

2020 - 21

Alternative Academic

Calendar

For Students

from 13 - 16 weeks

UPPER PRIMARY



# **Alternative Academic Calendar for 13-16 Weeks**

## **Upper Primary (Classes VI - VIII)**

2020-21



**State Council of Educational Research and Training,  
Telangana, Hyderabad.**



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**CLASS – VI**





CLASS – VI

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>• లేఖను ధారాళంగా చదువడం, అర్థం చేసుకోగలగడం.</li> <li>• విజ్ఞాన యాత్ర వలన కలిగే ప్రయోజనాల గురించి సొంత మాటల్లో రాయగలగడం.</li> <li>• యాత్రా విశేషాల గురించి మిత్రుడికి లేఖ రాయగలగడం.</li> <li>• పదాలకు అర్థాలు, సొంతవాక్యాలు రాయగలగడం. సంబంధంలేని పదాలు గుర్తించగలగడం.</li> <li>• విభక్తి ప్రత్యయాలను అర్థం చేసుకోని గుర్తించగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>• ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్</li> <li>• 6వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం</li> <li>• కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>• “లేఖ” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పద్దాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>• “లేఖ” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>• “లేఖ” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>• “సోమనాద్రి” ఉపవాచకం పాఠ్యాంశ బోధన.</li> </ul>

CLASS – VI

Telugu – Second Language

సామర్థ్యాలు – అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>చిత్రాల ఆధారంగా మాట్లాడడం.</li> <li>గేయాలను అర్థంచేసుకోగలగడం.</li> <li>గేయాలలోని కీలక పదాలను గుర్తించడం.</li> <li>కీలక పదంలోని అక్షరాలను విడిగాను, వర్ణమాలలోను, పదాలలో గుర్తించడం.</li> <li>నేర్చుకున్న అక్షరాలతో పదాలను తయారుచేయగలగడం, పదాలను చదువగలగడం.</li> <li>నేర్చుకున్న అక్షరాలతో ఏర్పడిన పదాలను తప్పులు లేకుండా రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్</li> <li>6వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>“తబల” పాఠ్యాంశ బోధన, అభ్యాసాలసాధన.</li> </ul> <p><u>పద్మాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>“తబల” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>“చదరంగం ఆట” పాఠ్యాంశ బోధన, అభ్యాసాలసాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>“చదరంగం ఆట” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul>

## CLASS – VI

### Hindi – First Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"><li>● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे।</li><li>● पाठ के पठित - अपठित अंश पढ़कर प्रतिक्रिया करेंगे।</li><li>● संस्मरण, जीवनी, निबंध, कहानी आदि लिखेंगे।</li><li>● मानवता, आपसी सहयोग की भावना एवम् परिश्रम के महत्व को अपने में ढाल कर जीवन कौशलों का विकास करेंगे।</li><li>● कविता और पाठ में आये शब्दों के परिचय, वाक्य प्रयोग, पद परिचय तथा शब्द संक्षेप करेंगे।</li><li>● व्याकरणांश संबंधी जानकारी प्राप्त करने में सक्षम बनेंगे।</li></ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 6 की पाठ्यपुस्तक</p> <p>‘वन के मार्ग में, लोकगीत, नौकर’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b></p> <p>‘वन के मार्ग में’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b></p> <p>‘वन के मार्ग में’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b></p> <p>‘लोकगीत’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b></p> <p>‘नौकर’ पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – VI

### Hindi – Second Language

सीखने की संप्राप्तियाँ	स्त्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"><li>● चित्र के बारे में बातचीत करेंगे।</li><li>● अभिनययुक्त पठन पाठन करेंगे।</li><li>● पाठ के पठित अंश पढ़कर उससे संबंधित प्रश्नों के उत्तर देंगे।</li><li>● पाठ से संबंधित चित्र बनाकर नाम लिखेंगे।</li></ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 6 की पाठ्यपुस्तक</p> <p>‘मैदान, बालदिवस, चुक्की और जब्बार, उद्यान’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b></p> <p>पाठ्यपुस्तक के चित्रों के बारे में अभिनययुक्त पठन-पाठन करें।</p> <p>‘मैदान’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b></p> <p>पाठ्यपुस्तक के चित्रों की सहायता से बातचीत करें।</p> <p>चित्र पठन को रुचिपूर्वक देखें, सुनें अपनी प्रतिक्रिया दें।</p> <p>‘बालदिवस’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b></p> <p>‘चुक्की और जब्बार’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b></p> <p>‘उद्यान’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – VI

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
<p><b>تیرہواں ہفتہ</b></p> <p>☆ سبق: ”وادی گنگا میں ایک رات“ کے مشغلاتی پرچوں کی مشق</p> <p>☆ سبق: ”ہم بھی حاضر خدمت ہیں“ کی تدریس</p>	<p>☆ SCERT web site</p> <p>☆ جماعت ششم کی اردو کی درسی کتاب (زبان اول)</p>	<p>☆ طلباء نظم/کہانی/مکالمے روانی سے پڑھ کر سمجھیں گے۔</p> <p>☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔</p>
<p><b>چودھواں ہفتہ</b></p> <p>☆ سبق: ”ہم بھی حاضر خدمت ہیں“ کے مشغلوں کی مشق</p> <p>☆ سبق ”ہم بھی حاضر خدمت ہیں“ سے متعلق مشغلاتی پرچوں کی مشق</p>	<p>☆ مشغلاتی پرچے</p>	<p>☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔</p> <p>☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔</p> <p>☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔</p>
<p><b>پندرہواں ہفتہ</b></p> <p>☆ سبق: ”گائے اور بکری“ کی تدریس</p> <p>☆ سبق: ”گائے اور بکری“ کے مشغلوں کی مشق</p>		<p>☆ اضداد اور مرکب الفاظ کی شناخت کر سکیں گے۔</p> <p>☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔</p>
<p><b>سولہواں ہفتہ</b></p> <p>☆ سبق ”گائے اور بکری“ سے متعلق مشغلاتی پرچوں کی مشق</p> <p>☆ سبق: ”آئیے لغت دیکھیں“ کی تدریس</p>		<p>☆ قومی یکجہتی کے فروغ پر ایک مضمون لکھیں گے۔</p> <p>☆ کسی کے اچھے کام کی تعریف کرتے ہوئے توصیفی مضمون لکھیں گے۔</p>

## CLASS - VI

### English

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p><i>The learner -</i></p> <ul style="list-style-type: none"> <li>• becomes familiar with the poems in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar poem verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• Constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse</p> <p style="padding-left: 40px;">An Interview with A Soldier</p>	<p>SCERT Telangana Class 6 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 13</b> <b>Unit 3</b> <b>Integration of LSRW</b> <b>READING B. A Nation's Strength</b></p> <p>The learner Reads the poem 'A Nation's Strength' individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the poem as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the poem; Theme Message The learner discusses discourse features of An Interview.</p> <p><b>Grammar and Vocabulary</b> The learner Attempts textual exercise given at the end of poem. Uses conventions of writing in the discourses.</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p><b>Writing</b></p> <p>The learner constructs the Discourses given by teachers.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• Constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse</p> <p>Conversation between the Doctors and Wilma Rudolph's parents</p>	<p>SCERT Telangana Class 6 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p><b>WEEK 14</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. Wilma Rudolph</b></p> <p>The learner Reads the text chunks as instructed by teacher, records audio and shares in whatsapp group. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the text; Theme Location Characters Major events Actions of main characters etc</p> <p>The learner discusses discourse features of a Conversation</p> <p><b>Grammar and Vocabulary</b> Learner Attempts textual exercise</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>given at the end of lesson. Practices editing in the passages given by the teachers. Uses conventions of writing in the discourses.</p> <p><b>Writing</b> Learner drafts a Conversation on the given topic and shares in the whatsapp group.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>becomes familiar with the prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>Constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse Profile of any Sport person from Telangana</p>	<p>SCERT Telangana Class 6 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 15</b> <b>Unit 4</b> <b>READING A: An Adventure</b> The learner Reads the text in suggested chunks individually. Refers to dictionary where needed Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the following points in the text; Theme Location Characters Major events Actions of main characters etc.</p> <p>The learner discusses</p>



Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>discourse features of a Profile</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts some of the textual exercise given at the end of lesson</p> <p>Practices editing in the passages given by the teachers</p> <p>Uses conventions of writing in the discourses</p> <p><b>Writing</b></p> <p>Constructs the discourses given by teachers.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the poems in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar poem verbally in whatsapp group.</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group.</li> <li>• Constructs written discourse given by teachers.</li> </ul>	<p>SCERT Telangana Class 6 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 16</b> <b>Unit 4</b> <b>Integration of LSRW</b> <b>READING B. The Naughty Boy</b></p> <p>The learner Reads the poem ‘The Naughty Boy’ individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the poem as well as given by the teacher.</p> <p><b>Listening and Speaking</b></p> <p>The learner discusses the following points in the poem;</p>

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise suggestive activities (to be provided by parents with the help of teachers)</b>
<p>Suggested Discourse</p> <p>Diary Entry of the Naughty Boy.</p>		<p>Theme</p> <p>Location</p> <p>Characters</p> <p>Major events</p> <p>Actions of main characters</p> <p>Rhyming Words</p> <p>The learner discusses discourse features of a Diary Entry.</p> <p><b>Grammar and Vocabulary</b></p> <p>The learner Attempts textual exercise given at the end of poem. Uses conventions of writing in the discourses.</p> <p><b>Writing</b></p> <p>The learner constructs the discourses given by teachers.</p>

