

BUDHA DAL PUBLIC SCHOOL, SAMANA
ANNUAL CURRICULUM PLAN SESSION 2023-24
CLASS: VII

SUBJECT: ENGLISH

Month & Working Days	Themes/ Sub Themes	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application Based)			
April	Fiction New world order Poem Don't quit	To enable the students: <ul style="list-style-type: none"> • to achieve a better understanding of the story by learning literary devices. (AY) • to learn how to analyze the relationship between characters and events in the story by using these literary devices. (U) • apply theme and morals to their own writing • to differentiate between fiction and nonfiction (U) • to imagine the story and later describe the values the learn (AY) 	To enable the students <ul style="list-style-type: none"> • to explore the characteristics of a good friend (AY) • to imbibe the value of unselfishness, sympathy and concern (SY) • to cherish the family members, friends and make the bonding stronger by helping them at the time of need (SY) • to realise that adversities brings up best qualities in a person (U) • to develop concern for near and dear ones (U) • to know the way to face any adverse conditions bravely (EV) • to know the different ways to display kindness 	- <u>Process / Activities</u> Activity (To introduce the lesson): <ul style="list-style-type: none"> • Discussion on the topic – ‘The Greatest gift that a human being can give to the mankind’.(Students to their Parents) Reading Skills: <ul style="list-style-type: none"> • Reading followed by explanation and discussion of the lesson. Speaking Skill: <ul style="list-style-type: none"> • Disclose any incident when you collected money to buy for you dear one. How did you manage? (Record it – Time limit: max 1 min) Mail to your teacher of English. Writing Skill:	Students will be able to: <ul style="list-style-type: none"> • to achieve a better understanding of the story by learning literary devices. (AY) • apply theme and morals to their own writing • differentiate between fiction and nonfiction (U) • to imagine the story and later describe the values the learn (AY) • to analyze the lesson through appropriate conclusive and explorative questions (AY) • to learn/enrich vocabulary and its 	Activity/Assignment (based on Assessment Activity) Disclose any incident when you collected money to buy for you dear one. How did you manage? (Record it – Time limit: max 1 min) Mail to your teacher of English Parameters Creativity Expression Integrated Arts Make a small

