

Eight Weeks  
2020 - 21

Alternative Academic

Calendar

For Students

Part II

UPPER PRIMARY



# **Alternative Academic Calendar for 8 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>గేయము, కథ, ఆధునిక పద్యాలను ధారాళంగా చదువడం, అర్థం చేసుకోగలగడం.</li> <li>గేయ సారాంశం, పద్య తాత్పర్యాలు, కథను సొంతమాటల్లో చెప్పగలగడం, రాయగలగడం.</li> <li>అపరిచిత గేయాలు, గద్యాంశాన్ని చదివి అర్థం చేసుకోవడం, ప్రశ్నలకు జవాబులివ్వగలగడం.</li> <li>ఇచ్చిన ప్రశ్నలకు జవాబులను సొంతమాటల్లో వివరించి రాయగలగడం.</li> <li>అభినందనలు తెలుపుతూ గేయాన్ని పొడిగించగలగడం, ఊహించి సృజనాత్మక సంభాషణలను రాయగలగడం, ప్రకృతి దృశ్యాలను వర్ణించి వ్యాసాలను రాయగలగడం.</li> <li>సందర్భోచితంగా పదాలకు అర్థాలను, పర్యాయపదాలను గ్రహించగలగడం.</li> <li>ఇచ్చిన పదాలకు అర్థాలను, సొంతవాక్యాలను రాయగలగడం.</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>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“అభినందన” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“అభినందన” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“స్నేహబంధం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“స్నేహబంధం” పాఠంలోని అభ్యాసాలసాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“స్నేహబంధం” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్షం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్షం” పాఠంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్షం” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul>

CLASS – VI

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>చిత్రాల ఆధారంగా మాట్లాడగలగడం.</li> <li>గేయాలను విని అర్థం చేసుకోవడం.</li> <li>గేయాలలోని కీలకపదాలను గుర్తించడం.</li> <li>పాఠ్యాంశంలోని కీలకపదములోని అక్షరాలను విడిగాను, వర్ణమాలలోను, పదాలలోను గుర్తించడం.</li> <li>అక్షరాలను స్పష్టంగా పలుకగలగడం.</li> <li>పాఠ్యాంశంలో నేర్చుకున్న అక్షరాలతో ఏర్పడిన పదాలను చదువగలగడం.</li> <li>నేర్చుకున్న అక్షరాలను, వీటితో ఏర్పడిన పదాలను అందంగా తప్పులు లేకుండా రాయగలగడం.</li> <li>ఇచ్చిన అక్షరాలతో సొంతంగా పదాలు రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>6వ తరగతి తెలుగు</li> <li>ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>ఐదవ వారం</u></p> <ul style="list-style-type: none"> <li>“కమలం” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“ఈక” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“ఈక” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“పడవ” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“పడవ” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“శనగ” పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“శనగ” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>ఇంతవరకు బోధించిన పాఠాల ఆధారంగా అక్షరాలకు చెందిన పదజాల నిర్మాణం, చదువడం, రాయడం గురించిన పునశ్చరణ.</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>● विशेष आवश्यकता वाले लोगों की प्रतिभा से परिचित होंगे।</li> <li>● अक्षरों और तकनीकी के महत्व पर अपने शब्दों में लिखेंगे।</li> <li>● कविता के आधार पर एक छोटी-सी प्रकृति वर्णन कविता का सृजन 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 SCERT कक्षा - 6 की पाठ्यपुस्तक</p> <p>बचपन, जो देखकर भी नहीं देखते, अक्षरों का महत्व, चाँद से थोड़ी-सी गण्ठें, संसार पुस्तक है, पार नज़र के पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> 'बचपन' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> 'बचपन' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> 'जो देखकर भी नहीं देखते' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> 'जो देखकर भी नहीं देखते' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> 'अक्षरों का महत्व' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> 'चाँद से थोड़ी-सी गण्ठें' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> 'संसार पुस्तक है' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> 'पार नज़र' पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – VI

### 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>● कविता के आधार पर और दो पंक्तियों को जोड़ेंगे।</li> <li>● वर्तनी शुद्ध करेंगे।</li> <li>● पाठ से संबंधित चित्र बनाकर नाम लिखेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 6 की पाठ्यपुस्तक</p> <p>‘हमारा गाँव, रेलवे स्टेशन, बाज़ार, मेरा परिवार, चिड़ियाघर’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> पाठ्यपुस्तक के चित्रों के बारे में अभिनययुक्त पठन-पाठन करें। ‘हमारा गाँव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> पाठ्यपुस्तक के चित्रों की सहायता से बातचीत करें। चित्र पठन को रुचिपूर्वक देखें, सुनें अपनी प्रतिक्रिया दें। ‘हमारा गाँव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> ‘रेलवे स्टेशन’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> ‘रेलवे स्टेशन’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> ‘बाज़ार’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> ‘बाज़ार’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> ‘मेरा परिवार’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> ‘चिड़ियाघर’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – VI

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
پانچواں ہفتہ	SCERT web ☆ site	☆ طلباء نظم / کہانی / مکالمے روانی سے پڑھ کر سمجھیں گے۔
☆ سبق: ”ریل اور قومی یکجہتی“ کی تدریس	☆ جماعت ششم کی اردو کی	☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔
چھٹواں ہفتہ	☆ سبق: ”ریل اور قومی یکجہتی“ کے مشغلوں کی مشق	☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
☆ سبق: ”ریل اور قومی یکجہتی“ کے متعلق مشغلاتی پرچوں کی مشق	☆ مشغلاتی پرچے	☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔
ساتواں ہفتہ	☆ سبق: ”ریل اور قومی یکجہتی“ سے متعلق مشغلاتی پرچوں کی مشق	☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔
☆ سبق ”سکھ دکھ کا فرق“ کی تدریس	☆ اعداد اور مرکب الفاظ کی شناخت کر سکیں گے۔	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ کے مشغلوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ کے مشغلوں کی مشق	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ موقع و محل کی مناسبت سے الفاظ کے معنی مترادفات سمجھنے کے قابل ہوں گے اور ان الفاظ کو جملوں میں استعمال کریں گے۔
☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ سبق ”سکھ دکھ کا فرق“ سے متعلق مشغلاتی پرچوں کی مشق	☆ 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 style="text-align: center;"><b>گیارہواں ہفتہ</b></p> <p>☆ سبق ”وادی گنگا میں ایک رات“ کی تدریس</p> <p style="text-align: center;"><b>بارہواں ہفتہ</b></p> <p>☆ سبق: ”وادی گنگا میں ایک رات“ کے مشغلوں کی مشق</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>
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## CLASS - VI

