DELHI PUBLIC SCHOOL, PALI
ANNUAL CURRICULUM PLAN SESSION 2019 – 2020
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)**			
June Working Days:**17**	**Fiction** Unit 1.1 The Gift of the Magi	**To enable the students:** • 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** • 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):** • Discussion on the topic – 'The Greatest gift that a human being can give to the mankind'.(Students to their Parents) **Reading Skills:** • Reading followed by explanation and discussion of the lesson. **Speaking Skill:** • 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:** • 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

		• 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)	and concern for the family members (U, EV)	• Students would make a word web based on Christmas and mail the pics to their teacher **Visual Art Integration:** • Make a small beautiful gift item from waste material and gift to your friends when school reopens, write a message 'Stay Safe' **Digital content to be used:** • Video based on short story related to the chapter	usage within appropriate context (AP) • 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)	beautiful gift item from waste material and gift to your friends when school reopens, write a message 'Stay Safe' **Homework** Imagine that you were Della, write about the conflict you went through before you sacrificed your hair. (Evaluation)

July Working Days:**26**	**Travelogue** A Journey within: Circumambulation of River Narmada **Grammar** – Tenses **Writing skill** Informal Letter Writing	**To enable the students:** • 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)	**To enable the students –** • 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.	**Process/Activities:** **Activity (To introduce the lesson) (Speaking/ Listening) :** • 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? **Activity (To Support learning) (Reading):** • Loud reading followed by explanation. • Vocabulary building through sharing of synonyms/ antonyms of words. **Activity (to assess learning) (Writing)** • 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?) **Guest lecture** • By the author Mr.	**Students will be able to-** • 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)	**Activity/Assignment (based on Assessment Activity)** On the basis of the value- based question's answer written in the notebooks **Parameters:** Content Expression **Visual Art Integration** • Drawing a map based on the description in the lesson. **Homework** The author asks us to contribute our bit towards ensuring uninterrupted and continuous flow of the river. How can we do it?

				Charudutta Chaskar. **Visual Art Integration** • Drawing a map based on the description in the lesson. **-<u>Digital Content to be used:</u>** A video of magnificent drone view of river Narmada along with Narmadashtakam (prayer of river Narmada)		
August Working Days:**20**	Unit 3.2 Poetry Me and My School **Grammar-** Subject Verb Agreement **Writing Skill** – Diary Entry	**To enable the students:** • 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	**To enable the students:** • 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)	**- <u>Process / Activities</u>** **Activity (to introduce the poem)** **<u>Warm – up Activity</u>** 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. **Activity (To Support learning):-** Students will make Acrostic Poems based on school life to compose a short poem. **Reading Skill:** • Loud recitation of the poem 'Me and My Poem' followed by explanation and	**The students will be able to:** • 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	**Activity/Assignment (based on Assessment Activity)** Assessment based on review of guest lecture **Parameters** Content Creativity **Visual Art of Integration** Make a picture of a classroom where Social Distancing is maintained.

		understanding of the poem(U)		discussion. **Writing Skill (H.W)** • Students will frame questions in course book. • Make a list of activities you do in school (page no. 35) **Guest Lecture-** Parents will be invited to share their memorable school life. **Visual Art of Integration:** Make a picture of a classroom where Social Distancing is maintained.	understanding of the poem(U) • 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)	**Home Work** Students will frame questions in course book. Make a list of activities you do in school (page no. 35)
September Working Days:**24**	**Poetry** Unit 3.3 The Solitary Reaper **Grammar** – Voice **Writing Skill –** Message Writing Revision for First Term	**To enable the students:** • 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)	To enable the students to • 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	- **<u>Process / Activities</u>** **Activity (to introduce the lesson)** **<u>Warm – up Activity</u>** 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. **Activity (to support learning)** **Reading Skill** • Animated video of the	**The students will be able:** • 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	**<u>Assessment</u>** Poem Recitation Parameters **Fluency** **Voice Modulation** **<u>Visual Art Integration</u>** The students will draw a picture related to the poem, using their

	End examination	• to learn about other poets who thoroughly describe nature in their poetry. (K)	appreciation for simple yet beautiful life experiences. (AP) • treasure relationships. (U, AP)	poem will be shown followed by loud recitation, explanation and discussion. **Writing Skill (in Notes copy)** • 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? **Activity (to assess learning)** • Poem Recitation **Visual Art Integration:** The students will draw a picture related to the poem, using their imagination, on page no. 39	forms(AP) • 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)	imagination, on page no. 39 **Homework** Imagine you are the poet. Write about what you saw and felt in the form of a diary – entry. (SY)

