzeb |
| SEPTEMBER | Revision PT2 | <ul style="list-style-type: none"> • Recapitulation | Oral, Written, Multimedia | Clarity of concepts | Revision worksheets |
| OCTOBER | CH 5 Tribes , Nomads and Settled Communities | <ul style="list-style-type: none"> ▪ Tribes and the regions where they lived ▪ Nomads, new castes and hierarchies ▪ Case studies of the Gonds and the Ahoms | Multimedia Discussion method Lecture method Textbook | <p>The students will be able to understand.</p> <ul style="list-style-type: none"> • Occupation of the tribal people • How the nomads like Banjaras were important for the economy. • Administrative system of the Gonds and the Ahoms. | On map of India mark important tribes of India. |
| NOVEMBER | CH 6 Devotional Paths to the Divine | <ul style="list-style-type: none"> ▪ The Bhakti Movement and the saints of the medieval period. ▪ Understand how Kabir and Guru Nanak challenged formal religions | Multimedia Discussion method Lecture method Textbook | <p>The students will be able to understand.</p> <ul style="list-style-type: none"> • Major beliefs and practices of various Bhakti movements • Why common people took the path of Bhakti movement. | On map of India mark major bhakti saints and regions associated with them. |

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| DECEMBER | CH 7 The Making of Regional Cultures | <ul style="list-style-type: none"> ▪ An overview of the various religious traditions regional cultures -language, dance painting and music ▪ Case Study of Bengali literature | Multimedia Discussion method Lecture method Textbook | The students will be able to understand <ul style="list-style-type: none"> • Why the conquerors tried to control the temples at Jagannath Puri. • Why were the temples built in Bengal. | Choose one state and write about its culture, food, places to visit, language spoken. |
| JANUARY | CH 8 Eighteenth – Century Political Formations | <ul style="list-style-type: none"> ▪ To gain an understanding of the decline of the Mughal empire The emergence of new states and provinces--The Marathas Sikhs and the Jats | Multimedia Discussion method Lecture method Textbook | The students will be able to understand. <ul style="list-style-type: none"> • Policies adopted by nobles of Awadh, Bengal and Bihar to strengthen their position. • How Sikhs and Marathas organized themselves into a political community. | Divide the class into four groups and share tales about Sikhs, Marathas, Rajputs and Jats. |
| FEBRUARY | Revision | <ul style="list-style-type: none"> • Recapitulation | Oral, Written, Multimedia | Clarity of concepts | Revision worksheets |
| MARCH | Final Examination | | | | |

BGS INTERNATIONAL PUBLIC-SCHOOL

SECTOR 5, DWARKA, NEW DELHI

CURRICULUM

SUBJECT : Mathematics

SESSION: 2024-25

TEXTBOOK: NCERT

Class: VII

TEACHER'S NAME: Sunita Pandey

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES | SUGGESSTED ACTIVITIES |
|--------------|----------------------|---|-------------------------------|---|--|
| APRIL | Integers | To learn properties of integers like closure, commutative, associative, existence of an identity, and the existence of inverse in addition and multiplication of integers. To compute multiplication & division of integers. | Discussion Explanation | They will learn fundamental operations multiplication & division of integers. | Representation of fractions & decimals on a number line. |
| | Fractions & Decimals | To learn multiplication & division of fractions and decimals. | Discussion Problem-solving | They will learn the multiplication & division by 10, 100, etc. | |
| MAY | Symmetry | To learn line & rotational symmetry | Demonstration Explanation | They will study about line symmetry and rotational symmetry. | Figures can be drawn and lines of symmetry can be seen. |

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| JULY | Algebraic Expression | To understand algebraic expressions, their terms, like and unlike terms and type of algebraic expressions. To calculate the value of an expression. | Discussion Problem-solving Drilling Explanation | They will learn to form algebraic expressions and to calculate their values. | |
| | Simple Equations | To solve equations by transposition method. To apply simple equations in practical situations | Discussion Explanation | They will learn to apply simple equations in practical situations. They will frame equations from the given solution. | |
| AUGUST | Lines &Angles | To identify various angles like complementary, supplementary, adjacent & vertically opposite angles learn angles made by a transversal with two lines. | Explanation Discussion Problem-solving Multimedia | They will learn the relationship between angles. They will learn different conditions for lines to be parallel. | Representation of properties associated with Linear pair and Parallel lines. |
| | Data Handling | To calculate Mean Median & Mode. To draw double bar graphs. | Explanation Drilling method | They will learn to organize, present, analyze and interpret numerical data. They will also learn arithmetic mean, median and mode. | To draw double bar graphs on a graph sheet. |