### English

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<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>Suggested Discourse Description Conservation of Environment</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 5</b> <b>Integration of LSRW</b> <b>READING</b> <b>A. I Want Peace</b> Learner reads the poem I Want Peace individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses on the poems; Theme Location Character It's wishes Learner discusses discourse features of Description</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson. Uses conventions of writing in the discourses</p> <p><b>Writing</b> 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</li> </ul>	<p>SCERT Telangana Class 6 textbook</p>	<p><b>WEEK 6</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. Grand Contest in the Forest</b></p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>input-rich environment, picture interaction, discussion, etc.</p> <ul style="list-style-type: none"> <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 Great One and the animals</p>	<p>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 Commomns</p>	<p>Learner reads the text chunks as instructed by teacher, records audio and shares in whatsapp group Teacher encourages learner to speak about wild and domestic animals, audio record and share in groups</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme Location Characters Major events Actions of main characters etc Learner discusses discourse features of Conversation</p> <p><b>Grammar and Vocabulary</b></p> <p>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>Learner drafts a Conversation on the given topic and shares in the whatsapp group.</p>
<p><i>The learner -</i></p> <ul style="list-style-type: none"> <li>becomes familiar with the prose in English through</li> </ul>	<p>SCERT Telangana Class 6 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></p>	<p><b>WEEK 7</b> <b>Unit 2</b> <b>READING</b> <b>A. Telangana, The Pride of the People</b></p>



Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>input-rich environment, picture interaction, discussion, etc.</p> <ul style="list-style-type: none"> <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>Biographical Sketch of any famous person from Telangana</p>	<p>or</p> <p><a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p>Learner reads a part text in suggested chunks individually.</p> <p>Refers to dictionary where needed</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text;</p> <p>Theme</p> <p>Location</p> <p>Characters</p> <p>Major events</p> <p>Actions of main characters etc.</p> <p>Learner discusses discourse features of Biographical Sketch</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 prose in English through input-rich environment, picture interaction, discussion, etc.</li> </ul>	<p>SCERT Telangana</p> <p>Class 6 textbook</p> <p>Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></p> <p>or</p>	<p><b>WEEK 8</b></p> <p><b>Unit 2</b></p> <p><b>READING</b></p> <p><b>A. Telangana, The Pride of the People (Contd)</b></p> <p>Learner reads the remaining part of the text in suggested</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>• 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 on the festivals of Telngana</p>	<p><a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commons</p>	<p>chunks individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses the text; Theme Location Characters Major events Actions of main characters etc. Learner discusses discourse features of Conversation</p> <p><b>Grammar and Vocabulary</b> 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> Constructs the Discourses 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,</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 9</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. In the Bazaars of Hyderabad</b> Learner reads the poem in suggested chunks individually.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>picture interaction, discussion, etc.</p> <ul style="list-style-type: none"> <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 Narration A Visit to a market</p>		<p>Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses on the poem; Theme Location Characters Major events Actions of main characters etc Learner discusses discourse features of Narration</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson Uses conventions of writing in the discourses</p> <p><b>Writing</b> 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> </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> Creative Commomns</p>	<p><b>WEEK 10</b> <b>Integration of LSRW Reading</b> <b>C. Bammara Pothana, the jewel of Telugu Literature</b> Learner reads the text chunks as instructed by teacher, records audio and shares in whatsapp group Teacher encourages learner to speak about poets, singers and actors and audio record and share in groups</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>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 Notice for Poetry Competition</p>		<p><b>Listening and Speaking</b></p> <p>Learner discusses on the text; Theme Location Characters Major events Actions of main characters etc Learner discusses discourse features of Notice</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts textual exercise given at the end of lesson Practices editing in the passages given by the teachers</p> <p><b>Writing</b></p> <p>Learner drafts a Notice on the given topic and shares in the whatsapp group.</p>
<p><i>The learner -</i></p> <ul style="list-style-type: none"> <li>becomes familiar with 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</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 11</b> <b>Unit 3</b> <b>READING</b></p> <p><b>A. What can a Dollar and Eleven Cents Do?</b></p> <p>Learner reads the part of text in suggested chunks individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme</p>

<b>Learning Outcomes</b>	<b>Source/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p>Discourse construction 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>Conversation between Tess and the person at Medical Shop</p>		<p>Location</p> <p>Characters</p> <p>Major events</p> <p>Actions of main characters etc.</p> <p>Learner discusses discourse features of Conversation</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 appropriate discourse markers while constructing the discourse</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 Prose in English through input-rich environment, picture interaction, discussion, etc.</li> <li>responds to the variety of questions on the features of a Play Script verbally in whatsapp group</li> <li>responds to the variety of questions on</li> </ul>	<p>SCERT Telangana Class 6 textbook</p> <p>Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></p> <p>or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p>Creative Commons</p>	<p><b>WEEK 12</b></p> <p><b>READING</b></p> <p><b>A. What can a Dollar and Eleven Cents Do? (Contd)</b></p> <p>Learner reads the remaining text in suggested chunks individually.</p> <p>Refers to dictionary where needed</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text;</p> <p>Theme</p> <p>Location</p>