## CLASS - VI

### Mathematics

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>Week 13</b> <b>INTEGERS</b> <b>Students can able to</b></p> <ul style="list-style-type: none"> <li>• Solves the problems on addition, subtraction involving integers.</li> <li>• Compares integers, and ordering of integers.</li> </ul>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 13</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about integers by recalling the types of numbers.</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about Integers, and representation integers on number line. And comparison of integers.</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it.(monitor by team leader and teacher)then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
<p><b>Week14</b></p> <p><b>Students can able to</b></p> <ul style="list-style-type: none"> <li>• Adds, subtracts, like and unlike fractions (avoid Solving complicated, large tasks)</li> </ul>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> </ul>	<p><b>Week14</b></p> <p><b>Activity 1:</b> Interaction may be initiated about fractions and representation fractions on number line.</p> <p><b>Activity 2:</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about fractions, addition, subtraction of fraction.</p>

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
	<ul style="list-style-type: none"> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
<p><b>Week 15</b> Students can able to</p> <ul style="list-style-type: none"> <li>• Solve problems related to multiplications of fractions.</li> <li>• Inter conversion of fractions and decimal fractions</li> </ul>	<p><b>GO THRTROUGH</b></p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></li> <li>• Digital content developed by OER. <b>(link should be given).</b></li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>week15</b></p> <p><b>Activity 1:</b> Interaction may be initiated about fractions and representation fractions on number line. (pre requisite) Inter conversion of fractions and decimals</p> <p><b>Activity 2:</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about fractions, addition, subtraction and multiplication of fractions. and inter conversions of fractions and decimal fractions.</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p>

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
		<b>Activity 4 :</b> Students may be asked to create or collect some problems like given in the worksheet and solve.
<p><b>Week 16</b>  <b>Students can able to</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the data, collection of data, organizing the data.</b></li> <li>• <b>pictographs</b></li> </ul>	<p>GO THRTROUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></li> <li>• Digital content developed by OER. <b>(link should be given).</b></li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week16</b></p> <p><b>Activity 1:</b> Interaction may be initiated about data, collection of the data.</p> <p><b>Activity 2:</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about organizing the data and pictographs.</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4:</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>

## CLASS - VI

### General Science

Learning outcomes	Source / Resources	Week-wise suggestive activities (to be guided by Parents with the help of teachers)
<p>The Learner</p> <ul style="list-style-type: none"> <li>• Identifies the parts of a plant.</li> <li>• Differentiates tap root and fibrous root; reticulate and parallel venation.</li> <li>• Explains the functions of the parts of the plant.</li> <li>• Draws the diagram of plant parts; leaf</li> </ul>	<p><b>General Science Textbook for Class VI</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=IJLOmIb6q80">https://www.youtube.com/watch?v=IJLOmIb6q80</a></li> <li>• <a href="https://www.youtube.com/watch?v=LFyUDUi5WQI">https://www.youtube.com/watch?v=LFyUDUi5WQI</a></li> </ul>	<p><b>PLANTS - PARTS AND THEIR FUNCTIONS</b> <b>WEEK 13</b></p> <p>The learner asked to</p> <ul style="list-style-type: none"> <li>• Collect the leaves and identify the venation.</li> <li>• See for the relation between venation and root system.</li> <li>• <a href="https://www.youtube.com/watch?v=IJLOmIb6q80">https://www.youtube.com/watch?v=IJLOmIb6q80</a> Watch the video and draw the structure of stomata and mention its function.</li> <li>• Conduct the activity to know about transpiration in leaves.</li> <li>• Collect the stems from the different plants and observe the branches on them.</li> <li>• Conduct the activity to know the transport of water through stem.</li> </ul>
<p>The Learner</p> <ul style="list-style-type: none"> <li>• Classifies various changes in his surroundings based on their types.</li> <li>• Differentiates between various types of changes</li> <li>• Applies various changes in his daily life.</li> </ul>	<p><b>General Science Textbook for Class VI</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/results?search_query=changes+around+us+class+6">https://www.youtube.com/results?search_query=changes+around+us+class+6</a></li> <li>• <a href="https://www.youtube.com/watch?v=igCmW5jLF7k">https://www.youtube.com/watch?v=igCmW5jLF7k</a></li> </ul>	<p><b>CHANGES AROUND US</b> <b>WEEK 14</b></p> <p>The learner asked to</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/results?search_query=changes+around+us+class+6">https://www.youtube.com/results?search_query=changes+around+us+class+6</a> Observe the video and write about the different changes in your surroundings.</li> <li>• Notice the changes when milk turns into curd.</li> <li>• Find the conditions for making curd.</li> <li>• <a href="https://www.youtube.com/watch?v=igCmW5jLF7k">https://www.youtube.com/watch?v=igCmW5jLF7k</a> Observe the video and write about the changes in season.</li> <li>• Observe the table:2 given in</li> </ul>

Learning outcomes	Source / Resources	Week-wise suggestive activities (to be guided by Parents with the help of teachers)
		<p>the text book and compare the duration of day and night in December and May</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/results?search_query=changes+around+us+class+6">https://www.youtube.com/results?search_query=changes+around+us+class+6</a></li> </ul> <p>Observe the video and fill the table:4 given in the text book</p>
<p>The Learner</p> <ul style="list-style-type: none"> <li>• Identifies sources of water and uses of water in daily life.</li> <li>• Measures and Calculates the volume of water usage.</li> <li>• Draws a flow chart of safe drinking water supply stages.</li> <li>• Describes the consequences when rainfall is less or more.</li> <li>• Applies learning to promote conservation of water in daily life.</li> </ul>	<p><b>General Science Textbook for Class VI</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>WATER IN OUR LIFE</b> <b>WEEK 15</b></p> <p>The learner asked to</p> <ul style="list-style-type: none"> <li>• List out the various uses of water in our daily life.</li> <li>• Measure the volume of water consumed in a day.</li> <li>• List out the various sources of water.</li> <li>• <a href="https://www.youtube.com/watch?v=c40yPpQG8e0">https://www.youtube.com/watch?v=c40yPpQG8e0</a></li> </ul> <p>Observe the video and draw the flowchart showing safe drinking water stages.</p> <ul style="list-style-type: none"> <li>• Collect the paper clippings of droughts and floods and paste in scrap book. Make a report.</li> <li>• Prepare pamphlets on water conservation.</li> </ul>
<p>The Learner</p> <ul style="list-style-type: none"> <li>• Measures various physical quantities in various methods.</li> <li>• Explains different units of measurements.</li> <li>• Make use of graphs for measuring the area of Irregular objects.</li> <li>• Identifies the difference in finding out volume of regular and Irregular objects.</li> <li>• Applies the knowledge of measurement in their daily life.</li> </ul>	<p><b>General Science Textbook for Class VI</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/6%20general%20science%20em%202020-21.pdf</a></p>	<p><b>LEARNING HOW TO MEASURE</b> <b>WEEK 16</b></p> <p>The learner asked to</p> <ul style="list-style-type: none"> <li>• Measure the length of a room with hand span, foot span and cubit and compare them.</li> <li>• Measure the same room with a scale and compare with above readings.</li> <li>• Explain the need of standard instrument to measure lengths.</li> <li>• Measure length accurately with a meter scale.</li> <li>• Note down the different units of length.</li> </ul>

## CLASS - VI

### Social Studies

Learning Outcomes	Sources/resources	Week wise suggestive activities (to be guided by parents with the help of teachers)
<p>Students</p> <ul style="list-style-type: none"> <li>• Explain the similarities and differences between the early and the Vedic religion.</li> <li>• Describe the prayers in different religions.</li> <li>• Compare the religious beliefs of the Vedic period and the Bhakti Movement.</li> <li>• Explain the difference between Alvars and Nayanars.</li> <li>• Compare and explain the basic features of various religions.</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT Text Book</li> <li>• World Map</li> <li>• T-SAT videos</li> <li>• Atlas</li> <li>• Lessons telecast through Doordarshan Yadagiri.</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 13</u></b></p> <p><b>18. Devotion and Love towards God</b></p> <p>Students ...</p> <ul style="list-style-type: none"> <li>• List out the similarities and differences between the religious feelings.</li> <li>• Point out the important places of worship in the world Map.</li> <li>• Write the views on the religious programmes held recently in their areas.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>• Define and explain the importance of language.</li> <li>• Explain the reasons for the existence of many languages in the world.</li> <li>• Compare the Indus script with the present scripts.</li> <li>• Comment on the great Epics.</li> <li>• Differentiate between Charaka Samhita and Sushruta Samhita.</li> <li>• Explain about the Sangam Literature in Tamil.</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT Text Book</li> <li>• Political map of India.</li> <li>• T-SAT videos</li> <li>• Lessons telecast through Doordarshan Yadagiri.</li> <li>• News papers</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 14</u></b></p> <p><b>19. Language, Writing and Great Books</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Collect at least 5 stories, 3 songs and ten sayings from their elders, write them on a poster and display them in the class.</li> <li>• Identify the medicinal plants in and around their house and prepare a list of their uses.</li> <li>• List out a few inventions in Mathematics.</li> <li>• Locate Bihar, Tamil Nadu, U.P. Maharashtra and West Bengal in the outline map of India.</li> </ul>



Learning Outcomes	Sources/resources	Week wise suggestive activities (to be guided by parents with the help of teachers)
<p>Students</p> <ul style="list-style-type: none"> <li>• Explain the reason why Ashoka chose lions and bulls for his pillars.</li> <li>• Explain why Monks selected the banks of rivers to build Stupas.</li> <li>• Compare the features of a Chaitya and a temple.</li> <li>• Define what is a city.</li> <li>• Explain the features of the Harappan cities.</li> <li>• Distinguish the Sculpture before and after Indus Valley Civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT Text Book</li> <li>• T-SAT videos</li> <li>• Lessons telecast through Doordarshan Yadagiri</li> <li>• Political map of India.</li> <li>• Atlas</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 15</u></b></p> <p><b>20. Sculptures and Buildings.</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Locate Buddhist and Jain sites on the outline map of India.</li> <li>• Visit a place of worship of their locality and draw a sketch of the structure. Prepare a report about this place of worship.</li> <li>• Find out the names of rivers that flow in the Harappan region.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>• Explain the consequences of deforestation.</li> <li>• Explain the importance of Plantation.</li> <li>• Comment on the misuse of forests.</li> <li>• Explain the importance of ecological balance.</li> <li>• Give suggestions to protect trees and prevent deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT Text Book</li> <li>• T-SAT videos</li> <li>• Lessons telecast through Doordarshan Yadagiri</li> <li>• Physical map of Telangana.</li> <li>• Political Map of Telangana.</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 16</u></b></p> <p><b>21. Greenery in Telangana</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Draw the outline map of Telangana and locate the places in which more forests are present.</li> <li>• Write a note on the “Vanamahotsavam Programme” conducted recently in their locality.</li> <li>• Make a list of different saplings planted in their school.</li> </ul>