Term - II

Month & Working Days	Themes/ Sub Themes	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based	**Behavioral (Application Based)**			
October Working Days:22	**Non Fiction** Unit 2.1 The Jewel of India- Ratan Tata **Gramma**r – Determiners	**To enable the students:** • 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)	**To enable the students:** • 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)	**Process /Activities** **Activity (To introduce the lesson):** **Warm Up activity:** • Explore and discuss about the celebrities who donated money to help during pandemic. **Activity (To Support learning):-** • Videos related to Ratan Tata will be played in the class. The students would be asked a series of questions to check their understanding. **Visual Art Integration:** • **Comic Book Making** ○ Divide the students in five groups ○ Discuss with the students and tell them to compose a	**The students will** • 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	**Activity/Assignment (based on Assessment Activity)** Explore and find the quotes given by a great industrialist Ratan Tata. Which is your favourite quote? Write its meaning. **Parameters** Content Expression • **Visual Art Integration** Comic Book Making **HomeWork** **Value Based Answer Question** How have you

				story ○ Guide them to design their characters. (What does the star of your comic look like?) ○ Motivate students to draw expressions. ○ Design a Captivating Layout. ... **Value Based Answer Question** ○ How have you helped your family/ city or country at the time of Pandemics? (Homework) **<u>Digital Content to be used:</u>**	their nation and develop patriotism (sy) • use correct determiners in their language (ap)	helped your family/ city or country at the time of Pandemics?
November Working Days: **20**	**Non Fiction** Unit 2.2 The Holkar Queen - Devi Ahilyabai Holkar **Gramma**r – Modals **Writing skill** Formal Letter	**To enable the students:** • to develop a love for literature in students (U) • to introduce the students with life and works of Ahilyabai (K) • to introduce new vocabulary(K) • to develop listening skills through video of	**To enable the students to imbibe-** • the values like love, compassion, sacrifice and empathy • good deeds are rewarded. • the importance of hard work and courage to face challenges. (AN) • be kind and concerned towards their family members. (U) • to develop patriotism.	**Process /Activities** **Activity (To introduce the lesson):** **Warm Up activity: Speaking Skill** Share any incidence of bravery from your real life experience. **Activity (To Support learning):-** • video (of around 20 minutes) will be played in the class. The students would be asked a series of questions to check their understanding.	The students will • comprehend the poem and its concept of ballad poetry (U) • understand the general idea of the poem (U) • be acquainted with poetic devices (U) • be able to use vocabulary in their language (AP) • be confident while reciting the poem (AP)	**Activity/Assignment (based on Assessment Activity)** On the basis of incidence of bravery from your real life experience. **Parameters** Content Expression **Visual Art Integration** • The students

		the lesson(SY) • to understand modals (K) • to write formal letter (K)	(SY)	• Guest Lecture on women Empowerment. • **Writing Skill** • Students will frame questions in course book. • Students will solve cross word puzzle of page No 16. **Visual Art Integration:** • The students will draw a picture related to the chapter, using their imagination. **<u>Digital Content to be used:</u>**	• develop values like determination, cooperation, sympathy, patriotism etc (SY) • understand the importance of gender equality (EV) • 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 (AP)	will draw a picture related to the chapter, using their imagination. **HomeWork** Draw a pen portrait of Ahilyabai Holkar
December Working Days:20	Unit 3.1 **Poetry** War: A Threat to Humanity Unit 4.1	**To enable the students:** • to appreciate poetry as a genre.(A) • to identify rhyming scheme of the poem (K) • to find and comprehend poetic devices used in the poem.(U) • to learn new words and use them contextually. (K, U) • to revise about	**To enable the students –** • to learn about the destruction to humanity caused by wars. • to realise and understand the need of being kind and peaceful.	**Process/Activities:** • **Activity (To introduce the poem) (Reading):** ○ 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):** ○ Loud recitation by dividing the stanzas according to theme followed by explanation. ○ Video content to be shown	**Students will be able to-** • appreciate poetry as a genre.(A) • identify rhyming scheme of the poem(K) • find and comprehend poetic devices used in the poem. (U) • learn new words and use them contextually. • revise about acrostic poems and try to write their own (K, U)	**Activity/Assignment (based on Assessment Activity)** On the basis of the Acrostic poems written in the books/ notebooks **Parameters:** 1. Content and Topic 2. Word Choice 3. Poetic Format and creativity **Visual Art**

		acrostic poems and try to write their own (K, AP)		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	• learn about the destruction to humanity caused by wars. (K) • realise and understand the need of being kind and peaceful. (A)	**Integration** • 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.
	Play I Am an Actor **Grammar-** Reported Speech (Only Affirmative Sentences)	**To enable the students:** • to understand importance of stage setting (U) • to develop confidence, expression, dialogue delivery and diction (SY) • to introduce new vocabulary(K) • to understand the work of writer, director, actor	**To enable the students:** • to make the students inculcate values like love, compassion, honesty and truthfulness (SY) • to develop their confidence, concentration and value system (AY) • to learn better while working in a group (A) • to be concerned towards their community (U)	**Process /Activities** **Activity (To introduce the lesson):** **Warm Up activity:** • Guess the characters mentioned on page no 53 and name the show. **Activity (To Support learning):-** • Play (Tarak Mehta Ka Oolta Chashma) would be shown in the classroom.	The students will • be able to understand importance of stage setting (U) • work in groups and develop confidence, confidence, expression, dialogue delivery, diction and value system (SY) • be able to develop language skills through the work of writer, director, actor etc. (A)	Based on the play presented by the students. **Parameters** Content Expression Fluency **Visual Art Integration:** • To Present a Play