<b>Learning Outcomes</b>	<b>Source/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p>Discourse construction 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>Tess' letter to Dr. Carlton Armstrong</p>		<p>Characters</p> <p>Major events</p> <p>Actions of main characters etc.</p> <p>Learner discusses the features of a Letter Writing</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts remaining textual exercise given at the end of lesson</p> <p>Practices editing in the passages given by the teachers</p> <p>Uses appropriate discourse markers while constructing the discourse</p> <p><b>Writing</b></p> <p>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 5</b>  <b>1.Knowing our Numbers</b>                      Learners can understand</p> <ul style="list-style-type: none"> <li>• consolidating the sense of Number up to 99,999; Estimation of numbers, Comparison of numbers; Place value (recapitulation and extension); connectives: use of symbols =, ; Use of brackets.</li> <li>• word problems on number operations involving large numbers up to a maximum of 6 digits in the answer (This would include conversions of units of length &amp; mass from the larger to the smaller units). estimation of outcome of number operations.</li> <li>• Introduction to large numbers (a) up to lakhs and ten lakhs (b) up to crores and ten crores. International system of numbers (Millions..)</li> </ul>	<p>GO THRTOUGH                      -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.                      ---Digital content developed by OER. <b>(link should be given)</b>.                      ---<b>textbook</b>                      ---<b>WORKSHEET</b></p>	<p><b>Week 5</b>  <b>Activity 1</b> Interaction may be initiated about numbers, Comparison of numbers; Place value (recapitulation and extension); connectives: number operations involving large numbers up to a maximum of 6 digits in the answer (This would include conversions of units of length &amp; mass from the larger to the smaller units).</p> <p><b>Activity 2:</b> Watch videos and read the textbook and (digital content related to this through given links) to understand about numbers, Comparison of numbers; Place value (recapitulation and extension); connectives: number operations involving large numbers up to a maximum of 6 digits in the answer (This would include conversions of units of length &amp; mass from the larger to the smaller units).</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 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 6</b>  <b>2. Whole numbers:</b>  Learners can understand</p> <ul style="list-style-type: none"> <li>• natural numbers, whole numbers.</li> <li>• properties of numbers (closure, commutative, associative, distributive, additive identity, multiplicative identity).</li> <li>• representing the results obtained from operations with whole numbers on Number line.</li> <li>• utility of properties in fundamental operations.</li> </ul>	<p>GO THRTOUGH  -- TSAT ,SIET,CIET lessons related to this  <b>(link should be given).</b>  ---Digital content developed by OER. <b>(link should be given).</b>  ---<b>textbook</b>  ---<b>WORKSHEET</b></p>	<p><b>Week 6</b></p> <p><b>Activity 1</b> Interaction may be initiated about Natural numbers, whole numbers. Properties of numbers (closure, commutative, associative, distributive, additive identity, multiplicative identity). Representing the results obtained from operations with whole numbers on Number line. Utility of properties in fundamental operations</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Natural numbers, whole numbers. Properties of numbers (closure, commutative, associative, distributive, additive identity, multiplicative identity). Number line. Seeing patterns, identifying and formulating rules to be done by children. Utility of properties in fundamental operations</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 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 7</b>  <b>3. Playing with Numbers:</b>  Learners can understand</p> <ul style="list-style-type: none"> <li>consolidating divisibility rules of 2,3,5,6,9,10.</li> <li>multiples and factors, Even/odd numbers, prime/composite numbers, Co-prime numbers.</li> </ul>	<p>GO THRTOUGH  -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.  ---Digital content developed by OER. <b>(link should be given)</b>.  ---<b>textbook</b>  ---<b>WORKSHEET</b></p>	<p><b>Week 7</b></p> <p><b>Activity 1</b> Interaction may be initiated about Consolidating divisibility rules of 2,3,5,6,9,10. Multiples and factors, Even/odd numbers, prime/composite numbers, Co-prime 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 Consolidating divisibility rules of 2,3,5,6,9,10. Discovering divisibility rules of 4,8,11 through observing patterns. Multiples and factors, Even/odd numbers, prime/composite numbers, Co-prime numbers.</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 problems like given in the worksheet and solve.</p>
<p><b>Week 8</b>  <b>Playing with Numbers:</b>  Learners can understand</p> <ul style="list-style-type: none"> <li>prime factorization, every number can be written as products of prime factors.</li> </ul>	<p>GO THRTOUGH  -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>.  ---Digital content developed by OER. <b>(link should be given)</b>.  ---<b>textbook</b>  ---<b>WORKSHEET</b></p>	<p><b>Week 8</b></p> <p><b>Activity 1</b> Interaction may be initiated about Prime factorization, every number can be written as products of prime factors. HCF and LCM, prime factorization and division method.</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>• HCF and LCM, prime factorization and division method.</li> <li>• property: <math>LCM \times HCF =</math> product of two numbers. • LCM &amp; HCF of co-primes.</li> <li>• importance of Zero, and its properties</li> </ul>		<p>Property: <math>LCM \times HCF =</math> product of two numbers. LCM &amp; HCF of co-primes. Importance of Zero, and its properties</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Prime factorization, every number can be written as products of prime factors. HCF and LCM, prime factorization and division method. Property: <math>LCM \times HCF =</math> product of two numbers. • LCM &amp; HCF of co-primes. Importance of Zero, and its properties</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 problems like given in the worksheet and solve.</p>
<p><b>Week 9</b> <b>Integers:</b> Learners can understand</p> <ul style="list-style-type: none"> <li>• how negative numbers arise, models of negative numbers, connection to daily life, ordering of negative numbers, representation of negative numbers on number line.</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b> ---Digital content developed by OER. <b>(link should be given).</b> ---<b>textbook</b> ---<b>WORKSHEET</b></p>	<p><b>Week 9</b></p> <p><b>Activity 1</b> Interaction may be initiated about How negative numbers arise, models of negative numbers, connection to daily life, ordering of negative numbers, representation of negative numbers on number line. Children to see patterns, identify and formulate rules. Understanding the definition of</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>• children to see patterns, identify and formulate rules.</li> <li>• understand the definition of integers, identification of integers on the number line.</li> <li>• understand that the addition of negative integer reduces the value of the number.</li> <li>• comparison of integers, ordering of integers.</li> </ul>		<p>integers, identification of integers on the number line. (Understanding that the addition of negative integer reduces the value of the number). • Comparison of integers, ordering of integers.</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about How negative numbers arise, models of negative numbers, connection to daily life, ordering of negative numbers, representation of negative numbers on number line. Children to see patterns, identify and formulate rules. Understanding the definition of integers, identification of integers on the number line. Operation of addition and subtraction of integers, showing the operations on the number line (Understanding that the addition of negative integer reduces the value of the number). Comparison of integers, ordering 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 .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>

<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 10</b></p> <p><b>Basic geometrical ideas (2-D): Students can understand</b></p> <ul style="list-style-type: none"> <li>• introduction to geometry. Its linkage with and reflection in everyday experience.</li> <li>• line, line segment, ray.</li> <li>• open and closed figures.</li> <li>• interior and exterior of closed figures.</li> <li>• curvilinear and linear boundaries</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b> ---Digital content developed by OER. <b>(link should be given).</b> ---textbook ---WORKSHEET</p>	<p><b>Week 10</b></p> <p><b>Activity 1 :</b>Interaction may be initiated about</p> <ul style="list-style-type: none"> <li>• Introduction to geometry. Its linkage with and reflection in everyday experience.</li> <li>• Line, line segment, ray.</li> <li>• Open and closed figures.</li> <li>• Interior and exterior of closed figures.</li> <li>• Curvilinear and linear boundaries</li> </ul> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about</p> <ul style="list-style-type: none"> <li>• Introduction to geometry. Its linkage with and reflection in everyday experience.</li> <li>• Line, line segment, ray.</li> <li>• Open and closed figures.</li> <li>• Interior and exterior of closed figures.</li> <li>• Curvilinear and linear boundaries</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 .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 11</b></p> <p><b>Basic geometrical ideas (2-D): Students can understand</b></p>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></p>	<p><b>Week 11</b></p> <p><b>Activity 1 :</b>Interaction may be initiated about Angle — Vertex, arm, interior and exterior,</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>• angle — Vertex, arm, interior and exterior,</li> <li>• triangle — vertices, sides, angles, interior and exterior, altitude and median.</li> <li>• circle — Centre, radius, diameter, interior and exterior, arc, chord, sector, segment, semicircle, circumference,</li> </ul>	<p>---Digital content developed by OER. <b>(link should be given).</b></p> <p>---<b>textbook</b></p> <p>---<b>WORKSHEET</b></p>	<ul style="list-style-type: none"> <li>• Triangle — vertices, sides, angles, interior and exterior, altitude and median.</li> <li>• Circle — Centre, radius, diameter, interior and exterior, arc, chord, sector, segment, semicircle, circumference,</li> </ul> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Angle — Vertex, arm, interior and exterior,</p> <ul style="list-style-type: none"> <li>• Triangle — vertices, sides, angles, interior and exterior, altitude and median.</li> <li>• Circle — Centre, radius, diameter, interior and exterior, arc, chord, sector, segment, semicircle, circumference,</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 .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 12</b></p> <p><b>Measures of Lines and Angles:</b> Students can understand</p> <ul style="list-style-type: none"> <li>• measure of Line segment.</li> <li>• measure of angles.</li> <li>• types of angles- acute, obtuse, right, straight, reflex, complete and zero angle.</li> </ul>	<p>GO THRTOUGH</p> <p>-- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b></p> <p>---Digital content developed by OER. <b>(link should be given).</b></p> <p>---<b>textbook</b></p> <p>---<b>WORKSHEET</b></p>	<p><b>Week 12</b></p> <p><b>Activity 1 :</b>Interaction may be initiated about Measure of Line segment.</p> <ul style="list-style-type: none"> <li>• Measure of angles.</li> <li>• Types of angles- acute, obtuse, right, straight, reflex, complete and zero angle.</li> </ul>