		<ul style="list-style-type: none"> • to analyze the lesson through appropriate conclusive and explorative questions (AY) • to learn/enrich vocabulary and its usage within appropriate context (AP) • to develop confidence in speaking skills(SY) 	<p>and concern for the family members (U, EV)</p>	<ul style="list-style-type: none"> • Students would make a word web based on Christmas and mail the pics to their teacher <p>Visual Art Integration:</p> <ul style="list-style-type: none"> • Make a small beautiful gift item from waste material and gift to your friends when school reopens, write a message ‘Stay Safe’ <p>Digital content to be used:</p> <ul style="list-style-type: none"> • Video based on short story related to the chapter 	<p>usage within appropriate context (AP)</p> <ul style="list-style-type: none"> • to develop confidence in speaking skills(to explore the characteristics of a good friend (AY) • to imbibe the value of unselfishness, sympathy and concern (SY) • to cherish the family members, friends and make the bonding stronger by helping them at the time of need (SY) • to realise that adversities brings up best qualities in a person (U) • to develop concern for near and dear ones (U) • to know the way to face any adverse conditions bravely (EV) • to know the different ways to display kindness and concern for the family members (U, EV) 	<p>beautiful gift item from waste material and gift to your friends when school reopens, write a message ‘Stay Safe’</p> <p>Homework Imagine that you were Della, write about the conflict you went through before you sacrificed your hair. (Evaluation)</p>
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May	<p>After Twenty Years</p> <p>Poem:- The arrow and the song</p> <p>Grammar – Nouns, per nouns, adjectives Writing skill Informal Letter Writing</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> • to appreciate travelogue as a genre. • to enrich vocabulary related to travels • to know about writing a travelogue • to draw maps based on reading/listening a description. • to write an itinerary. • to write their own stories (AP) • to revise tenses(K) 	<p>To enable the students –</p> <ul style="list-style-type: none"> • To learn about their intangible heritage and think towards its conservation. • To realise and understand the need of protecting rivers in order to protect humanity. • To enjoy reading a travelogue, appreciating the description of a journey and inculcate love for travelling. 	<p>Process/Activities:</p> <p>Activity (To introduce the lesson) (Speaking/ Listening) :</p> <ul style="list-style-type: none"> • Play the video and ask students to interpret the prayer in Sanskrit, ask open ended questions like: What are the best scenes of the video? Why are rivers important? Tell names of any five rives of India/ world? Have you been ever to a River shore? What were your experiences? <p>Activity (To Support learning) (Reading):</p> <ul style="list-style-type: none"> • Loud reading followed by explanation. • Vocabulary building through sharing of synonyms/ antonyms of words. <p>Activity (to assess learning) (Writing)</p> <ul style="list-style-type: none"> • Writing of answer of value-based question (The author asks us to contribute our bit towards ensuring uninterrupted and continuous flow of the river. How can we do it?) <p>Guest lecture</p> <ul style="list-style-type: none"> • By the author Mr. 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • appreciate travelogue as a genre and use words related to travel in their expression. • write a travelogue • draw maps based on reading/listening a description. • write an itinerary. • learn about their intangible heritage and think towards its conservation. • realise and understand the need of protecting rivers in order to protect humanity. • enjoy reading a travelogue, appreciating the description of a journey and inculcate love for travelling. • Involve themselves in story writing (SY) • To use correct tense in their language (AP) • use tenses precisely (AP) 	<p>Activity/Assignm ent (based on Assessment Activity)</p> <p>On the basis of the value- based question’s answer written in the notebooks</p> <p>Parameters: Content Expression Visual Art Integration</p> <ul style="list-style-type: none"> • Drawing a map based on the description in the lesson. <p>Homework</p> <p>The author asks us to contribute our bit towards ensuring uninterrupted and continuous flow of the river. How can we do it?</p>
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				<p>Charudutta Chaskar.</p> <p>Visual Art Integration</p> <ul style="list-style-type: none"> Drawing a map based on the description in the lesson. <p>-Digital Content to be used: A video of magnificent drone view of river Narmada along with Narmadashtakam (prayer of river Narmada) http://youtube.com/watch?v=f5yDLtLkkU8</p>		
July	<p>Swami's night alone</p> <p>Poem</p> <p>Mother and the mouse</p> <p>Grammar- Article, tenses Subject Verb Agreement Writing Skill – Diary Entry</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> to appreciate/comprehend the poem (AY, AP) to express themselves in grammatically correct language(AP) to learn poetic devices (U, AP) to understand the rhyming schemes (U, AP) to learn/enrich vocabulary and its usage within appropriate context (U, AP) to develop an 	<p>To enable the students:</p> <ul style="list-style-type: none"> to imbibe the values of hard work, coordination, team spirit, awareness, care and concern (U) to develop confidence in recitation (AP) to develop creativity and writing skills (SY) to develop confidence in recitation. (AP) to develop love for school. (U, AP) to develop writing, speaking, thinking and analytical skills. (SY) 	<p>- Process / Activities</p> <p>Activity (to introduce the poem)</p> <p>Warm – up Activity</p> <p>We remember something interesting and striking, and always remember it for a life time afterwards. Share an unforgettable event of class VI which makes you feel happy.</p> <p>Activity (To Support learning):-</p> <p>Students will make Acrostic Poems based on school life to compose a short poem.</p> <p>Reading Skill:</p> <ul style="list-style-type: none"> Loud recitation of the poem ‘Me and My Poem’ followed by explanation and 	<p>The students will be able to:</p> <ul style="list-style-type: none"> appreciate/comprehend the poem (AY, AP) express themselves in grammatically correct language(AP) learn poetic devices (U, AP) understand the rhyming schemes (U, AP) learn/enrich vocabulary and its usage within appropriate context (U, AP) develop an 	<p>Activity/Assignment (based on Assessment Activity)</p> <p>Assessment based on review of guest lecture</p> <p>Parameters Content Creativity</p> <p>Visual Art of Integration Make a picture related to the poem mother and the mouse</p>