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| SEPTEMBER | Visualizing Solid Shapes Revision & Exams | Drawing & viewing of solid shapes on a flat surface. | Demonstration Explanation Class tests, quizzes & worksheet discussion. | They will learn the parts of a solid object They will learn to view different sections of a solid object. | Drawing of nets of various solids. |
| OCTOBER | Triangle & its properties Perimeter & Area | To learn properties of triangles like exterior angle property, angle sum property & triangle inequality property To learn the right-angled triangle & Pythagoras property. To find the area of parallelogram, triangle and circle. | Demonstration Problem-solving Discussion Problem-solving Brain-storming | They will learn medians, altitudes, centroid, orthocenter They will learn the application of Pythagoras' property. They will calculate the area of parallelograms, triangles and circles. | By paper cutting proof of angle sum property of triangles. To show parallelograms with same perimeters but different areas graphically. (Page-146) |

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| NOVEMBER | Rational Numbers | To understand rational numbers and their addition, subtraction, multiplication, and division. | Discussion Explanation | They will learn to understand rational numbers and their properties. | Representation of rational numbers on a number line. |
| | Comparing Quantities | To learn percentages to convert fractions, and decimals into percentages & vice-versa To calculate profit & loss percentage, selling price, and cost price in word problems. To understand the concept of simple interest. | Explanation Demonstration Problem-solving | They will learn the application of percentage. They will learn to calculate selling price, cost price, and profit percent or loss percent. They will learn about the concept of Simple interest. | Representation of a given percent on a graph sheet and its conversion from fraction and decimal. |

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| DECEMBER | Exponents & Powers | To learn the usage of exponents in regular mathematics. Application of exponents in daily life. | Discussion Explanation | They will learn to represent large numbers in standard form . | |
| JANUARY | Revision | | Practice of worksheets. Class tests | | |
| FEBRUARY | Revision | | Class tests, quizzes & worksheets discussion. | | |
| MARCH | Final exam | | | | |

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC SCHOOL

SECTOR – 5, DWARKA, 110075

CLASS VII MUSIC SYLLABUS (2024-25)

APRIL -MAY

- Revision all previous lessons of class VI.
- House song and school song practice.
- Practice with choir group.

JULY

- LA EXPOSITION preparation.
- Inter-school competition practice (patriotic song).

AUGUST

- Inter-school competition practice.

SEPTEMBER

- Honour's day practice.
- Instrumental practice with singing group.

OCTOBER

- Honour's day practice.
- Assembly practice with choir group.

NOVEMBER

- Patriotic song practice.
- Motivational song practice.

DECEMBER

- Instrumental practice (western music).

JANUARY -FEBRUARY

- Revision all lessons.

**BGS INTERNATIONAL PUBLIC SCHOOL, SECTOR-5, DWARKA, NEW DELHI
CURRICULUM**

SUBJECT: SCIENCE

CLASS VII

SESSION: 2024-25

TEXT BOOK: NCERT

TEACHER: Ms. SUKANKSHA

| MONTH | CONTENT | OBJECTIVE | METHODOLOGY | EXPECTED LEARNING OUTCOME | ACTIVITIES |
|-------------------|--|--|---|--|--|
| April & May | 1. <u>NUTRITION IN PLANTS:</u> | <ul style="list-style-type: none"> To understand different modes of nutrition in plants. To classify animals on the basis of their mode of nutrition. | <ul style="list-style-type: none"> Discussion Interactive method Lecture cum note Problem solving method Demonstration Multimedia | <ul style="list-style-type: none"> Students will be able to differentiate plants on the basis of their mode of nutrition. Can draw diagrams of stomata, Photosynthesis Explain different modes of nutrition. | <ul style="list-style-type: none"> Draw diagram to explain photosynthesis. Equations of photosynthesis. Worksheet |
| | 2. <u>NUTRITION IN ANIMALS:</u> | <ul style="list-style-type: none"> To have knowledge about human digestive system. To understand process of digestion in animal. To be able to identify types of teeth in human. To enable students to draw diagrams and label the parts of human digestive system | <ul style="list-style-type: none"> Oral drilling Quiz Use of modules | <ul style="list-style-type: none"> Students will be able to identify different parts of human digestive system. Can explain the human digestive process. Can identify different types of teething human. Can draw diagrams of human digestive system and type of teeth | <ul style="list-style-type: none"> Draw diagrams: Human digestive system & Human teeth. Worksheet. |