<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 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Measure of Line segment.</p> <ul style="list-style-type: none"> <li>• Measure of angles.</li> <li>• Types of angles- acute, obtuse, right, straight, reflex, complete and zero angle.</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 .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 magnetic and non-magnetic objects.</li> <li>• differentiates the magnetic and non-magnetic objects.</li> <li>• explains about the properties of magnets.</li> <li>• draws the different shapes of magnets.</li> <li>• performs the activities of finding the poles of the magnet, making its own magnetic compass and identifying earth as a magnet.</li> <li>• applies the knowledge of magnets in their daily life.</li> <li>• appreciates the magnetic behaviour of the earth.</li> </ul>	<p style="color: red;"><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>SCERT Worksheets Level -2 for class 6 (WS No 9 - 16 )</p>	<p><b>PLAYING WITH MAGNETS</b></p> <p><b>WEEK 5</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>• Identify the magnetic and non-magnetic objects.</li> <li>• Draw the different shapes of magnets.</li> <li>• Do the activities to find the poles of a bar magnet.</li> <li>• Find the directions with a bar magnet.</li> <li>• Do the activities to know the attraction and repulsion between two magnets.</li> </ul> <p><b>WEEK 6</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>• Perform activity to identify the earth as a magnet.</li> <li>• Identify the given object as magnet or not, by using bar magnet.</li> <li>• Perform activities to make his/her own magnet and magnetic compass.</li> <li>• Project work: Collect information on usage of magnets in their daily life.</li> <li>• The learner can be asked to conduct activity of magnetic induction.</li> </ul>

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 different habitats of animals and plants.</li> <li>• explains about habitat; several organisms living in different regions in the pond, house, tree, orchard.</li> <li>• gives examples to organisms living in different habitations</li> <li>• draws the pictures of the pond and tree and identifies different regions in the pond.</li> <li>• shows concern towards nature by not destroying the habitations.</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><a href="https://www.youtube.com/watch?v=oV0t4NtGYHU">https://www.youtube.com/watch?v=oV0t4NtGYHU</a></p> <p>SCERT Worksheets Level -2 for class 6 (WS No 33-39)</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=GSHFSLUwEsg">https://www.youtube.com/watch?v=GSHFSLUwEsg</a></li> <li>• <a href="https://www.youtube.com/watch?v=6i8FFJ_sJ6M">https://www.youtube.com/watch?v=6i8FFJ_sJ6M</a></li> <li>• <a href="https://www.youtube.com/watch?v=7mhGCcJN138">https://www.youtube.com/watch?v=7mhGCcJN138</a></li> </ul>	<p><b>HABITAT WEEK 7</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>• Identify the different habitats in their surroundings.</li> <li>• <a href="https://www.youtube.com/watch?v=GSHFSLUwEsg">https://www.youtube.com/watch?v=GSHFSLUwEsg</a></li> <li>• watch the video and note down the different regions of the pond and the organisms living there.</li> <li>• <a href="https://www.youtube.com/watch?v=6i8FFJ_sJ6M">https://www.youtube.com/watch?v=6i8FFJ_sJ6M</a></li> <li>• watch the video and note down the different regions of the tree and the organisms living there.</li> <li>• Project work: Observe and note down the different organisms living in their house and orchard.</li> <li>• <a href="https://www.youtube.com/watch?v=7mhGCcJN138">https://www.youtube.com/watch?v=7mhGCcJN138</a></li> <li>• Watch the video and note down the characteristics / adaptations in terrestrial and aquatic plants.</li> <li>• Think and discuss with your family members how a good unharmed habitat leads to a better life for us.</li> </ul>



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 natural and manmade mixtures.</li> <li>• explains the different methods of separating substances.</li> <li>• draws the pictures of the different methods of separating substances.</li> <li>• applies the knowledge of separating substances 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><a href="https://www.youtube.com/watch?v=oV0t4NtGYHU">https://www.youtube.com/watch?v=oV0t4NtGYHU</a></p> <p>SCERT Worksheets Level -2 for class 6 (WS No 40-48 )</p> <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/9ehX9nFORHE?t=37">https://youtu.be/9ehX9nFORHE?t=37</a></li> <li>• <a href="https://www.youtube.com/watch?v=xxNfJLMNS4E">https://www.youtube.com/watch?v=xxNfJLMNS4E</a></li> <li>• <a href="https://www.youtube.com/watch?v=sDeCg6FNuPg">https://www.youtube.com/watch?v=sDeCg6FNuPg</a></li> <li>• <a href="https://www.youtube.com/watch?v=6xazOnwnvkw">https://www.youtube.com/watch?v=6xazOnwnvkw</a></li> </ul>	<p><b>SEPARATION OF SUBSTANCES</b> <b>WEEK 8</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>• List out the natural and manmade mixtures from their surroundings.</li> <li>• Collect the solid materials and classify them into floating, sinking, soluble and insoluble.</li> <li>• Observe and give examples for mixtures that can be separated by hand picking and winnowing.</li> <li>• Conduct activity to separate mud from mud water by sedimentation and decantation</li> <li>• Observe and give examples for mixtures that can be separated by sieving and filtration.</li> </ul> <p><b>WEEK 9</b></p> <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/9ehX9nFORHE?t=37">https://youtu.be/9ehX9nFORHE?t=37</a> watch the video and perform activity of crystallization to separate salt from water.</li> <li>• <a href="https://www.youtube.com/watch?v=xxNfJLMNS4E">https://www.youtube.com/watch?v=xxNfJLMNS4E</a> Watch the video and perform the activity to get your own distilled water.</li> <li>• <a href="https://www.youtube.com/watch?v=sDeCg6FNuPg">https://www.youtube.com/watch?v=sDeCg6FNuPg</a> Watch the video and separate camphor from salt and camphor mixture by sublimation method.</li> <li>• <a href="https://www.youtube.com/watch?v=6xazOnwnvkw">https://www.youtube.com/watch?v=6xazOnwnvkw</a> Watch the video and find the colors present in the leaf.</li> <li>• Separate the mixtures which need more than one separation method.</li> </ul>