**CLASS – VII**



## CLASS – VII

### Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>వచన కవితను ధారాళంగా చదువడం, అర్థం చేసుకోగలగడం.</li> <li>అపరిచిత పద్యాన్ని చదివి ప్రశ్నలకు జవాబులు రాయగలగడం.</li> <li>అమ్మ గొప్పతనం గురించి సొంతమాటల్లో రాయగలగడం.</li> <li>అమ్మ గొప్పతనం గురించి కవిత రాయగలగడం.</li> <li>అర్థాలు, పర్యాయపదాలు, ప్రకృతి – వికృతులు రాయగలగడం.</li> <li>పదాలను విడదీసి కలపగలగడం, పదాలను కలిపిరాయడం, ఉత్వసంధిని గుర్తించగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>7వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>“అమ్మ జ్ఞాపకాలు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పద్మాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>“అమ్మ జ్ఞాపకాలు” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>“అమ్మ జ్ఞాపకాలు” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>“రుద్రమదేవి” ఉపవాచకం పాఠ్యాంశ బోధన.</li> </ul>

CLASS – VII

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>• “ఱ” ఒత్తు, “ఁ” ఒత్తుకు చెందిన అభినయ గేయాలను అర్థం చేసుకోవడం.</li> <li>• గేయంలో “ఱ” ఒత్తు, “ఁ” ఒత్తు ఉన్న పదాలను గుర్తించగలగడం.</li> <li>• ద్విత్వ సంయుక్తాక్షర పదాలను చదువగలగడం.</li> <li>• “ఱ” ఒత్తు, “ఁ” ఒత్తులతో ఉన్న ద్విత్వ సంయుక్తాక్షర పదాలను రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>• ఎస్.సి.ఐ.ఆర్.టి. వెబ్‌సైట్</li> <li>• 7వ తరగతి తెలుగు</li> <li>• ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>• కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>• “చెట్టు” పాఠ్యాంశ బోధన, “ఱ” ఒత్తుకు చెందిన అభ్యాసాలసాధన.</li> </ul> <p><u>పద్నాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఱ” ఒత్తుకు చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>• “లడ్డు” పాఠ్యాంశ బోధన, “ఁ” ఒత్తుకు చెందిన అభ్యాసాలసాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఁ” ఒత్తుకు చెందిన చెందిన కృత్యపత్రాల సాధన.</li> </ul>

## CLASS – VII

### Hindi – First Language

सीखने की संप्राप्तियाँ	स्त्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● चित्र के बारे में बातचीत करेंगे।</li> <li>● अभिनययुक्त पठन पाठन करेंगे।</li> <li>● पाठ के पठित अंश पढ़कर उससे संबंधित प्रश्नों के उत्तर देंगे।</li> <li>● छोटी कविता का सृजन करेंगे।</li> <li>● पाठ में आये नये शब्द, वचन, पद परिचय, पर्याय शब्दों को पहचानेंगे।</li> <li>● वर्तनी शुद्ध करेंगे।</li> <li>● पाठ से संबंधित चित्र बनाकर नाम लिखेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 7 की पाठ्यपुस्तक</p> <p>‘अपूर्व अनुभव, रहीम के दोहे, कंचा, वीर कुँवर सिंह’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b></p> <p>‘अपूर्व अनुभव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b></p> <p>‘रहीम के दोहे’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b></p> <p>‘कंचा’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b></p> <p>‘वीर कुँवर सिंह’ पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – VII

### Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"><li>● चित्र के बारे में बातचीत करेंगे।</li><li>● अभिनययुक्त पठन पाठन करेंगे।</li><li>● पाठ के पठित अंश पढ़कर उससे संबंधित प्रश्नों के उत्तर देंगे।</li><li>● छोटी कविता का सृजन करेंगे।</li><li>● पाठ में आये नये शब्द, वचन, पद परिचय, पर्याय शब्दों को पहचानेंगे।</li><li>● वर्तनी शुद्ध करेंगे।</li><li>● पाठ से संबंधित चित्र बनाकर नाम लिखेंगे।</li></ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 7 की पाठ्यपुस्तक</p> <p>चारमीनार, हमारे त्यौहार, गुसाडी, कबीर के दोहे, पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b> 'चारमीनार' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b> 'हमारे त्यौहार' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b> 'गुसाडी' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b> 'कबीर के दोहे' पाठ के वर्कशीटों का अभ्यास करें।</p>



CLASS – VII

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
<p><b>تیرھواں ہفتہ</b></p> <p>☆ سبق: ”چاند اور تارے“ کے مشغلاتی پرچوں کی مشق</p> <p>☆ سبق: ”ایک خط“ کی تدریس</p> <p><b>چودھواں ہفتہ</b></p> <p>☆ سبق: ”ایک خط“ کے مشغلوں کی مشق</p> <p>☆ سبق ”ایک خط“ سے متعلق مشغلاتی پرچوں کی مشق</p>	<p>SCERT web ☆ site ☆ جماعت ہفتم کی اردو کی درسی کتاب (زبان اول) ☆ مشغلاتی پرچے</p>	<p>☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔</p> <p>☆ نامعلوم نثر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔</p> <p>☆ دیئے گئے اشعار کی بحوالہ متن تشریح کرنا۔</p> <p>☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھنا۔</p> <p>☆ محاوروں اور کہاوتوں کو سمجھ کر موقع و محل کے مناسبت سے روزمرہ زندگی میں استعمال کرنا۔</p>
<p><b>پندرھواں ہفتہ</b></p> <p>☆ سبق: ”رباعیات“ کی تدریس</p> <p><b>سولہواں ہفتہ</b></p> <p>☆ سبق: ”رباعیات“ کے مشغلوں کی مشق</p> <p>☆ سبق ”رباعیات“ سے متعلق مشغلاتی پرچوں کی مشق</p>		<p>☆ قواعد کو سمجھ کر حل کرنا۔</p> <p>☆ تشبیہ اور استعارہ کی شناخت کرنے کے قابل ہونا۔</p> <p>☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔</p> <p>☆ دیئے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔</p>
		<p>☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔</p> <p>☆ سبق کی مناسبت سے مزاحیہ کرداروں کی اداکاری کریں گے۔</p> <p>☆ ہم املا الفاظ کے مختلف معنوں کو سمجھ سکیں گے۔</p> <p>☆ ہم املا الفاظ کا مختلف مواقعوں پر کس طرح استعمال کیا جاتا ہے سمجھیں گے۔</p>

## CLASS - VII

### English

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p><i>The learner -</i></p> <ul style="list-style-type: none"> <li>• becomes familiar with the poems in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar poem verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse Play Script Converting the poem Home They Brought Her Warrior Dead into a play script</p>	<p>SCERT Telangana Class 7 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 13</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. Home They Brought Her Warrior Dead</b> The learner Reads the poem individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the poem as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the poems; Theme Location Characters Their wishes The learner discusses discourse features of Play Script. Characters Dialogues Stage Directions</p> <p><b>Grammar and Vocabulary</b> The learner Attempts textual exercise</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>given at the end of lesson. Uses conventions of writing in the discourses. <b>Writing</b></p> <p>The learner constructs the discourse given by teachers.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>becomes familiar with the prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse Conversation between the Siew Mei and Her Mother</p>	<p>SCERT Telangana Class 7 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p><b>WEEK 14</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. The Magic of Silk</b></p> <p>The learner Reads the text chunks as instructed by teacher, records audio and shares in whatsapp group Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the text; Theme Location Characters Major events Actions of main characters etc. The learner discusses discourse features of a Conversation.</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p><b>Grammar and Vocabulary</b></p> <p>The learner Attempts textual exercise given at the end of lesson. Practices editing in the passages given by the teachers. Uses conventions of writing in the discourses.</p> <p><b>Writing</b></p> <p>The learner drafts a Conversation on the given topic and shares in the whatsapp group.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• constructs written discourse given by teachers.</li> </ul>	<p>SCERT Telangana Class 7 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 15</b> <b>Unit 4</b> <b>READING A: Tenali Paints a Horse</b></p> <p>The learner Reads the text in suggested chunks individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b></p> <p>The learner discusses the text;</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Location</li> <li>Characters</li> <li>Dialogues</li> <li>Major events</li> </ul>

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise suggestive activities (to be provided by parents with the help of teachers)</b>
<p>Suggested Discourse</p> <p>Diary Entry of the Artist In the Play</p>		<p>Actions of main characters etc.</p> <p>The learner discusses discourse features of Diary Entry.</p> <p><b>Grammar and Vocabulary</b></p> <p>The learner attempts some of the textual exercise given at the end of lesson. Practices editing in the passages given by the teachers. Uses conventions of writing in the discourses.</p> <p><b>Writing</b></p> <p>The learner constructs the discourses given by teachers.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the poems in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar poem verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction</li> </ul>	<p>SCERT Telangana Class 7 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 16</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. Dear Mum</b></p> <p>The learner Reads the poem Dear Mum in suggested chunks individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p>