3. HEAT

- Measuring temperature
- Reading a thermometer
- Clinical and Laboratory thermometer
- Transfer of heat: conduction, convection & radiation

- To understand the concept of heat and transfer of heat
- Application of the concept; measuring temperature with the help of thermometer
- To differentiate between clinical and laboratory thermometer.
- To understand the different methods of heat transfer

- Discussion
- Interactive method
- Lecture cum notes
- Demonstration Multimedia

- Understand and comprehend the concepts of Heat and Temperature.
- Students will be able to use thermometer and record the temperature.
- Can differentiate between clinical and laboratory thermometer.
- Students will be able to explain different methods of heat transfer.
- Students will be able to relate the concept with real life situation.

- Role play on modes of heat transfer

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| <p>July</p> | <p>4 .ACIDS, BASES & SALTS</p> <ul style="list-style-type: none"> • Acids, Bases and salts. • Indicators • Neutralization • Neutralization in everyday life <p>5. PHYSICAL AND CHEMICAL CHANGES.</p> <ul style="list-style-type: none"> • Rusting of iron • Galvanization • Crystallization | <ul style="list-style-type: none"> • To identify acidic, basic and neutral substances on the basis of their properties. • To encourage students to conduct simple investigations to seek answers. • To know the chemical names of some common substances that are used in day today life. • To be able to write chemical/word equations of acid-base reaction • To understand the properties of physical and chemical changes • To be able to differentiate between physical and chemical changes. • To understand the process of rusting of iron and write word and chemical equation | <ul style="list-style-type: none"> • Discussion • Interactive method • Lecture cum notes • Demonstration • Multimedia • Discussion • Interactive method • Lecture cum notes • Demonstration • Multimedia | <ul style="list-style-type: none"> • Students will be able to differentiate acidic, basic and neutral substances. • Students will be able to test acidic/basic substances in the laboratory, observe, analyses and record the changes/findings during the experiment. • Students will be able to apply the scientific concepts in day-to-day life, e.g., dealing with acidity. • Can write word/chemical equation of acid-base reaction • Students will be able to understand the properties of physical and chemical changes. • Students will be able to classify the changes. • Students will be able to Observe, record and analyses the experiment. | <ul style="list-style-type: none"> • Preparing natural indicators: Turmeric paper and China rose solution. • Using natural and laboratory indicators to test samples of some common household materials (group activity) • Test of turmeric indicator using soap solution. • Write all the chemical equations occurring chemical changes |
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| | | | <ul style="list-style-type: none">• Will be able to write word and chemical equations of rusting of iron | |
| | <ul style="list-style-type: none">• Revision | <p>-To recapitulate the previous</p> | <ul style="list-style-type: none">• Oral and Written | |

| MONTH | CONTENT | OBJECTIVE | METHODOLOGY | EXPECTED LEARNING OUTCOME | ACTIVITIES |
|--------|---|--|---|--|--|
| August | <p>6. <u>RESPIRATION IN ORGANISMS:</u></p> <ul style="list-style-type: none"> • Breathing • Human respiratory system. • Breathing in other animals <p>7. <u>TRANSPORTATION IN PLANTS AND ANIMALS</u></p> <ul style="list-style-type: none"> • Circulatory system • Excretion in animals. • Transportation of substances in plants | <ul style="list-style-type: none"> • To have knowledge about human respiratory system. • To understand process of respiration in human. • To enable students to draw diagrams and label the parts of human respiratory system. <ul style="list-style-type: none"> • To have concept of transportation of substances in plants and animals. • To understand the functioning of circulatory system and excretory system in human | <ul style="list-style-type: none"> • Discussion • Interactive method • Lecture cum notes • Demonstration • Multimedia <ul style="list-style-type: none"> • Interactive method • Lecture cum note • Problem solving method • Demonstration • Multimedia • Diagram Flow chart | <ul style="list-style-type: none"> • Can draw diagrams of human respiratory system and label the parts. • Can explain the breathing mechanism and the process of respiration in human <ul style="list-style-type: none"> • Understand the concept of transport of substances in plants and animals • Understand the functioning of circulatory system and excretory system in human • Can draw labeled diagrams • Explain and define digestive system and excretory system of human. • Understand the mechanism and concept of transpiration | <ul style="list-style-type: none"> • Draw diagram of respiratory system. <ul style="list-style-type: none"> • Diagram of circulatory and excretory system. • Worksheet |