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 types of fabric.</li> <li>• classifies the natural and artificial fabric.</li> <li>• explains the stages in making of cotton and jute fabric.</li> <li>• appreciates the hard work and creativity of people involved in making fabrics.</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=orKBbm9IJ1s">https://www.youtube.com/watch?v=orKBbm9IJ1s</a></li> <li>• <a href="https://www.youtube.com/watch?v=XBc5i8HtwNc">https://www.youtube.com/watch?v=XBc5i8HtwNc</a></li> <li>• <a href="https://youtu.be/9OHbJQ90hfY?t=72">https://youtu.be/9OHbJQ90hfY?t=72</a></li> </ul>	<p><b>FIBRE TO FABRIC</b></p> <p><b>WEEK 10</b></p> <p>The learner is asked to</p> <ul style="list-style-type: none"> <li>• Identify the things made of different fabrics.</li> <li>• pull out the threads from the fabric and identify yarn and fibre.</li> <li>• collect some natural and artificial fabrics to observe the characteristics.</li> <li>• Make yarn from cotton</li> <li>• <a href="https://www.youtube.com/watch?v=orKBbm9IJ1s">https://www.youtube.com/watch?v=orKBbm9IJ1s</a> Watch the video and note down the ginning, spinning process.</li> </ul> <p><b>WEEK 11</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=XBc5i8HtwNc">https://www.youtube.com/watch?v=XBc5i8HtwNc</a> Watch the video and explain the making of jute yarn.</li> <li>• <a href="https://youtu.be/9OHbJQ90hfY?t=72">https://youtu.be/9OHbJQ90hfY?t=72</a> Watch the video and write a brief note on powerloom and handweaving.</li> <li>• Weave their own mat using coconut leaves and paper strips.</li> <li>• Think and discuss how the polythene bags are hazardous to the environment.</li> <li>• Prepare and use their own cloth / jute bags.</li> </ul>

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. 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=UW7nWqGKqdY">https://www.youtube.com/watch?v=UW7nWqGKqdY</a></li> </ul>	<p><b><i>PLANTS - PARTS AND THEIR FUNCTIONS</i></b> <b>WEEK 12</b></p> <p>The learner asked to</p> <ul style="list-style-type: none"> <li>• Collect and identify the parts of a plant.\</li> <li>• Collect different plants and identify the parts in them.</li> <li>• Identify the type of root system in the above collected plants</li> <li>• <a href="https://www.youtube.com/watch?v=UW7nWqGKqdY">https://www.youtube.com/watch?v=UW7nWqGKqdY</a></li> </ul> <p>Watch the video and conduct the activity to know the absorption of water through roots.</p> <ul style="list-style-type: none"> <li>• Draw and identify the parts of a leaf.</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>• describe the physical features of the hills nearby them.</li> <li>• tell the differences between hills and mountains.</li> <li>• explain the physical features of the plateaus.</li> <li>• explain why there is high population in the plains.</li> <li>• identify the location of Deccan plateau and Dokur</li> <li>• explain the physical features of Plateau</li> <li>• explain the benefits of chain ponds</li> <li>• explain the sustainable land use policy</li> <li>• explain the need for transport and market facilities for the development of a region.</li> <li>• tell the geographical differences between a Mountain and Plateau.</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT Text Book</li> <li>• Physical map of Telangana state.</li> <li>• T-SAT videos</li> <li>• Physical map of India</li> <li>• Atlas</li> <li>• Lessons telecast through Doordarshan Yadagiri.</li> </ul>	<p style="color: red; text-decoration: underline;">WEEK - 5</p> <p><b>3. Land Forms</b>(Part -A)</p> <p>Students ...</p> <ul style="list-style-type: none"> <li>• Locate the Himalayas and the Aravallis in India map and colour them.</li> <li>• Locate and colour the Deccan Plateau and Western Ghats in the out line map of India.</li> <li>• Locate and colour different plains in India map.</li> </ul> <p><b>4.Dokur –A Village on the Plateau.</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Compare physical features of Dokur with your village.</li> <li>• Write the uses of tanks.</li> <li>• Observe the tank in your village and draw it.</li> <li>• Prepare a list of food and commercial crops</li> <li>• Collect the reasons for migrations in your village.</li> </ul>



Learning Outcomes	Sources/resources	Week wise suggestive activities (to be guided by parents with the help of teachers)
<ul style="list-style-type: none"> <li>• explain the characteristics of a tribal society.</li> <li>• explain the powers of Gond Panch.</li> <li>• explain the differences between present Gram panchayats and Gond Panch.</li> <li>• explain the duties of village headman (Patla).</li> <li>• compare the duties of village headman (Patla) and Sarpanch of their area.</li> </ul>		<ul style="list-style-type: none"> <li>• Collect the information about the language, customs, festivals and lifestyle of Tribals.</li> <li>• Collect the pictures of different tribes.</li> <li>• Write the activities of your local body (Gram panchayat/ Municipality) with the help of their parents.</li> <li>• Prepare the list of functions of your local public representative (sarpanch/chairman) and prepare a table.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>• explain the concepts of ‘Gram Sabha, Mandal Parishad and Zilla Parishad, Nirmal Grama Puraskar etc.,</li> <li>• give examples for public amenities in their area.</li> <li>• explain the formation of Grama Panchayat.</li> <li>• analyse the functions of Grama Panchayat.</li> <li>• compare and Contrast between Mandal Parishad and Zilla Parishad.</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>• You tube lessons prepared by NCERT</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 8</u></b></p> <p><b>8.Village Panchayats</b></p> <p>Students</p> <p>A) Prepare some questions to interact with their ward member /Sarpanch to understand their work.</p> <p>B) Prepare a poster on important works of the panchayat and display in the class room.</p> <p>C) Conduct the programme ‘Clean and Green’ at home.</p>
<p>Students</p> <ul style="list-style-type: none"> <li>• classify the three kinds of municipal bodies depending upon the size of the population.</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> </ul>	<p style="text-align: center;"><b><u>WEEK – 9</u></b></p> <p><b>9. Local Self-Government in Urban Areas.</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Collect news clippings from news papers on the working of municipalities for a week and prepare a report.</li> </ul>

Learning Outcomes	Sources/resources	Week wise suggestive activities (to be guided by parents with the help of teachers)
<p>compare the election procedure between Grama Panchayat and Municipalities.</p> <ul style="list-style-type: none"> <li>distinguish between the functions of municipalities and panchayats.</li> <li>locate different Municipalities in their district map.</li> <li>differentiate the village from the city.</li> <li>explain the functions of different committees of Municipality.</li> </ul>	<ul style="list-style-type: none"> <li>Political maps of Telangana and concerned districts.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct an interview two municipal workers and prepare a poster on their daily schedule and the problems they face.</li> <li>Visit any two amenities such as School and hospital provided by the Municipality and prepare a report on their condition.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>explain the concepts of Diversity, Colonial, Culture, Patriotic etc.,</li> <li>describes various forms of human diversity around them and develop healthy attitude.</li> <li>give two examples that reveal the diversity in their neighbourhood.</li> <li>explain the importance of 'Unity in Diversity' in India.</li> <li>describe the physical features of Thar desert and Sikkim state.</li> <li>locate Thar desert, Sikkim, Telangana, Punjab in India map.</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>You tube lessons prepared by NCERT</li> <li>Physical and Political map of India.</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 10</u></b></p> <p><b>10. Diversity in Our Society</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>List out the food items they eat but their grand parents would not have known(Food, Dress, Games, Festivals).</li> <li>Collect pictures and contributions of freedom fighters of different regions and prepare a book containing their biographies.</li> <li>Prepare a table of similar items of different religions which depict unity.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>explain the daily work of women who go out to work in the fields and the problems faced by them.</li> </ul>	<ul style="list-style-type: none"> <li>SCERT Text Book</li> <li>T-SAT videos</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 11</u></b></p> <p><b>11.Towards Gender Equality</b></p> <p>Students</p>