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise suggestive activities (to be provided by parents with the help of teachers)</b>
<p>verbally in whatsapp group</p> <ul style="list-style-type: none"> <li>• constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse</p> <p>Letter Writing</p> <p>Letter to a friend describing your reflections on the poem Dear Mum</p>		<p><b>Listening and Speaking</b></p> <p>The learner discusses the following points in the poem;</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Location</li> <li>Characters</li> <li>Major events</li> <li>Actions of main characters etc</li> </ul> <p>The learner discusses discourse features of Letter Writing.</p> <p><b>Grammar and Vocabulary</b></p> <p>The learner attempts textual exercise given at the end of poem.</p> <p><b>Writing</b></p> <p>The learner constructs the discourses given by teachers.</p>

## CLASS - VII

### Mathematics

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>Week 13</b>  <b>Ratio- Applications</b>            Students can able to Understand about ratio, proportion, direct proportion )</p>	<p>GO THRTROUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 13</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about ratio, proportion, direct proportion )</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about ratio, proportion, direct proportion )</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
<p><b>Week 14</b>  <b>Students can able to</b>            Understand and solves problems related to percentage, simple interest)</p>	<p>GO THRTROUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 14</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about percentage, simple interest)</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about percentage, simple interest)</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one</p>

		<p>interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4:</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
<p><b>Week 15</b></p> <p>Students can able to Understand about data, organization of data. And presentation of the data.</p>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 15</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about percentage, simple interest)</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about percentage, simple interest)</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4:</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
<p><b>Week 16</b></p> <p>Students can able to understand about the constructions of triangles when measurements of 3 sides given</p>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT, SIET, CIET lessons related to this <b>(link should be given)</b>.</li> <li>• Digital content developed by OER. <b>(link should be given)</b>.</li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 16</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about constructions of triangles when measurements of 3 sides given</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about constructions of triangles when measurements of 3 sides given</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to</p>



		<p>the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some problems like given in the worksheet and solve.</p>
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**CLASS - VII**  
**General Science**

Learning outcomes	Source / Resources	Week-wise suggestive activities (to be guided by Parents with the help of teachers)
<p>The Learner..</p> <ul style="list-style-type: none"> <li>• Explains the phenomenon of reflection, lateral inversion.</li> <li>• Conducts activity to prove the laws of reflection.</li> <li>• Constructs the periscope</li> <li>• Measures the angle of reflection and angle of incidence.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangan a.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangan a.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=qWT92yaGy2k">https://www.youtube.com/watch?v=qWT92yaGy2k</a></li> <li>• <a href="https://www.youtube.com/watch?v=fJu6OOXrRHw">https://www.youtube.com/watch?v=fJu6OOXrRHw</a></li> <li>• <a href="https://www.youtube.com/watch?v=oDNqfxRYQY0">https://www.youtube.com/watch?v=oDNqfxRYQY0</a></li> </ul>	<p><b>REFLECTION OF LIGHT</b> <b>WEEK 13</b></p> <p>The learner is asked to</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=qWT92yaGy2k">https://www.youtube.com/watch?v=qWT92yaGy2k</a> Observe the video and explain about the lateral inversion.</li> <li>• <a href="https://www.youtube.com/watch?v=fJu6OOXrRHw">https://www.youtube.com/watch?v=fJu6OOXrRHw</a> Observe the video and conduct the activity to form multiple images and note down the observations.</li> <li>• Project : Read the Activity 10 and make a garden in box.</li> <li>• Project : Make their own Kaleida scope</li> <li>• <a href="https://www.youtube.com/watch?v=oDNqfxRYQY0">https://www.youtube.com/watch?v=oDNqfxRYQY0</a> Observe the video and write a note on convex and concave mirrors.</li> <li>• Conduct an activity on regular and irregular reflections.</li> </ul>
<p>The Learner..</p> <ul style="list-style-type: none"> <li>• Identifies the different types of nutrition in plants.</li> <li>• Explains about autotrophic nutrition in plants.</li> <li>• Formulates the equation of Photosynthesis.</li> <li>• Conducts experiments</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangan a.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangan a.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=EsMXXr2Q4kk">https://www.youtube.com/watch?v=EsMXXr2Q4kk</a></li> <li>• <a href="https://www.youtube.com/watch?v=vW-k79rfno">https://www.youtube.com/watch?v=vW-k79rfno</a></li> </ul>	<p><b>NUTRITION IN PLANTS</b> <b>WEEK 14</b></p> <p>The learner is asked to</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=EsMXXr2Q4kk">https://www.youtube.com/watch?v=EsMXXr2Q4kk</a> Observe the video and note down the observations made by Van Helmont.</li> <li>• <a href="https://www.youtube.com/watch?v=vW-k79rfno">https://www.youtube.com/watch?v=vW-k79rfno</a> Observe the video and note down the observations made by the scientists.</li> <li>• Asked to define the photosynthesis with the help of equation</li> <li>• Conduct an experiment to show</li> </ul>

Learning outcomes	Source / Resources	Week-wise suggestive activities (to be guided by Parents with the help of teachers)
<p>to study the water movement in plants.</p> <ul style="list-style-type: none"> <li>Appreciates the role of scientists who invented photosynthesis and importance of photosynthesis.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=2ZWLFbPK2Ps">e.com/watch?v=2ZWLFbPK2Ps</a></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=W-k79rfno">https://www.youtube.com/watch?v=W-k79rfno</a></li> </ul>	<p>the transportation of water through root and stem.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=2ZWLFbPK2Ps">https://www.youtube.com/watch?v=2ZWLFbPK2Ps</a></li> </ul> <p>Observe the video and explain the gaseous exchange in plants</p>
<ul style="list-style-type: none"> <li>Identifies the respiratory organs in human beings.</li> <li>Conducts the activities to know about inhalation and exhalation</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telanganagov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telanganagov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Qr0ARljqYmk">https://www.youtube.com/watch?v=Qr0ARljqYmk</a></li> <li><a href="https://www.youtube.com/watch?v=yKrujw63BA4">https://www.youtube.com/watch?v=yKrujw63BA4</a></li> </ul> <p><a href="https://www.youtube.com/watch?v=MCEUW8moLeI">https://www.youtube.com/watch?v=MCEUW8moLeI</a></p>	<p><b>NUTRITION IN PLANTS</b> <b>WEEK 15</b></p> <p>The learner is asked to</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Qr0ARljqYmk">https://www.youtube.com/watch?v=Qr0ARljqYmk</a></li> <li><a href="https://www.youtube.com/watch?v=yKrujw63BA4">https://www.youtube.com/watch?v=yKrujw63BA4</a></li> </ul> <p>Observe the videos and explain that the sunlight is essential for photosynthesis.</p> <ul style="list-style-type: none"> <li>Read about heterotrophic nutrition in plants and collect the images paste in your scrap book</li> </ul> <p><b>RESPIRATION IN ORGANISMS</b></p> <p>The Learner is asked to</p> <ul style="list-style-type: none"> <li>Count number of breathes in a minute</li> <li>Conduct an activity to know the relation between exercise and breathing</li> <li><a href="https://www.youtube.com/watch?v=MCEUW8moLeI">https://www.youtube.com/watch?v=MCEUW8moLeI</a></li> </ul> <p>To conduct an experiment to know the volume of air in each breathe</p>

Learning outcomes	Source / Resources	Week-wise suggestive activities (to be guided by Parents with the help of teachers)
<ul style="list-style-type: none"> <li>• Differentiates respiratory organs among different organisms</li> <li>• Conducts the activity to know that plants respire</li> </ul>		
	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=pQ24NAyXoqQ">https://www.youtube.com/watch?v=pQ24NAyXoqQ</a></li> <li>• <a href="https://youtu.be/34ESzqzf_Uo?t=92">https://youtu.be/34ESzqzf_Uo?t=92</a></li> </ul>	<p><b>WEEK 16</b> The learner is asked to</p> <ul style="list-style-type: none"> <li>• Conduct the activity to know the difference between inhaled and exhaled air.</li> <li>• Read the article on discovery of CO<sub>2</sub> and Oxygen by the scientists.</li> <li>• <a href="https://www.youtube.com/watch?v=pQ24NAyXoqQ">https://www.youtube.com/watch?v=pQ24NAyXoqQ</a> Observe the video and conduct the same activity.</li> <li>• Project: Collect information and pictures about the respiration in different animals.</li> <li>• <a href="https://youtu.be/34ESzqzf_Uo?t=92">https://youtu.be/34ESzqzf_Uo?t=92</a> Observe the video and conduct the same activity.</li> </ul>

## CLASS - VII

### Social Studies

Learning Outcomes	Sources / resources	Week-wise Suggestive Activities ( to be guided by parents with the help of teachers)
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Explains how the caste system promotes inequality among people.</li> <li>• Gives reasons for Striving for Equality</li> <li>• Describes the Equality after Independence</li> <li>• Explains about how the reformers fought.</li> <li>• Gives examples of example of discrimination in schools at that time.</li> <li>• Gives examples of benefits of the mid-day meal programme</li> </ul>	<p><b>18.Caste Discrimination and the Struggle for Equality</b></p> <ul style="list-style-type: none"> <li>• Social studies text book of class VII published by SCERT, Telangana</li> <li>• <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>• Lessons telecast through Doordarshan yadagiri and</li> <li>• T -Sat channels</li> <li>• Worksheets</li> <li>• Atlas</li> <li>• Globe</li> </ul>	<p><b>Week-13</b></p> <ul style="list-style-type: none"> <li>• Find out about a government scheme in your area.</li> <li>• How the government schemes are intended to benefit?</li> <li>• Discuss with your parents or grandparents about how caste system functioned earlier.</li> <li>• How can your school help in ending caste based inequalities?</li> <li>• In what ways do you think did the caste system promote inequality among people?</li> <li>• How do you think MDM programme might help promote greater equality?</li> </ul>
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Describes the role of Permanent Workers in Factories</li> <li>• Analyses the Trade Unions importance.</li> <li>• Estimates the conditions in a Working on Construction Sites and Brick Kilns.</li> </ul>	<p><b>19.Livelihood and Struggles of Urban Workers</b></p> <ul style="list-style-type: none"> <li>• Social studies text book of class VII published by SCERT, Telangana</li> <li>• <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>• Lessons telecast through Doordarshan yadagiri and</li> </ul>	<p><b>Week-14</b></p> <ul style="list-style-type: none"> <li>• Compare the condition of a permanent worker and a contract worker in a factory.</li> <li>• List of jobs done by casual and self employed workers in your area.</li> <li>• Write a letter to the Labour officer of your Locality.</li> <li>• Why are there no Trade Unions in brick kilns?</li> </ul>