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| September | <p>8. REPRODUCTION IN PLANTS</p> <ul style="list-style-type: none"> • Modes of reproduction • Asexual & sexual • Fruit and seed formation • Seed dispersal | <ul style="list-style-type: none"> • To understand the different modes of reproduction in plants ; Asexual and sexual reproduction in plants. • Fruits and seed formation, Seed dispersal | <ul style="list-style-type: none"> • Interactive method • Lecture cum note Problem solving method • Demonstration • Multimedia • Diagram Flow chart | <ul style="list-style-type: none"> • Understand the different modes of reproduction in plants; Asexual and sexual reproduction in plants • Differentiate between unisexual and bisexual flowers • Fruits and seed formation process. • Can explain the process of Seed dispersal and how wind, water and animals help. | <ul style="list-style-type: none"> • Diagrams of reproductive parts of plant. • Diagrams showing asexual reproduction in various plants. |
| | <ul style="list-style-type: none"> • Revision | <p>-To recapitulate the previous Topics.</p> | <ul style="list-style-type: none"> • Oral and written | | |
| October | <p>9. MOTION AND TIME</p> <ul style="list-style-type: none"> • Speed • Measurement of time • Units of time and speed • Measuring speed | <ul style="list-style-type: none"> • To help the students to understand types of motion, speed, and measurement of time, units of time and speed • To help students to draw distance-time graph • Problem solving and calculating speed /distance | <ul style="list-style-type: none"> • Discussion • Interactive method • Lecture cum notes • Demonstration Multimedia | <ul style="list-style-type: none"> • Students will be able to interpret the graphical representation of different types of motion. • Can distinguish between uniform and non-uniform motion. • Draw the graph of different motion, Distance –time graph • To have concepts of Motion, Time, Speed and distance time graphs • Can solve problems and calculate speed. | <ul style="list-style-type: none"> • Observe the motion of a pendulum. • Draw graph to show uniform motion and non-uniform motion. • Plot distance-time graph. |

10. ELECTRIC CURRENT
AND ITS EFFECTS

- Symbols of electric components
- Effects of electric current
- Electromagnetic.
- Electric bell

- To understand the Symbols of electric circuit components
- Effects of electric current
- Working of electromagnet
- Working of electric bell

- Diagram
 - Interactive method.
 - Lecture cum note making.
 - Demonstration of mirror and lens.
- Use of multimedia
-

- Students will be able to identify the Symbols of electric circuit components.
- Students can understand the concept and comprehend the same.
- Understand the concept of effects of electric current.
- Working of electromagnet
- Working of electric bell
-

- Draw the symbols of electric circuit components.
- Drawing circuit diagram.
- Making a simple electromagnet

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|-----------------|---|--|---|---|--|
| <p>November</p> | <p><u>11. LIGHT</u></p> <ul style="list-style-type: none"> • Light travels in a straight-line • Reflection of light • Images formed by Mirror and Lens. • Sunlight white or colored?- Dispersion of light <p><u>12. FORESTS: OUR LIFELINE</u></p> <ul style="list-style-type: none"> • Structure of forest • Components of forest. • Importance of the forests | <ul style="list-style-type: none"> • Enable the students to learn the concept and knowhow light travels. • To be able to differentiate between lens and mirror. • To enable them to know colours of sunlight. Understand the concept of reflection, refraction and dispersion of light. • To understand the meaning of forest and know names of some forest trees • To know the various components of a forest • To understand the role of forests in maintaining the balance between oxygen andCO₂ | <ul style="list-style-type: none"> • Diagram • Interactive method. • Lecture cum note making. • Demonstration of mirror and lens. • Use of multimedia • Discussion • Interactive method. • Lecture cum note making • Problem solving method • Demonstration • Multimedia | <ul style="list-style-type: none"> • Students will be able to understand the concepts of Reflection, Refraction and dispersion of light. • Students can understand properties of mirrors and lenses. • Students can make Newton's disc to discover the colours of sunlight and comprehend the concept. • Can explain the application of knowledge in day today life. • Students will be able to define forest and name some forest trees • Explain the structure of a forest • Can explain the various components of forest. • Appreciate the nature and understand the importance of forests for the environment and all the living organisms. | <ul style="list-style-type: none"> • Draw diagrams of different types of lenses and mirror. • Make a Newton's disc • Diagram of structure of a forest • Visit school garden and observe the trees. List the characteristics of the trees: height, shape of leaves crown, flowers, and fruits. Draw the crowns of some of the trees. • Worksheet |
|-----------------|---|--|---|---|--|