Learning Outcomes	Sources/resources	Week wise suggestive activities (to be guided by parents with the help of teachers)
<ul style="list-style-type: none"> <li>• prepare a list of some jobs men and women do separately.</li> <li>• analyse the nature and source of gender discrimination.</li> <li>• explain the reasons for female foeticides.</li> <li>• give reasons for low literacy rate among women.</li> <li>• tell the reasons for daughters are not given equal share of the property of the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons telecast through Doordarshan Yadagiri</li> <li>• Political map of India.</li> <li>• Chart showing 2011 census of India.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill the table given in Text book page number 136 on their own and share their opinions through discussion.</li> <li>• Prepare a list of things which they feel are discriminatory in the school.</li> <li>• Collect information about dropouts from schools and discuss the reasons in the class room.</li> </ul>
<p>Students</p> <ul style="list-style-type: none"> <li>• differentiate between Hunter- gatherers society and Present day society.</li> <li>• explain the common characteristics of Jainism and Buddhism.</li> <li>• give reasons for worshipping dead ancestors.</li> <li>• locate and colour the megalith areas in the map of India.</li> <li>• give examples to the different religious customs that are practiced in their area.</li> <li>• explain the Harappan Culture.</li> <li>• describe the life style of people during the period of Vedas.</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>• You tube lessons prepared by NCERT</li> </ul>	<p style="text-align: center;"><b><u>WEEK – 12</u></b></p> <p><b>12. Religion and Society in Early Times</b></p> <p>Students</p> <ul style="list-style-type: none"> <li>• Prepare a list of some religious practices of the people of Hunter- gatherers society and Present day society.</li> <li>• Draw pictures of different modes of worship.</li> <li>• Visit different places of worship in their area, interact with the Head priest with some questions, and prepare a report.</li> <li>• Prepare a list of religions in India and the festivals celebrated by the people of various religions.</li> </ul>



**CLASS – VII**



CLASS – VII

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>• ప్రాచీన నీతి పద్యాలను, శతక పద్యాలను, కథను ధారాళంగా చదువడం, అర్థం చేసుకోగలగడం.</li> <li>• పద్య తాత్పర్యాలను, కథను సొంతమాటల్లో చెప్పగలగడం, రాయగలగడం.</li> <li>• అపరిచిత పద్యం, గద్యం చదివి ప్రశ్నలకు జవాబులివ్వగలగడం, కీలకపదాలను గుర్తించగలగడం.</li> <li>• వాక్యాలను చదివి అర్థం చేసుకోని తప్పొప్పులను గుర్తించగలగడం.</li> <li>• పాఠ్యాంశంలోని విషయం ఆధారంగా ప్రశ్నలకు సమాధానాలను, కారణాలను వివరిస్తూ సొంతమాటల్లో రాయగలగడం.</li> <li>• లేఖలు, సూక్తాలను రాయగలగడం.</li> <li>• సందర్భోచితంగా పదాలకు అర్థాలను గ్రహించగలగడం, పదాలను వివరిస్తూ రాయగలగడం, పర్యాయపదాలు, నానార్థాలు రాయగలగడం.</li> <li>• సందర్భోచితమైన పదాలతో ఖాళీలను పూరించగలగడం.</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>బదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “చదువు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>• “చదువు” పాఠంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>• “నాయనమ్మ” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “నాయనమ్మ” పాఠంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “నాయనమ్మ” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “శతకసుధ” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>• “శతకసుధ” పాఠంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>• “శతకసుధ” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul>

CLASS – VII

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>పాఠ్యాంశాలలోని చిత్రాల ఆధారంగా మాట్లాడగలగడం.</li> <li>గేయాలను విని అర్థం చేసుకోవడం, ప్రాసపదాలను, కీలకపదాలను చెప్పగలగడం.</li> <li>గేయాలలోని పాదాలను గుర్తించగలగడం, ఒత్తు అక్షరాలను, పదాలను చెప్పగలగడం.</li> <li>“ఁ, ం, ఛ, జ” ఈ ఒత్తులకు సంబంధించిన ద్విత్వ, సంయుక్తాక్షర పదాలను చదువగలగడం.</li> <li>సరళమైన వాక్యాలను చదివి అర్థం చేసుకోగలగడం.</li> <li>తప్పులు లేకుండా ఉక్తలేఖనం రాయగలగడం.</li> <li>ఒత్తుల పదాలను సొంతంగా రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>7వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>ఐదవ వారం</u></p> <ul style="list-style-type: none"> <li>‘ఁ’ ఒత్తుకు చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“ముగ్గు” ‘ం’ ఒత్తుకు చెందిన పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>‘ఁ’ ఒత్తుకు చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“పిచ్చుక” ‘చ్చ’ ఒత్తుకు చెందిన పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>‘చ్చ’ ఒత్తుకు చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“గజ్జెలు” ‘జ’ ఒత్తుకు చెందిన పాఠ్యాంశ బోధన, అభ్యాసాల సాధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>‘జ’ ఒత్తుకు చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>‘ఁ, ం, ఛ, జ’ ఒత్తుల ఆధారంగా వాక్యాలను చదివించడం, రాయించడం పునశ్చరణ.</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>● 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>● वर्तनी, वचन को समझकर लिखेंगे।</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> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 7 की पाठ्यपुस्तक</p> <p>‘दादी माँ, खानपान की बदलती तस्वीर, कठपुतली, मिठाईवाला, चिड़िया की बच्ची’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b></p> <p>‘दादी माँ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b></p> <p>‘दादी माँ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b></p> <p>‘खानपान की बदलती तस्वीर’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b></p> <p>‘खानपान की बदलती तस्वीर’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b></p> <p>‘कठपुतली’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b></p> <p>‘मिठाईवाला’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b></p> <p>‘चिड़िया की बच्ची’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b></p> <p>‘चिड़िया की बच्ची’ 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>● कविता के आधार पर और दो पंक्तियों को जोड़ेंगे।</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>सच्चा दोस्त, हिंदी दिवस, अपना प्यारा भारत देश, पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> 'सच्चा दोस्त' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> 'सच्चा दोस्त' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> 'हिंदी दिवस' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> 'हिंदी दिवस' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> 'हिंदी दिवस' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> 'अपना प्यारा भारत देश' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> 'अपना प्यारा भारत देश' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> 'अपना प्यारा भारत देश' पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – VII