		understanding of the poem(U)		<p>discussion.</p> <p>Writing Skill (H.W)</p> <ul style="list-style-type: none"> • Students will frame questions in course book. • Make a list of activities you do in school (page no. 35) <p>Guest Lecture- Parents will be invited to share their memorable school life.</p> <p>Visual Art of Integration: Make a picture of a classroom where Social Distancing is maintained.</p> <p>Digital content to be used: https://www.youtube.com/watch?v=m93Q6_sbwes</p>	<p>understanding of the poem(U)</p> <ul style="list-style-type: none"> • imbibe the values of hard work, coordination, team spirit, awareness, care and concern (U) • develop confidence in recitation (AP) • develop creativity and writing skills (SY) • develop confidence in recitation. (AP) • develop love for school. (U, AP) • develop writing, speaking, thinking and analytical skills. (SY) 	<p>Home Work Students will frame questions in course book.</p> <p>Make a list of activities you do in school (page no. 35)</p>
August	<p>The merchant of venice</p> <p>Grammar – Voice Writing Skill</p> <p>Poster making, Paragraph, Speech</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> • to know about imagery used in poetry. (U) • to understand and appreciate figures of speech. (U, AP) • to learn about compound words. (K, U) • to appreciate nature in its various forms.(AP) 	<p>To enable the students to</p> <ul style="list-style-type: none"> • imbibe the values of sensitivity, empathy, awareness, belongingness, care and concern. (AP) • develop confidence in recitation. (AP) • develop love for nature. (U, AP) • develop writing, speaking, thinking and analytical skills. (SY) • inculcate a sense of 	<p>- Process / Activities</p> <p>Activity (to introduce the lesson)</p> <p>Warm – up Activity General Discussion – 1. Name the poem related to nature which you read in class VI. 2. Who is the poet of the poem? What is the theme of the poem? 3. Recite the poem.</p> <p>Activity (to support learning)</p> <p>Reading Skill</p> <ul style="list-style-type: none"> • Animated video of the 	<p>The students will be able:</p> <ul style="list-style-type: none"> • to know about imagery used in poetry (U) • to understand and appreciate figures of speech (U, AP) • to learn about compound words (K, U) • to appreciate nature in its various 	<p>Assessment Poem Recitation</p> <p>Parameters Fluency Voice Modulation</p> <p>Visual Art Integration The students will draw a picture related to the poem, using their</p>

	End examination	<ul style="list-style-type: none"> to learn about other poets who thoroughly describe nature in their poetry. (K) 	<p>appreciation for simple yet beautiful life experiences. (AP)</p> <ul style="list-style-type: none"> treasure relationships. (U, AP) 	<p>poem will be shown followed by loud recitation, explanation and discussion.</p> <p>Writing Skill (in Notes copy)</p> <ul style="list-style-type: none"> Sometimes we see something beautiful and striking, and we remember it for a long time afterwards. Can you recollect this ever happening to you? If so, what was it? The students will be encouraged to think for a few minutes, write and then share what he/she remembers and the feelings he/she experienced at that time? <p>Activity (to assess learning)</p> <ul style="list-style-type: none"> Poem Recitation <p>Visual Art Integration: The students will draw a picture related to the poem, using their imagination, on page no. 39</p> <p>Digital content to be used: https://www.youtube.com/watch?v=jRNckWFckrk</p>	<p>forms(AP)</p> <ul style="list-style-type: none"> to learn about other poets who thoroughly used nature in their poetry (K) to imbibe the values of sensitivity towards nature, empathy, awareness, belongingness, care and concern. (AP) to develop confidence in recitation. (AP) to develop appreciation for simple yet beautiful things of life. (U, AY) to develop love for nature. (U, AP) to develop writing, speaking, thinking and analytical skills (SY) 	<p>imagination, on page no. 39</p> <p>Homework Imagine you are the poet. Write about what you saw and felt in the form of a diary – entry. (SY)</p>
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Month & Working Days	Themes/ Sub Themes	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application Based)			
October	<p>When the water spoke</p> <p>Poem A plastic paradise</p> <p>India's maritime marvel</p> <p>Grammar –Determiners ,Conjunctions</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> to introduce the students with life and works of Ratan Tata (K) to introduce new vocabulary(K) to incorporate both text and images to pass information to others (A) develop the reading skills required to comprehend texts (SY) understand the correct use of determiners (K) 	<p>To enable the students:</p> <ul style="list-style-type: none"> to make the students inculcate values like love, compassion, sacrifice and empathy (SY) to stimulate their creativity (AY) to get a peek into what they think about (AY) to learn better while working on a project based activity (A) be kind and concerned towards their nation. (U) to develop patriotism. (SY) 	<p>Process /Activities</p> <p>Activity (To introduce the lesson):</p> <p>Warm Up activity:</p> <ul style="list-style-type: none"> Explore and discuss about the celebrities who donated money to help during pandemic. <p>Activity (To Support learning):-</p> <ul style="list-style-type: none"> Videos related to Ratan Tata will be played in the class. The students would be asked a series of questions to check their understanding. <p>Visual Art Integration:</p> <ul style="list-style-type: none"> Comic Book Making <ul style="list-style-type: none"> Divide the students in five groups Discuss with the students and tell them to compose a 	<p>The students will</p> <ul style="list-style-type: none"> be aware of life and works of Ratan Tata (K) use their word power in their comic book (a) use their imagination to incorporate both text and images in their content (a) develop their language skills (sy) be inspired to inculcate values like love, compassion, sacrifice and empathy (ay) be able to enhance their creativity and get a peek into what they think about (a) be able to adjust in their while working on a project based activity (a) be kind and concerned towards 	<p>Activity/Assignment (based on Assessment Activity)</p> <p>Explore and find the quotes given by a great industrialist Ratan Tata. Which is your favourite quote? Write its meaning.</p> <p>Parameters Content Expression</p> <ul style="list-style-type: none"> Visual Art Integration Comic Book Making <p>HomeWork Value Based Answer Question</p> <p>How have you</p>