<b>Learning Outcomes</b>	<b>Sources / resources</b>	<b>Week-wise Suggestive Activities ( to be guided by parents with the help of teachers)</b>
<ul style="list-style-type: none"> <li>• Locate Informal Work and Workers near by you.</li> <li>• Describe Ensuring Workers' Rights -A Global Concern</li> </ul>	<ul style="list-style-type: none"> <li>• T -Sat channels</li> <li>• Worksheets</li> <li>• Atlas</li> <li>• Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Is it fair to pay women workers less than men for the same kind of work. Explain?</li> <li>• In what way can the government help brick kiln workers to improve their working conditions?</li> </ul>
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Describe the large number of village deities in their village</li> <li>• Explain the Community Worship of Folk Deities</li> <li>• Comment on The antiquity of Folk Traditions</li> <li>• Gives examples for Folk Wisdom and Higher Religion</li> </ul>	<p><b>20. Folk - Religion</b></p> <ul style="list-style-type: none"> <li>• Social studies text book of class VII published by SCERT, Telangana</li> <li>• www.scert.telangana.gov.in</li> <li>• Lessons telecast through Doordarshan yadagiri and</li> <li>• T -Sat channels</li> <li>• Worksheets</li> <li>• Atlas</li> <li>• Globe</li> </ul>	<p><b>Week-15</b></p> <ul style="list-style-type: none"> <li>• Get detailed information from your grand parents about any Jatara of your area</li> <li>• Collect stories about any of the folk deities of your area and prepare a small booklet about it.</li> <li>• What are the common elements in the worship of most of the village deities?</li> <li>• Point out the main places of important jatara and urs in Telangana Map.</li> </ul>
<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Describe Philosophy and Bhakti.</li> <li>• Imagine the consequences of Bhakti movement.</li> <li>• Draws the Out line map of India and locate the Maharashtra.</li> <li>• Give reason for why New Religious Developments in India</li> </ul>	<p><b>21.Devotional Paths to the Divine</b></p> <ul style="list-style-type: none"> <li>• Social studies text book of class VII published by SCERT, Telangana</li> <li>• www.scert.telangana.gov.in</li> <li>• Lessons telecast through Doordarshan yadagiri and</li> <li>• T -Sat channels</li> <li>• Worksheets</li> <li>• Atlas</li> <li>• Globe</li> </ul>	<p><b>Week-16</b></p> <ul style="list-style-type: none"> <li>• Get information about other works of the saint-poets mentioned in this chapter.</li> <li>• Describe the Bhakti tradition and what you saw and heard about them.</li> <li>• What were the major teachings of Guru Nanak?</li> <li>• Why do ordinary people still remember Mirabai?</li> <li>• Discuss the ideas related to social order expressed in these compositions.</li> </ul>

**CLASS – VIII**





CLASS – VIII

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>వ్యాసం చదివి అర్థం చేసుకోగలగడం.</li> <li>అపరిచిత గద్యం చదివి పట్టికలో వివరాలను నమోదు చేయగలగడం.</li> <li>సమర్థిస్తూ కారణాలను వివరిస్తూ ప్రశ్నలకు జవాబులు సొంతమాటల్లో రాయగలగడం.</li> <li>వృత్తిపనివారి వివరాలను సేకరించడానికి ప్రశ్నావళిని తయారుచేయగలగడం.</li> <li>అర్థాలు, పర్యాయపదాలు, ప్రకృతి - వికృతులు రాయగలగడం.</li> <li>సామాన్య, సంయుక్త, సంశ్లేష్ట వాక్యాలను అర్థం చేసుకొని రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>8వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>“అసామాన్యులు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పద్నాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>“అసామాన్యులు” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>“అసామాన్యులు” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>“చోయబుల్లాఖాన్” ఉపవాచకం పాఠ్యాంశ బోధన.</li> </ul>

CLASS – VIII

Telugu – Second Language

సామర్థ్యాలు – అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>• లేఖను చదివి అర్థం చేసుకోగలగడం.</li> <li>• వైకల్యం ఉన్నవారి గొప్పతనాన్ని సమర్థిస్తూ రాయగలగడం.</li> <li>• నచ్చిన టీచర్ గురించి మిత్రునికి లేఖ రాయగలగడం.</li> <li>• పదాలకు అర్థాలను, పదాలతో సొంతవాక్యాలు రాయగలగడం.</li> <li>• నామవాచకాలను అర్థం చేసుకోని గుర్తించగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>• ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్</li> <li>• 8వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>• కృత్యపత్రాలు</li> </ul>	<p><u>పదమూడవ వారం</u></p> <ul style="list-style-type: none"> <li>• “స్ఫూర్తి” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పద్దాలగవ వారం</u></p> <ul style="list-style-type: none"> <li>• “స్ఫూర్తి” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>పదిహేనవ వారం</u></p> <ul style="list-style-type: none"> <li>• “స్ఫూర్తి” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదహారవ వారం</u></p> <ul style="list-style-type: none"> <li>• ఇంతకు ముందు పాఠాలకు చెందిన పునశ్చరణ.</li> </ul>

## CLASS – VIII

### Hindi – First Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे।</li> <li>● अभिनययुक्त पठन पाठन करेंगे।</li> <li>● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे।</li> <li>● चित्र पठन को स्वरूपपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे।</li> <li>● चित्र और संदर्भानुसार पाठ पढ़ेंगे।</li> <li>● कविता और पाठ के पठन अंशों को पढ़कर उससे संबंधित उत्तर देंगे।</li> <li>● (पाठ्यांश) कवितांश के मुख्य शब्दों की पहचान करेंगे।</li> <li>● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न तरीकों में लिखेंगे।</li> <li>● व्याकरण संबंधी प्रश्नों के उत्तर देंगे।</li> <li>● ज्ञात विषयों के बारे अपने शब्दों में लिखेंगे।</li> <li>● कविता का सस्वर वाचन तथा मौन वाचन करेंगे।</li> <li>● सीखे गये शब्दों का संदर्भोचित प्रयोग करेंगे।</li> <li>● भाषिक तत्वों के (शब्द-भेद और उनके भेद, लिंग, वचन, मुहावरे, उपसर्ग, प्रत्यय) आदि के अर्थ समझेंगे। प्रयोग करेंगे।</li> <li>● कविता गायन, कविता लेखन आदि गतिविधियों में रुचि लेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 8 की पाठ्यपुस्तक</p> <p>‘कबीर की साखियाँ, सुदामा चरित, जहाँ पहिया है, सूरदास के पद’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b></p> <p>‘कबीर की साखियाँ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b></p> <p>‘सुदामा चरित’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b></p> <p>‘जहाँ पहिया है’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b></p> <p>‘सूरदास के पद’ पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – VIII

### Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● उन्मुखीकरण चित्र के बारे में बातचीत करेंगे।</li> <li>● अभिनययुक्त पठन पाठन करेंगे।</li> <li>● देखी, सुनी, पढ़ी गई बातों को अपनी भाषा में व्यक्त करेंगे।</li> <li>● चित्र पठन को स्वरूपपूर्वक देखेंगे, सुनेंगे अपनी प्रतिक्रिया देंगे।</li> <li>● चित्र और संदर्भानुसार पाठ पढ़ेंगे।</li> <li>● कविता और पाठ के पठन अंशों को पढ़कर उससे संबंधित उत्तर देंगे।</li> <li>● (पाठ्यांश) कवितांश के मुख्य शब्दों की पहचान करेंगे।</li> <li>● पाठ से संबंधित सृजनात्मक अभिव्यक्ति को विभिन्न तरीकों में लिखेंगे।</li> <li>● व्याकरण संबंधी प्रश्नों के उत्तर देंगे।</li> <li>● ज्ञात विषयों के बारे अपने शब्दों में लिखेंगे।</li> <li>● कविता का सस्वर वाचन तथा मौन वाचन करेंगे।</li> <li>● सीखे गये शब्दों का संदर्भोचित प्रयोग करेंगे।</li> <li>● भाषिक तत्वों के (शब्द-भेद और उनके भेद, लिंग, वचन, मुहावरे) आदि के अर्थ समझेंगे। प्रयोग करेंगे।</li> <li>● कविता गायन, कविता लेखन आदि गतिविधियों में रुचि लेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 8 की पाठ्यपुस्तक</p> <p>‘त्यौहारों का देश, अनमोल रत्न, हार के आगे जीत है, बढ़ते कदम’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 13</b></p> <p>‘त्यौहारों का देश’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 14</b></p> <p>‘अनमोल रत्न’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 15</b></p> <p>‘हार के आगे जीत है’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 16</b></p> <p>‘बढ़ते कदम’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – VIII