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ما حاصل Learning Outcomes
پانچواں ہفتہ	SCERT web ☆ site	☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔
☆ سبق: ”چچا چھکن کی عینک“ کی تدریس	☆ جماعت ہفتم کی اردو کی درسی کتاب (زبان اول)	☆ نامعلوم نثر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔
چھٹواں ہفتہ	☆ مشغلاتی پرچے	☆ دیئے گئے اشعار کی بحوالہ متن تشریح کرنا۔
☆ سبق: ”چچا چھکن کی عینک“ کے مشغلوں کی مشق		☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھنا۔
ساتواں ہفتہ		☆ محاوروں اور کہاوتوں کو سمجھ کر موقع و محل کے مناسبت سے روزمرہ زندگی میں استعمال کرنا۔
☆ سبق ”چچا چھکن کی عینک“ سے متعلق مشغلاتی پرچوں کی مشق		☆ قواعد کو سمجھ کر حل کرنا۔
آٹھواں ہفتہ		☆ تشبیہ اور استعارہ کی شناخت کرنے کے قابل ہونا۔
☆ سبق ”روٹی نامہ“ کی تدریس		☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
نواں ہفتہ		☆ دیئے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔
☆ سبق: ”روٹی نامہ“ کے مشغلوں کی مشق		
دسواں ہفتہ		
☆ سبق ”روٹی نامہ“ سے متعلق مشغلاتی پرچوں کی مشق		

<p style="text-align: center;"><b>گیارہواں ہفتہ</b></p> <p>☆ سبق ”چاند اور تارے“ کی تدریس</p> <p style="text-align: center;"><b>بارہواں ہفتہ</b></p> <p>☆ سبق: ”چاند اور تارے“ کے مشغلوں کی مشق</p>		<p>☆ ان دیکھنا 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>
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## CLASS - VII

### English

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b><i>The learner -</i></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>Suggested Discourse Description</p> <ol style="list-style-type: none"> <li>1. Life in towns</li> <li>2. Life at countryside</li> </ol>	<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 5</b> <b>Integration of LSRW</b> <b>READING</b> <b>B.</b> <b>The Town Child</b> <b>The country Child</b> Learner reads the poems 1. The Town Child 2. The Country Child individually. Refers to dictionary where needed <b>Listening and Speaking</b> Learner discusses on the poems; Theme Location Characters Their wishes Learner discusses discourse features of Description  <b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson. Uses conventions of writing in the discourses  <b>Writing</b> Constructs the Discourses given by teachers</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 Conversation between the teacher and the students</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 Commomns</p>	<p><b>WEEK 6</b> <b>Integration of LSRW Reading</b> <b>C. The New Blue Dress</b> Learner reads the text chunks as instructed by teacher, records audio and shares in whatsapp group Teacher encourages learner to speak about his/her school teachers and classmates and audio record and share in groups</p> <p><b>Listening and Speaking</b> Learner discusses on the poem; Theme Location Characters Major events Actions of main characters etc Learner discusses discourse features of Conversation</p> <p><b>Grammar and Vocabulary</b> 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> Learner drafts a Conversation on the given topic and shares in the whatsapp group.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 Biographical Sketch</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 7</b> <b>Unit 2</b> <b>READING</b> <b>A. C.V. Raman, the Pride of India</b> Learner reads a part text in suggested chunks individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses the text; Theme Location Characters Major events Actions of main characters etc.</p> <p>Learner discusses discourse features of Biographical Sketch</p> <p><b>Grammar and Vocabulary</b></p> <p>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> Constructs the Discourses given by teachers</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 Notice</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 8</b> <b>Unit 2</b> <b>READING</b> <b>B. C.V. Raman, the Pride of India ( Contd)</b></p> <p>Learner reads the remaining part of the text in suggested chunks individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses the text; Theme Location Characters Major events Actions of main characters etc.</p> <p>Learner discusses discourse features of Notice</p> <p><b>Grammar and Vocabulary</b> Learner attempts some of the textual exercise given at the end of lesson Practices editing in the passages given by the teachers</p> <p><b>Writing</b> Constructs the Discourses on the given topic and shares in the whatsapp group.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 Narration Your dream profession</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 9</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. It's Change</b> Learner reads the poem It's Change in suggested chunks individually. Refers to dictionary where needed</p> <p><b>Listening and Speaking</b> Learner discusses on the poem; Theme Location Characters Major events Actions of main characters etc Learner discusses discourse features of Narration</p> <p><b>Grammar and Vocabulay</b> Learner attempts textual exercise given at the end of lesson</p> <p><b>Writing</b> Constructs the Discourses given by teachers</p>
<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> </ul>	<p>SCERT Telangana Class 7 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or</p>	<p><b>WEEK 10</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. Susrutha, An Ancient Plastic Surgeon</b> Learner reads the text chunks as instructed by teacher, records audio</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>• 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 Posters on Corona – Preventive Measures</p>	<p><a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a> Creative Commomns</p>	<p>and shares in whatsapp group Teacher encourages learner to speak about doctors and nurses and audio record and share in groups</p> <p><b>Listening and Speaking</b> Learner discusses on the text; The traditional medicines Modern medicine Important issues discussed in the text. Learners discusses safety measures to prevent the spread of Corona</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson Practices editing in the passages given by the teachers</p> <p><b>Writing</b> Learner prepares Posters 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 Drama/ Play Script in English through input- rich environment, picture interaction, discussion, etc.</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 11</b> <b>Unit 3</b> <b>READING</b> <b>A Puru, the Brave</b> Learner reads the part of text in suggested chunks individually. Refers to dictionary where needed</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>• 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 Story writing</p>		<p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme Location Characters Major events Actions of main characters etc. Learner discusses discourse features of Story writing</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts some of the textual exercise given at the end of lesson Practices editing in the passages given by the teachers Uses appropriate discourse markers while constructing the discourse</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 Discourse Play Script in English through input-rich environment, picture interaction, discussion, etc.</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> Creative Commons</p>	<p><b>WEEK 12</b> <b>READING</b> <b>A. A Puru, the Brave</b></p> <p>Learner reads the remaining text in suggested chunks individually. Refers to dictionary where needed</p>