| MONTH | CONTENT | OBJECTIVE | METHODOLOGY | EXPECTED LEARNING OUTCOME | ACTIVITIES |
|----------|--|--|---|---|---|
| December | <p>13. WASTE WATER STORY:</p> <ul style="list-style-type: none"> • Sewage water • WWTP <p>Better housekeeping practices Sanitation & diseases</p> | <ul style="list-style-type: none"> • To have knowledge about the term's wastewater/sewage sources and treatment of wastewater. • To enable the students to relate sanitation and diseases and have knowledge about onsite sewage disposal systems. • To encourage the students to adopt good housekeeping practices | <ul style="list-style-type: none"> • Discussion • Interactive method • Lecture cum note Problem solving method • Demonstration • Multimedia • Diagram | <ul style="list-style-type: none"> • To be able to define the various terms included in the lesson. • Can describe the various pollutants present in the sewage and the process of purification of wastewater. • Appreciate the value conserving water. • They can appreciate the value of adopting good housekeeping practices | <ul style="list-style-type: none"> • Labeled Diagram of WWTP. • Worksheet |
| | <ul style="list-style-type: none"> • Revision | <p>-To recapitulate the previous topics.</p> | <ul style="list-style-type: none"> • Oral and written | | |

| | | | |
|-----------------|---|---|--|
| January | <ul style="list-style-type: none">• Revision | <ul style="list-style-type: none">• To clarify doubts | <ul style="list-style-type: none">• Oral & written |
| February | | | |
| March | <ul style="list-style-type: none">• Final Examination | | |

SUBJECT TEACHER

BGS INTERNATIONAL PUBLIC-SCHOOL
SECTOR-5, DWARKA, NEW DELHI

SUBJECT: YOGA

SESSION: 2024-2025

CLASS: VII

TEACHER'S NAME: UMA TIWARI

| MONTH | CONTENT | OBJECTIVES | METHODOLOGY | EXPECTED LEARNING OUTCOMES |
|---------------------------|---|--|----------------------|---|
| APRIL &MAY | Yogic breathing, Nadisodhan pranayama | To help student to know about their ancient culture. Help to increase their concentration power. | Demonstration Method | Yoga is a completely personality development for students. It helps student to aware about their health. |
| JULY | Practice of previous class+ Meditation, Bhastrika pranayama &Bhramari Pranayama | Increased concentration power. | Demonstration Method | Help to balance them physical or mental level. |
| AUGUST | Practice of previous class+ Surya Namaskar+ warrior pose | Help to improve their muscles power. | Demonstration Method | The practice of surya namaskar as a whole gives a great number of benefits. Veerasana balances the mid, increases the power of concentration, allows more awareness of the unconscious realms and induces physical and mental relaxation quickly. |
| SEPTEMBER | Practice of previous class+ standing posture | To help students increased their flexibility, concentration and memory power. | Demonstration Method | Yoga is a completely personality development for students. It helps student to aware about their health. |
| OCTOBER | Practice of previous class+ Sitting posture | Help to improve their muscles power. | Demonstration Method | To help students increased their flexibility, concentration and memory power. |
| NOVEMBER | Practice of previous class+ All asana's of vajrasana group | To help students increased flexibility, concentration and memory power. | Demonstration Method | Strengthens the nerves and muscles in the arms and legs. The spinal nerves are toned and circulation is stimulated. |
| DECEMBER | Practice of previous class+ Markatasana with variation | Reduce their back stiffness. | Demonstration Method | Help to correcting their back stiffness. |
| JANUARY | Practice of previous class+ Pawan Mukta Asana | Help to make their muscles flexible. | Demonstration Method | This posture is particularly useful for extremities of the physical body, and works on the pranic and mental bodies as well. |
| FEBRUARY&MARCH | Practice of previous class+ Head stand | To help student to know about their ancient culture. Help to increase their concentration power. | Demonstration Method | Yoga is a completely personality development for students. It helps student to aware about their health. |