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
تیرہواں ہفتہ ☆ سبق: ”مہینے کی پہلی تاریخ“ کے مشغلاتی پرچوں کی مشق	☆ SCERT web site ☆ جماعت ہشتم کی اردو کی درسی کتاب (زبان اول)	☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔ ☆ نامعلوم نثر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔
چودھواں ہفتہ ☆ سبق: ”جگنو“ کی تدریس	☆ مشغلاتی پرچے	☆ نظم ”برسات“ پڑھ کر اپنے جذبات و احساسات کو اپنے الفاظ میں بیان کریں گے۔ ☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھیں گے۔
پندرہواں ہفتہ ☆ سبق: ”جگنو“ کے مشغلوں کی مشق		☆ حروف سنہنی اور حروف قمری کی شناخت کریں گے۔ ☆ قواعد کو سمجھ کر حل کرنا۔
سولہواں ہفتہ ☆ سبق ”جگنو“ سے متعلق مشغلاتی پرچوں کی مشق		☆ مرکب غیر اضافی سے واقف ہوں گے اور اس کی شناخت کریں گے۔ ☆ حروف اجافت اور علامت اضافت والے الفاظ کی نشاندہی کریں گے۔ ☆ دیئے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔ ☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔ ☆ کہاوتوں سے متعلق ایک مضمون لکھیں گے۔ ☆ موسم سرما اور گرما کی خوبیوں کو مکالماتی انداز میں بیان کریں گے۔

## CLASS – VIII

### English

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the Discourse Interview in English through input- rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on Diary Entry verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse: Diary Entry</p>	<p>SCERT Telangana Class 8 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p><b>WEEK 13</b> <b>Unit 5</b> <b>READING B The Treasure Within</b></p> <p>The learner Reads the text in suggested chunks individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the text and discourse features of a Diary Entry.</p> <p><b>Grammar and Vocabulary</b> The learner Attempts remaining textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b> The learner constructs the discourses given by teachers.</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
<p><i>The learner -</i></p> <ul style="list-style-type: none"> <li>becomes familiar with the prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse Essay Writing on Role of Civil Engineers in Nation Building</p>	<p>SCERT Telangana Class 8 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p><b>WEEK 14</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. They Literally Build the Nation</b> The learner Reads the text in chunks as instructed by teacher, records audio and shares in whatsapp group. Responds orally and in writing to the questions given after the lesson as well as given by the teacher. <b>Listening and Speaking</b> The learner discusses the following points in the text. Who is the lesson about? What is the role of Civil Engineers in building the nation? Important responsibilities of Civil Engineers discussed in the lesson.</p> <p><b>Grammar and Vocabulary</b> The learner Attempts textual exercise given at the end of lesson Practices editing in the passages given by the teachers.</p>

Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p><b>Writing</b> The learner writes an Essay on the given topic and shares in the whatsapp group.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>becomes familiar with the Discourse Conversation in English through input-rich environment, picture interaction, discussion, etc.</li> <li>responds to the variety of questions on familiar conversations verbally in whatsapp group</li> <li>responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>constructs written discourse given by teachers.</li> </ul> <p>Suggested Discourse Conversation between A Weaver and a customer</p>	<p>SCERT Telangana Class 8 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p><b>WEEK 15</b> <b>UNIT 6</b> <b>Art and Culture</b> <b>READING A</b> <b>The Story of Ikat</b> The learner Reads the text in suggested chunks individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b> The learner discusses the following points in the text. Theme : Ikat Location Characters Important points about the Ikat. Dialogues of main characters etc.</p> <p><b>Listening and Speaking</b> The learner Listens to various conversations in English as suggested by the teachers.</p>



Learning Outcomes	Resources	Week-wise suggestive activities (to be provided by parents with the help of teachers)
		<p>Discusses the discourse features of a Conversation.</p> <p><b>Grammar and Vocabulary</b></p> <p>The learner Attempts remaining textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b></p> <p>The learner constructs the Discourse on the given topic and shares in the whatsapp group.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with the poems in English through input-rich environment, picture interaction, discussion, etc.</li> <li>• responds to the variety of questions on familiar text verbally in whatsapp group</li> <li>• responds to the variety of questions on Discourse construction verbally in whatsapp group</li> <li>• constructs written discourse given by teachers.</li> </ul>	<p>SCERT Telangana Class 8 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p><b>WEEK 16</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. The Earthen Goblet</b></p> <p>The learner Reads the poem The Earthen Goblet in suggested chunks individually. Refers to dictionary where needed. Responds orally and in writing to the questions given after the lesson as well as given by the teacher.</p> <p><b>Listening and Speaking</b></p> <p>The learner discusses the following points in the poem.</p>

<b>Learning Outcomes</b>	<b>Resources</b>	<b>Week-wise suggestive activities (to be provided by parents with the help of teachers)</b>
Suggested Discourse Choreography Script		<p>Theme Location Characters Major events Sequence of Actions Expressions/views of main characters etc</p> <p><b>Grammar and Vocabulary</b> The learner Attempts textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b> The learner constructs the discourse given by teachers.</p>

## CLASS – VIII

### Mathematics

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>Week 13</b></p> <ul style="list-style-type: none"> <li>Difference between simple and compound interest (compounded yearly up to 3 years or half-yearly up to 3 steps only), Arriving at the formula for compound interest through patterns and using it for simple problems</li> </ul>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></li> <li>Digital content developed by OER. <b>(link should be given).</b></li> <li><b>textbook</b></li> <li><b>WORKSHEET</b></li> </ul>	<p><b>Week 13</b></p> <p><b>Activity 1 :</b> Interaction may be initiated and introduction of simple and compound interest (compounded yearly up to 3 years or half-yearly up to 3 steps only). Arriving at the formula for compound interest through patterns and using it for simple problems</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about simple and compound interest (compounded yearly up to 3 years or half-yearly up to 3 steps only), Arriving at the formula for compound interest through patterns and using it for simple problems</p> <p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some more problems like given in the worksheet and solve.</p>

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>Week 14</b></p> <p><b>Square roots and cube roots</b></p> <ul style="list-style-type: none"> <li>• Students can able to understand about the square roots of numbers.</li> <li>• Properties of square numbers</li> <li>• Finding square roots of numbers by using prime factorization , division method</li> </ul>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT, SIET, CIET lessons related to this <b>(link should be given).</b></li> <li>• Digital content developed by OER. <b>(link should be given).</b></li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 14</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about the square roots of numbers.</p> <p>Properties of square numbers</p> <p>Finding square roots of numbers by using prime factorization , division method</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about the square roots of numbers. Properties of square numbers.</p> <p>Finding square roots of numbers by using prime factorization , division method</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4:</b> Students may be asked to create or collect some more problems like those given in the worksheet and solve.</p>
<p><b>Week 15</b></p> <p><b>Square roots and cube roots</b></p> <ul style="list-style-type: none"> <li>• Students can able to understand about the cube roots of numbers.</li> </ul>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></li> </ul>	<p><b>Week 15</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about the cube roots of numbers.</p> <p>Properties of cube numbers</p>

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> <li>• Properties of cube numbers</li> <li>• Finding cube roots of numbers by using prime factorization, division method</li> </ul>	<ul style="list-style-type: none"> <li>• Digital content developed by OER. <b>(link should be given).</b></li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p>Finding cube roots of numbers by using prime factorization, division method</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about the cube roots of numbers.</p> <p>Finding cube roots of numbers by using prime factorization, division method</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4:</b> Students may be asked to create or collect some more problems like given in the worksheet and solve.</p>
<p><b>Week 16</b></p> <p><b>Frequency distribution tables and graphs</b> Students can able to Understand about organization of grouped data, graphical representation (histogram, frequency polygon, frequency curve)</p>	<p>GO THRTOUGH</p> <ul style="list-style-type: none"> <li>• TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></li> <li>• Digital content developed by OER. <b>(link should be given).</b></li> <li>• <b>textbook</b></li> <li>• <b>WORKSHEET</b></li> </ul>	<p><b>Week 16</b></p> <p><b>Activity 1 :</b> Interaction may be initiated about organization of grouped data, graphical representation (histogram, frequency polygon, frequency curve)</p> <p><b>Activity 2 :</b> Watch videos and read the textbook and (digital content related to this through given links) to understand organization of grouped data, graphical representation (histogram, frequency polygon, frequency curve)</p>

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
		<p><b>Activity 3 :</b> Students may be sent some work sheets related to above concepts and asked to read the text to understand the concept. They may be asked to complete it by answering to the questions in it. (monitor by team leader and teacher) then after one interaction by team leader and teacher for to encourage students to complete work sheet.</p> <p><b>Activity 4 :</b> Students may be asked to create or collect some more problems like given in the worksheet and solve.</p>

## CLASS - VIII

### Physical Science

Learning Outcomes	Sources/ Resources	Week wise suggestions Activities ( to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Explain the intensity, feebleness' and amplitude of sounds.</li> <li>• Conduct activity to identify the intensity, feebleness' and amplitude of sounds.</li> <li>• Explain the frequency of the sound</li> <li>• Differentiate between music and noise.</li> <li>• Explains about the sound pollutions.</li> <li>• Explains the propagation of light i.e straight line</li> <li>• Explain the image formed by pinhole camera,</li> </ul>	<p><b>5.Sound</b></p> <p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p> <p>Worksheet-54 Worksheet-55 Worksheet-56</p> <p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p> <p><b>6.reflection of life on plane surface.</b></p> <p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p>	<p><b>Week-13</b></p> <p><b>After going through the given worksheets students</b></p> <ul style="list-style-type: none"> <li>• Explain the intensity, feebleness' and amplitude of sounds.</li> <li>• Conduct activity to identify the intensity, feebleness' and amplitude of sounds.</li> <li>• Explain the frequency of the sound</li> <li>• Differentiate between music and noise.</li> <li>• Explains about the sound pollutions.</li> <li>• Explains the propagation of light i.e straight line</li> <li>• Explain the image formed by pinhole camera,</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Prepare a model pinhole camera.</li> <li>• Explain the preparation of plane mirror. Identifies the reflecting surface and coated surface.</li> </ul>	<p><b>6.Reflection of life on plane surface.</b></p> <p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p>	<p><b>Week-14</b></p> <p><b>After going through the given worksheets students</b></p> <ul style="list-style-type: none"> <li>• Prepare a model pinhole camera.</li> <li>• Explain the preparation of plane mirror. Identifies the reflecting surface and coated surface.</li> </ul>