		etc. (A) • develop the listening skills required to comprehend the play (SY) • understand use of reported speech (K)	to develop emotional intelligence (SY	**Visual Art Integration:** • **To Present a Play (Instructions to be given to the students)** **<u>Digital Content to be used:</u>**	• 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 Working Days: **23**	**Fiction** Unit – 1 Section 2 – The Monkey Who Loved Chocolates **Writing Skill** Story Writing	**To enable the students:** • 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) • to apply theme and morals to their own writing. • to differentiate between fiction and nonfiction. (U) • to imagine the story and later describe the values learnt. (AY)	**To enable the students** • to realise that stealing in any form is wrong. (AY) • to imbibe the values of unselfishness, sympathy and concern. (SY) • to know that getting a thing by unfair means is against the law and moral values. (SY) • to realise that we should not cause trouble to others to fulfil our wishes. (U) • to develop concern for near and dear ones. (U) • to know the way to face any adverse conditions bravely. (EV) • to know that excess of	**Process /Activities** **Activity (To introduce the lesson):** • Class Discussion – The students will be asked to share any such incident in which he/she forced his/her parents to get that thing for him/her which he/she wanted desperately but the parents were not agreeing for it. What happened ultimately? How far will you go to get a thing which you like desperately? Is it right to get that thing even if it is causing trouble for others? **Reading Skill:** • Reading followed by explanation and discussion of the lesson.	**The students will be able 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) • imagine the story and later describe the values the learn. (AY) • analyze the lesson through appropriate conclusive and explorative questions. (AY) • learn/enrich	**Activity/Assignment (based on Assessment Activity)** On the basis of the answer of the value based question **Parameters:** Content Expression **Visual Art Integration** • The students will draw a picture related to the chapter, using their imagination, on page no. 14

		• 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)	everything is bad for health and in general also. (U, EV)	**Speaking Skill:** • Disclose any incident in which an animal grabbed away something from you and left you in surprise or shock. **Writing Skill:** • The animals in the zoo are locked forever; write experience of your Quarantined period when this world was facing the situation of Pandemic. **Visual Art of Integration:** • The students will draw a picture related to the chapter, using their imagination, on page no. 14 **Digital content to be used:** • Video based on funny monkeys stealing things	vocabulary and its usage within appropriate context. (AP) • realise that stealing in any form is wrong. (AY) • imbibe the values of unselfishness, sympathy and concern. (SY) • know that getting a thing by unfair means is against the law and moral values. (SY) • realise that we should not cause trouble to others to fulfil our wishes. (U) • develop concern for near and dear ones. (U) • know the way to face any adverse conditions bravely. (EV) • know that excess of everything is bad for health and in general also. (U, EV)	**Homework** What all efforts were made to catch the monkey before Bunny confronted him?
February Working Days: **23**	**Poetry** Unit 3.4 First Day at a New School Unit 5.1	**To enable the students:** • to know about imagery used in poetry. (U)	**To enable the students to** • imbibe the values of sensitivity, empathy, awareness,	**<u>Process / Activities</u>** **Activity (To introduce the lesson):**	**The students will be able:** • to know about imagery used in poetry	**Activity/Assignment (based on Assessment Activity)** What problems do

	Writing Skill Dialogue Completion Notice Writing	• to understand and appreciate figures of speech. (U, AP) to express themselves in grammatically correct language. (K, U) • to understand the central idea and locate details (AP) • to learn/enrich vocabulary and its usage within appropriate context. (K, AP) • to develop an understanding of the poem(U) • to understand how to complete dialogues • understand the correct way of writing notice	belongingness, care and concern. (AP) • develop confidence in recitation. (AP) • develop love for nature. (U, AP) • develop writing, speaking, thinking and analytical skills. (SY) • to develop adaptation, adjustment, observation, thinking skills.(SY)	• Students will be asked to make Word Web on School Life • **Activity (to support learning)** • An interactive session with any new admission student in a school will be conducted. The session will bring to light the difficulties faced by an individual to adjust in an alien atmosphere. **Speaking Skill** • Loud reading followed by discussion and explanation. **Writing Skill** Diary entry based on the interaction with a new admission student (H.W) Students will be asked to frame questions in course book. Student will be asked to solve activity of page no 47. **Visual Art Integration:** • The students will draw a picture related to the poem, using their imagination.	(U) • to understand and appreciate figures of speech (U, AP) • imbibe the values of sensitivity, empathy, awareness, belongingness, care and concern. (AP) • 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 adaptation, adjustment, observation, thinking skills.(SY) • to develop writing, speaking, thinking and analytical skills (SY) • develop notice writing (SY) • complete the given dialogue (AP)	children face when they join new school? If you were at the place of friendly hand, how would you have helped the poet? (SY) **Parameters** Content Expression **Visual Integrated Arts** The students will draw a picture related to the poem, using their imagination **Homework** Value Based Question
March						

Working Days: **24**	**Revision for Second Term End examination**					