				<p>story</p> <ul style="list-style-type: none"> ○ Guide them to design their characters. (What does the star of your comic look like?) ○ Motivate students to draw expressions. ○ Design a Captivating Layout. ... <p>Value Based Answer Question</p> <ul style="list-style-type: none"> ○ How have you helped your family/ city or country at the time of Pandemics? (Homework) <p><u>Digital Content to be used:</u> https://www.youtube.com/watch?v=nVCZqYCsScA</p>	<p>their nation and develop patriotism (sy)</p> <ul style="list-style-type: none"> ● use correct determiners in their language (ap) 	<p>helped your family/ city or country at the time of Pandemics?</p>
November	<p>The people's president</p> <p>Poems Courage</p> <p>Caged bird</p> <p>Grammar – Modals Writing skill Formal Letter</p>	<p>To enable the students:</p> <ul style="list-style-type: none"> ● to develop a love for literature in students ● to introduce new vocabulary ● to develop listening skills through video of 	<p>To enable the students to imbibe-</p> <ul style="list-style-type: none"> ● the values like love, compassion, sacrifice and empathy ● good deeds are rewarded. ● the importance of hard work and courage to face challenges. ● be kind and concerned towards their family members. ● to develop patriotism. 	<p>Process /Activities Activity (To introduce the lesson):</p> <p>Warm Up activity: Speaking Skill</p> <p>Share any incidence of bravery from your real life experience.</p> <p>Activity (To Support learning):-</p> <ul style="list-style-type: none"> ● video (of around 20 minutes) will be played in the class. The students would be asked a series of questions to check their understanding. 	<p>The students will</p> <ul style="list-style-type: none"> ● comprehend the poem ● understand the general idea of the poem ● be acquainted with poetic devices ● be able to use vocabulary in their language ● be confident while reciting the poem 	<p>Activity/Assignment (based on Assessment Activity)</p> <p>On the basis of incidence of bravery from your real life experience.</p> <p>Parameters Content Expression Visual Art Integration</p> <ul style="list-style-type: none"> ● The students