Learning Outcomes	Sources/ Resources	Week wise suggestions Activities ( to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• Conduct activity to identify the intensity, feebleness' and amplitude of sounds.</li> <li>• Explain the frequency of the sound</li> <li>• Differentiate between music and noise.</li> <li>• Explains about the sound pollutions.</li> <li>• Explain the Reflection of light.</li> <li>• Explain the nature of the image formed by plane mirror.</li> </ul>	<p>e</p>	<ul style="list-style-type: none"> <li>• Conduct activity to identify the intensity, feebleness' and amplitude of sounds.</li> <li>• Explain the frequency of the sound</li> <li>• Differentiate between music and noise.</li> <li>• Explains about the sound pollutions.</li> <li>• Explain the Reflection of light.</li> <li>• Explain the nature of the image formed by plane mirror.</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Conduct the experiment to verify the laws of reflection</li> <li>• Explains plane of reflection.</li> <li>• Explains the image formation by plane mirror of point object.</li> <li>• Explains the image formation by plane mirror of height object.</li> <li>• Explains the characteristics of the image formed by the plane mirror.</li> </ul>	<p><b>6. Reflection of life on plane surface.</b></p> <p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explor">https://diksha.gov.in/explor</a>  e</p>	<p><b>Week-15</b></p> <p><b>After going through the given worksheets students</b></p> <ul style="list-style-type: none"> <li>• Conduct the experiment to verify the laws of reflection</li> <li>• Explains plane of reflection.</li> <li>• Explains the image formation by plane mirror of point object.</li> <li>• Explains the image formation by plane mirror of height object.</li> <li>• Explains the characteristics of the image formed by the plane mirror.</li> <li>• Explains the image formation by plane mirror of height object.</li> <li>• Explains the characteristics of the image formed by the plane mirror.</li> <li>• Explain lateral inversion of the image formed by plane mirror.</li> </ul>



Learning Outcomes	Sources/ Resources	Week wise suggestions Activities ( to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>Explains the image formation by plane mirror of height object.</li> <li>Explains the characteristics of the image formed by the plane mirror.</li> <li>Explain lateral inversion of the image formed by plane mirror.</li> <li>Draw the ray diagrams (formation of images by plane mirror).</li> </ul>		<ul style="list-style-type: none"> <li>Draw the ray diagrams (formation of images by plane mirror).</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>Explain and conduct activity to test the material to know which allows electric current to pass through it.</li> <li>Prepare a electric circuit.</li> <li>Make a electric circuit model.</li> <li>Testing electric conductivity of liquids.</li> <li>Classifies the material as electric good conductors and bad conductors.</li> </ul>	<p><b>9. Electric conductivity of liquids.</b></p> <p>Link t of liquidso explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p>	<p><b>Week-16</b></p> <p>After going through the given worksheets students</p> <ul style="list-style-type: none"> <li>Explain and conduct activity to test the material to know which allows electric current to pass through it.</li> <li>Prepare an electric circuit.</li> <li>Make an electric circuit model.</li> <li>Testing of electric conductivity of liquids.</li> <li>Classifies the material as electric good conductors and bad conductors.</li> </ul>

## CLASS - VIII

### Biological Science

Learning Outcomes	Sources/Resources	Week wise suggestive Activities ( to be guided by teachers / Parents)
<p><b>The learner...</b></p> <ul style="list-style-type: none"> <li>Identifies the importance of Pollution under control certificate.</li> <li>Identifies the different components of Air.</li> <li>Explains about the environmental pollution.</li> <li>Explains about natural disasters.</li> <li>Collects the information about natural disasters and their impact.</li> <li>Conducts the oil paper experiment to observe the pollutants in the air.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangan.a.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangan.a.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf</a></p> <p>NCERT TEXT BOOK  <a href="http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en">http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en</a></p> <p>Q.R.CODES in text book</p> <p><b>Link-1</b>  <a href="https://www.youtube.com/watch?v=zMm0yU8Z37M">https://www.youtube.com/watch?v=zMm0yU8Z37M</a></p> <p><b>Link-2</b>  <a href="https://www.youtube.com/watch?v=gazRCK0Oeno">https://www.youtube.com/watch?v=gazRCK0Oeno</a></p>	<p><b><u>WEEK 13 :NOT FOR BREATHING NOT FOR DRINKING</u></b></p> <p>After observing Link 1&amp;2 try to answer the following:</p> <ul style="list-style-type: none"> <li>What are the different types of natural disasters?</li> </ul> <p><b>Activity: Observation of Pollution control certificate.</b>            Collect any pollution under control certificate of any vehicle and observe the particulars mentioned in that and try to answer the following.</p> <ul style="list-style-type: none"> <li>Which department issues the pollution under control certificate?</li> <li>For how much time it is valid?</li> <li>What is emission test? What components are tested in the pollution check-up centre?</li> </ul> <p><b>Activity: Oil paper experiment.</b>            Take three square pieces of papers dipped in oil and hang at different locations like backyard, school and park. After 30 minutes observe and compare all the three papers.</p> <ul style="list-style-type: none"> <li>Discuss about the differences observed in three papers and find out the reasons.</li> </ul>
<ul style="list-style-type: none"> <li>Identifies the different types of pollutants.</li> <li>Identifies the factors for air pollution.</li> <li>Explains the effect of air pollution on health.</li> <li>Explains about different human activities that causes air pollution</li> <li>Gives various reasons to air pollution.</li> <li>Differentiates the natural and human causes for pollution.</li> </ul>	<p><b>Link-1</b>  <a href="https://www.youtube.com/watch?v=JfYwb9hKtnE">https://www.youtube.com/watch?v=JfYwb9hKtnE</a></p> <p><b>Link-2</b>  <a href="https://www.youtube.com/watch?v=EwmwQY3fPAs">https://www.youtube.com/watch?v=EwmwQY3fPAs</a></p> <p><b>Link-3</b>  <a href="https://www.youtube.com/watch?v=IGNWMWn6ggs">https://www.youtube.com/watch?v=IGNWMWn6ggs</a></p>	<p><b><u>WEEK 14 :NOT FOR BREATHING NOT FOR DRINKING</u></b></p> <p>After observing Link 1,2&amp;3 try to answer the following:</p> <ul style="list-style-type: none"> <li>What are the different human activities causes pollution?</li> <li>How can we control human made causes for pollution?</li> <li>What is the effect of air pollution on human health?</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Collect the information about common type of pollutants and their sources.</li> </ul>

Learning Outcomes	Sources/Resources	Week wise suggestive Activities ( to be guided by teachers / Parents)
<ul style="list-style-type: none"> <li>Collects the information about pollutants and their sources.</li> </ul>		
<p><b>The learner...</b></p> <ul style="list-style-type: none"> <li>Identifies sources of water pollution.</li> <li>Gives reasons to water pollution.</li> <li>Explains the preventive and controlling measures of water pollution.</li> <li>Conducts experiment to observe pollutants in local available water samples.</li> <li>Conducts survey on water bodies in their surroundings.</li> <li>Collects the information about how Moosi river is getting polluted.</li> <li>Applies the knowledge to control water pollution in daily life.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangan.a.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangan.a.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf</a></p> <p><b>NCERT TEXT BOOK</b>  <a href="http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en">http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en</a></p> <p><b>SCERT WORK SHEETS</b>  <a href="https://scert.telangan.a.gov.in/Worksheets/24082020/mobile/indx.html">https://scert.telangan.a.gov.in/Worksheets/24082020/mobile/indx.html</a></p> <p><b>Q.R.CODES</b></p> <p><b>YOUTUBE Link-1</b>  <a href="https://www.youtube.com/watch?v=h198sZXP7fU">https://www.youtube.com/watch?v=h198sZXP7fU</a></p> <p><b>Link-2</b>  <a href="https://www.youtube.com/watch?v=sYloPIstObU">https://www.youtube.com/watch?v=sYloPIstObU</a></p> <p><b>Link-3</b>  <a href="https://www.youtube.com/watch?v=NkRL5MJkiv8">https://www.youtube.com/watch?v=NkRL5MJkiv8</a></p>	<p><b><u>WEEK 15: NOT FOR BREATHING NOT FOR DRINKING</u></b></p> <p>After observing Link 1,2&amp; 3 try to answer the following:</p> <ul style="list-style-type: none"> <li>Discuss the sources of water pollution.</li> <li>How human activities pollute the rivers and other water bodies?</li> <li>What are the preventive measures of water pollution?</li> <li>How water is polluted in your localities? Suggest the preventive measures.</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Collect water samples from your surroundings. Observe their smell, colour, PH value and their hardness. Prepare a table and analysis the results.</li> <li>Discuss the observations and find out the reasons.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Visit nearby lake/ pond/ river and observe the means of polluting the water. Prepare a report how to prevent the pollution and submit it to village secretary.</li> <li>Collect the articles/information about the river pollution in India by industries and other major sources.</li> </ul>