		<p>the lesson</p> <ul style="list-style-type: none"> • to understand modals • to write formal letter 		<ul style="list-style-type: none"> • Guest Lecture on women Empowerment. • Writing Skill • Students will frame questions in course book. • Students will solve cross word puzzle • Visual Art Integration: • The students will draw a picture related to the chapter, using their imagination. <p><u>Digital Content to be used:</u></p> <p>https://youtube</p>	<ul style="list-style-type: none"> • develop values like determination, cooperation, sympathy, patriotism etc • understand the importance of gender equality • realize the importance of hard work and courage to face challenges • be concerned and kind to others • develop the spirit of patriotism • use modals in correct way • to write formal letter precisely 	<p>will draw a picture related to the chapter, using their imagination.</p> <p>HomeWork</p> <p>Write the character sketch of the protagonist of the chapter</p>
December	The garland from heaven	<p>To enable the students:</p> <ul style="list-style-type: none"> • to appreciate poetry as a genre • to identify rhyming scheme of the poem • to find and comprehend poetic devices used in the poem. • to learn new words and use them contextually. • to revise about 	<p>To enable the students –</p> <ul style="list-style-type: none"> • to learn about the destruction to humanity caused by wars. • to realise and understand the need of being kind and peaceful. 	<p>Process/Activities:</p> <ul style="list-style-type: none"> • Activity (To introduce the poem) (Reading): <ul style="list-style-type: none"> ○ Ask the students to do silent reading of the poem, based on their understanding draw the poster in the book. • Activity (To Support learning) (Speaking/Listening): <ul style="list-style-type: none"> ○ Loud recitation by dividing the stanzas according to theme followed by explanation. ○ Video content to be shown 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • appreciate poetry as a genre. • identify rhyming scheme of the poem • find and comprehend poetic devices used in the poem. • learn new words and use them contextually. • revise about acrostic poems and try to write their own 	<p>Activity/Assignment (based on Assessment Activity)</p> <p>On the basis of the Acrostic poems written in the books/ notebooks</p> <p>Parameters:</p> <ol style="list-style-type: none"> 1. Content and Topic 2. Word Choice 3. Poetic Format and creativity <p>Visual Art</p>

	acrostic poems and try to write their own		and the story of King Ashoka to be discussed. Activity (to assess learning) (Writing) ○ Writing their acrostic poems in the book Visual Art Integration • Drawing a Poster based on the poem	<ul style="list-style-type: none"> learn about the destruction to humanity caused by wars. realise and understand the need of being kind and peaceful. 	Integration <ul style="list-style-type: none"> Drawing a Poster based on the poem Homework Value Based Question ‘True humanity is in practicing peace and harmony’ elaborate the statement according to your perspective.
	To enable the students: <ul style="list-style-type: none"> to understand importance of stage setting to develop confidence, expression, dialogue delivery and diction to introduce new vocabulary to understand the work of writer, director, actor 	To enable the students: <ul style="list-style-type: none"> to make the students inculcate values like love, compassion, honesty and truthfulness to develop their confidence, concentration and value system to learn better while working in a group to be concerned towards their community 	Process /Activities Activity (To introduce the lesson): Warm Up activity: <ul style="list-style-type: none"> Guess the characters mentioned in the chapter Activity (To Support learning):- <ul style="list-style-type: none"> Play (Tarak Mehta Ka Oolta Chashma) would be shown in the classroom. 	The students will <ul style="list-style-type: none"> be able to understand importance of stage setting work in groups and develop confidence, confidence, expression, dialogue delivery, diction and value system be able to develop language skills through the work of writer, director, actor etc. 	Based on the play presented by the students. Parameters Content Expression Fluency Visual Art Integration: <ul style="list-style-type: none"> To Present a Play

		<p>etc. (A)</p> <ul style="list-style-type: none"> • develop the listening skills required to comprehend the play (SY) • understand use of reported speech (K) 	<p>to develop emotional intelligence (SY)</p>	<p>Visual Art Integration:</p> <ul style="list-style-type: none"> • To Present a Play (Instructions to be given to the students) <p><u>Digital Content to be used:</u> https://m.youtube.com/watch?feature=youtu.be&v=2dvb4ZKr_ag</p>	<ul style="list-style-type: none"> • inculcate values like love, compassion, honesty and truthfulness (SY) • become more concerned towards their community (U) • be able to develop emotional intelligence (SY) • be able to convert direct speech into indirect speech 	
January	Revision	•	•	•	•	•

Working Days: 24	Revision for Second Term End examination					
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