Learning Outcomes	Sources/Resources	Week wise suggestive Activities ( to be guided by teachers / Parents)
<p><b>The learner...</b></p> <ul style="list-style-type: none"> <li>Identifies the significance of health.</li> <li>Explains the physical and mental health.</li> <li>Differentiates the healthy condition with disease free condition.</li> <li>Differentiates the chronic and acute diseases.</li> <li>Explains about the causes of diseases.</li> <li>Conducts survey and collects information to know about the health issues in their surroundings.</li> <li>Applies the knowledge to prevent the spread of diseases.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangan a.gov.in/pdf/publicati on/ebooks2019/8%20 bio%20sci%20em%202 020-21.pdf">https://scert.telangan a.gov.in/pdf/publicati on/ebooks2019/8%20 bio%20sci%20em%202 020-21.pdf</a></p> <p><b>NCERT TEXT BOOK</b>  <a href="http://epathshala.nic.i n/process.php?id=stu dents&amp;type=eTextboo ks&amp;ln=en">http://epathshala.nic.i n/process.php?id=stu dents&amp;type=eTextboo ks&amp;ln=en</a></p> <p><b>SCERT WORK SHEETS</b>  <a href="https://scert.telangan a.gov.in/Worksheets 24082020/mobile/ind ex.html">https://scert.telangan a.gov.in/Worksheets 24082020/mobile/ind ex.html</a></p> <p><b>Q.R.CODES</b></p> <p><b>YOUTUBE Link-1</b>  <a href="https://www.youtube .com/watch?v=jXcUaJ PivVU">https://www.youtube .com/watch?v=jXcUaJ PivVU</a></p> <p><b>Link-2</b>  <a href="https://www.youtube .com/watch?v=zGlk2v wdiTc">https://www.youtube .com/watch?v=zGlk2v wdiTc</a></p> <p><b>Link-3</b>  <a href="https://www.youtube .com/watch?v=5bO- rr29X8A">https://www.youtube .com/watch?v=5bO- rr29X8A</a></p>	<p><b><u>WEEK 16: WHY DO WE FALL ILL</u></b></p> <p>After observing Link 1,2&amp; 3 try to answer the following:</p> <ul style="list-style-type: none"> <li>Discuss what is health and disease free condition.</li> <li>Differentiates healthy condition with disease free condition.</li> <li>What are the reasons for causing Diseases?</li> <li>What are the preventive measures of diseases?</li> <li>What are the differences between acute and chronic diseases?</li> </ul> <p><b>Project / Task:</b></p> <ul style="list-style-type: none"> <li>Conducts the survey in your locality to know about the various health issues in last six months. Make a report with causes and preventive measures.</li> <li>Discuss the findings with your colleagues.</li> <li>Collect the information about various causes of different diseases and prepare a table.</li> </ul>

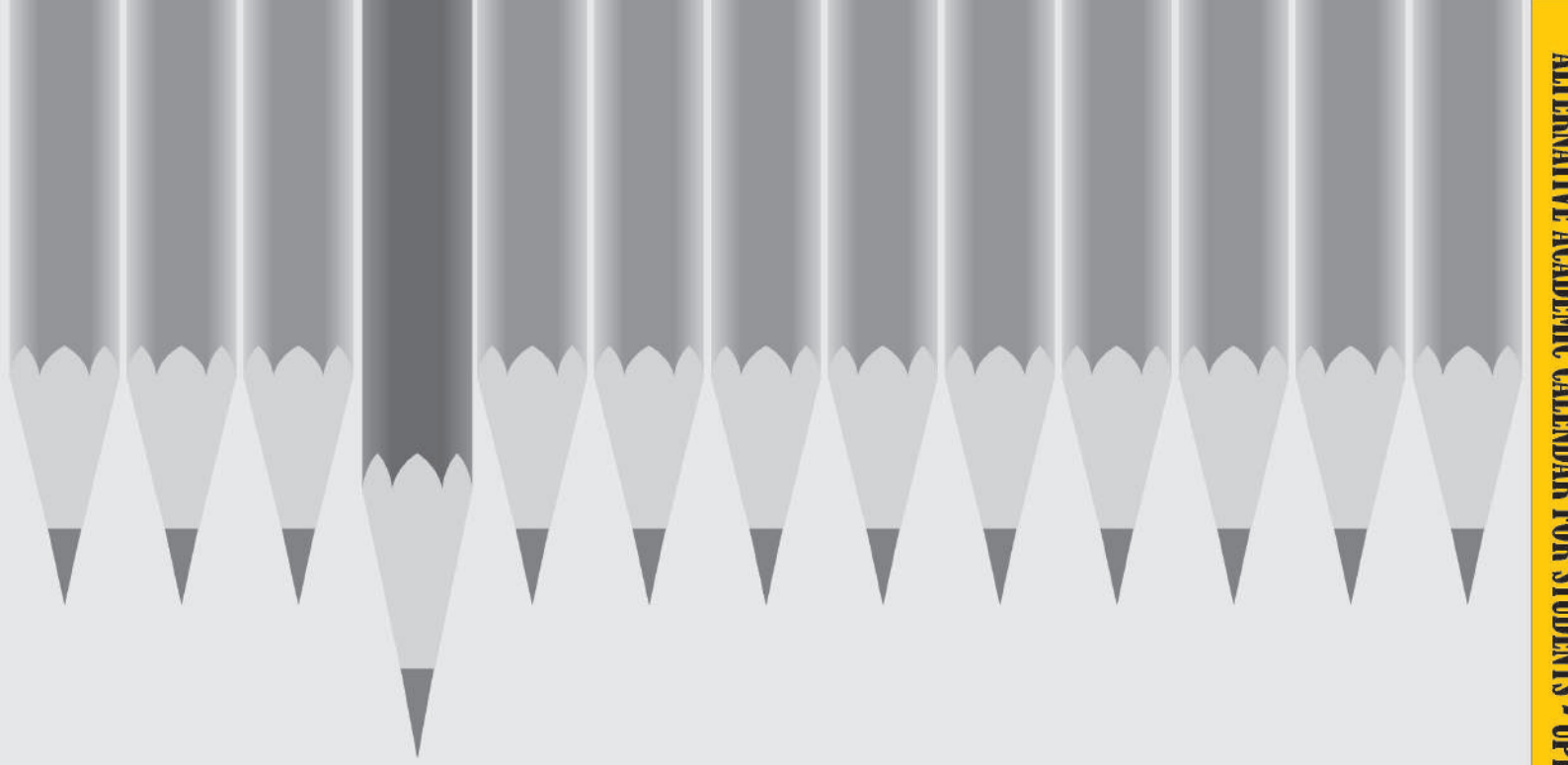
## CLASS – VIII

### Social Studies

LEARNING OUTCOMES	SOURCES	WEEK WISE SUGGESTIVE ACTIVITIES
<p>The learner is able to</p> <ul style="list-style-type: none"> <li>• Explains the early years of nationalism in Hyderabad state</li> <li>• Describes how congress party developed in Hyderabad</li> <li>• Writes the reasons for low literacy in Hyderabad state</li> <li>• List outs the works of last Nizam done</li> <li>• Finds out reasons for Telangana armed struggle</li> <li>• Describe the Telangana armed struggle</li> </ul>	<p>i) TS SCERT Textbook <a href="https://scert.telangana.gov.in/">https://scert.telangana.gov.in/</a> e-textbooks lesson -12</p> <p>ii) lessons transmitted by DD Saptagiri.</p> <p>iii) Lessons telecasted by T-SAT</p>	<p><b>Week-13</b></p> <ul style="list-style-type: none"> <li>• Read the worksheets carefully from 61 to 66 and do the activities provided in it.</li> <li>• By keenly observing the worksheets students complete the assessment sheets.</li> <li>• Collect the extra information on freedom movement of Hyderabad</li> </ul>
<ul style="list-style-type: none"> <li>• Understands the need of Constitution</li> <li>• Explains the formation of constitution assembly</li> <li>• Write the role of Ambedkar in formation of Constitution</li> <li>• Identifies the importance of Preamble</li> </ul>	<p>TS SCERT Textbook <a href="https://scert.telangana.gov.in/">https://scert.telangana.gov.in/</a> e-textbooks</p> <p>ii lesson -13</p> <p>iii) lessons transmitted by DD Saptagiri.</p> <p>iv) Lessons telecasted by T-SAT</p>	<p><b>Week -14</b></p> <ul style="list-style-type: none"> <li>• By understanding the content, student do the activities given in the textbook</li> <li>• Complete the assessment question given.</li> <li>• Understand the important terms of Preamble</li> </ul>

LEARNING OUTCOMES	SOURCES	WEEK WISE SUGGESTIVE ACTIVITIES
<ul style="list-style-type: none"> <li>• Identifies the role of parliament</li> <li>• List out the duties of parliament.</li> <li>• Classify the houses of parliament</li> <li>• Explains election process in India</li> <li>• List out the MP name of their constituency</li> </ul>	<p>Lesson no.14</p> <p><a href="https://scert.telangana.gov.in/">https://scert.telangana.gov.in/</a></p> <p>text book</p> <p>Atlas , maps</p> <ul style="list-style-type: none"> <li>• Bilingual dictionary</li> <li>English-Telugu</li> <li>English -Hindi</li> <li>English -Urdu</li> </ul>	<p><b>Week-15</b></p> <ul style="list-style-type: none"> <li>• Read the worksheets from 20 to 24 and do the exercises given in them. teacher/parent encourages the student to refer to the atlas.</li> <li>• Discuss with parents/elders about the importance of the parliament in the government</li> <li>• Clarify doubts with teachers.</li> </ul> <p>Watch the parliament sessions in TV</p>
<ul style="list-style-type: none"> <li>• Identifies the problems of disputes arise in society</li> <li>• Recognise the importance of Law and justice</li> </ul> <p>Classifies the judiciary system</p> <ul style="list-style-type: none"> <li>• Differentiate between a civil case and criminal case</li> <li>• Analyse the duties of Police inspectors</li> <li>• Understand what is FIR</li> </ul>	<p>Lesson no.15,</p> <p><a href="https://scert.telangana.gov.in/">https://scert.telangana.gov.in/</a></p> <ul style="list-style-type: none"> <li>• Text book</li> <li>• Charts and pics</li> </ul>	<p><b>Week-16</b></p> <p>Read the text book and do the exercises given in it .</p> <ul style="list-style-type: none"> <li>• Pose questions to the parents and teachers to know more about law and justice.</li> <li>• Discuss with peers/brothers/sisters about different laws.</li> <li>• Collects the information from the new papers and tv channels about the various judgments given in courts .</li> </ul>





STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
TELANGANA, HYDERABAD.