<b>Learning Outcomes</b>	<b>Source/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>• responds to the variety of questions on the features of a Play Script 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</p>		<p><b>Listening and Speaking</b></p> <p>Learner discusses the text;</p> <p>Theme Location Characters Major events Actions of main characters etc.</p> <p>Learner discusses the features of a play script</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts remaining textual exercise given at the end of lesson</p> <p>Practices editing in the passages given by the teachers</p> <p>Uses appropriate discourse markers while constructing the discourse</p> <p><b>Writing</b></p> <p>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 5</b> <b>(i) Integers</b></p> <p><i>The learner</i></p> <ul style="list-style-type: none"> <li>• understands about integers and addition , subtraction ,Multiplication and division of integers (through patterns).</li> <li>• understands properties of integers (including identities for addition &amp; multiplication, (closure, commutative, associative, inverse, distributive) (through patterns). (Examples from whole numbers as well).</li> </ul>	<p>GO THRTROUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>. ---<b>textbook</b> ---<b>WORKSHEET</b></p>	<p><b>WEEK5</b> <b>Activity 1</b> Interaction may be initiated about integers which students already studied in previous class. Discussion about integers and its usage in peers</p> <p><b>Activity 2:</b> watch videos and read the text from textbook and (digital content related to this through given links) to understand about integers , and its usage in daily life. And Learners may be given questions in which they would be drawn towards observing things around them. activity for integers and its representation.</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to complete 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 6</b></p> <p>The learner understands the properties of integers and can</p>	<p>GO THRTROUGH -- TSAT ,SIET,CIET lessons related to this</p>	<p><b>WEEK 6</b> <b>Activity 1</b> Interaction may be initiated about integers its usage in daily life.</p>

<ul style="list-style-type: none"> <li>express properties of integers in a general form. Construction of counter examples, (eg. subtraction is not commutative).</li> <li>solve word problems involving integers (all operations)</li> </ul>	<p><b>(link should be given).</b>  ---Digital content developed by OER. <b>(link should be given).</b>  ---<b>textbook</b>  ---<b>WORKSHEET</b></p>	<p><b>Activity 2:</b>  watch videos and read the textbook and (digital content related to this through given links) to understand about properties of integers and generalisations .</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to complete 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 7</b>  <b>2. Fractions , Decimals and rational numbers</b>  Learner can</p> <ul style="list-style-type: none"> <li>understand about fractions and types of fractions , equal fractions</li> <li>solve problems related to <ul style="list-style-type: none"> <li>addition and subtraction of like fractions.</li> <li>multiplication of fractions</li> <li>fraction as an operator “of”</li> </ul> </li> </ul>	<p><b>GO THRTOUGH</b>  -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b>  ---Digital content developed by OER. <b>(link should be given).</b>  ---<b>textbook</b>  ---<b>WORKSHEET</b></p>	<p><b>WEEK 7</b>  <b>Activity 1</b> Interaction may be initiated about fractions and types of fractions , equal fractions and its usage in daily life situations. Explain about operations with fractions.</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about <b>ADDITION AND SUBTRACTION , MULTIPLOICATIONS , DIVISIONS OF FRACTIONS.</b> and its usage in daily life. And about fractions and types of fractions ,its usage also. Students shall solve word problems .</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the explanation and solve</p>

<p><b>Week 8</b> Learner understands</p> <ul style="list-style-type: none"> <li>• reciprocal of a fraction and its use</li> <li>• division of fractions</li> <li>• solve word problems involving mixed fractions (related to daily life)</li> </ul>		<p>problems .(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 8</b> <b>Activity 1</b> Interaction may be initiated about reciprocal of fractions , division of fractions and its usage in daily life.</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand the reciprocal of the fractions and divisions of fractions . Students shall solve word problems .</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the explanation and solve problems .(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 9</b> Learner understands Multiplication and division of decimal fractions</p> <ul style="list-style-type: none"> <li>• conversion of units (length &amp; mass)</li> <li>• solve word problems (including all operations)</li> </ul>	<p>GO THRTROUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b> ---Digital content developed by OER. <b>(link should be given).</b></p>	<p><b>Week 9</b> <b>Activity 1</b> Interaction may be initiated about decimal fractions and relationship with fractions and its usage in daily life situations. Explanation about</p>

<p><b>Week 10</b>  <b>4.Lines and Angles</b>  Learner can understand and work with</p> <ul style="list-style-type: none"> <li>• pairs of angles (linear, supplementary, complementary, adjacent, vertically opposite angles)</li> </ul>	<p>---textbook  ---WORKSHEET</p>	<p>Multiplication and division of decimal fractions  conversion of units.</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about decimal fractions and relationship with fractions and its usage in daily life situations. Explanation about conversion of units. its usage also. Students shall solve word problems.</p> <p><b>Activity 3:</b> Students may be sent some work sheets related to above concepts and asked to read the explanation and solve problems .(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 10</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1</b> Interaction may be initiated about Pairs of angles (linear , supplementary , complementary , adjacent , vertically opposite angles)</li> <li>• <b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand Pairs of angles (linear , supplementary , complementary , adjacent , vertically opposite angles)</li> </ul>
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<p><b>Week 11</b></p> <p><i>Learner can</i>  Understand algebraic expressions and equations  .  ...  Simple linear equations in one variable (in contextual problems) with two operations (integers as coefficients)  ...  </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 problems like given in the worksheet and solve.</p> <p><b>Week 11</b>  <b>Activity 1</b> Interaction may be initiated about algebraic expressions ( through patterns , and variable, coefficient etc...) and provide situations, explanation to understand Simple linear equations in one variable (in contextual problems) with two operations (integers as coefficients)</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about algebraic expressions , simple equations and its usage in daily life.</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>
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<p><b>Week 12 Learners</b></p> <ul style="list-style-type: none"> <li>• recognize the solution of simple equations by trial and error method.</li> <li>• understand the problem solving by using the method of transposition of variable from one side to another side in the equation.</li> </ul>		<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 12</b></p> <p><b>Activity 1</b> Interaction may be initiated about simple equations and finding solution in trial and error method and transposition 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 simple equations and finding solution in trial and error method and transposition method. and its usage in daily life.</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 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>• identifies the role of indicators.</li> <li>• classifies the acidic, basic and neutral substances.</li> <li>• explains the neutralisation.</li> <li>• conducts experiment to know the acidic, basic and neutral substances using natural and chemical indicators.</li> <li>• gives reasons for acid rains.</li> <li>• applies the knowledge of acids, basis and salts in their daily life.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <p>SCERT Worksheets Level -2 for class 7 (WS No 8 -16 )</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=jEvhhxg2yKA">https://www.youtube.com/watch?v=jEvhhxg2yKA</a></li> <li>• <a href="https://www.youtube.com/watch?v=UfbUkCFBzA8">https://www.youtube.com/watch?v=UfbUkCFBzA8</a></li> <li>• <a href="https://www.youtube.com/watch?v=4uqlaVTKy4U">https://www.youtube.com/watch?v=4uqlaVTKy4U</a></li> </ul>	<p><b>ACIDS AND BASES</b> <b>WEEK 5</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>• Identity the taste of different food substances and note down in a table.</li> <li>• Prepare their own indicators using hibiscus, turmeric, mango leaves, beetroot.</li> <li>• Test the substances with natural indicators and litmus papers (Red and Blue) record the observations and compare the results.</li> <li>• <a href="https://www.youtube.com/watch?v=jEvhhxg2yKA">https://www.youtube.com/watch?v=jEvhhxg2yKA</a></li> <li>• Watch the video and explain the color changes observed in substances with chemical indicators.</li> <li>• <a href="https://www.youtube.com/watch?v=UfbUkCFBzA8">https://www.youtube.com/watch?v=UfbUkCFBzA8</a></li> <li>• <a href="https://www.youtube.com/watch?v=4uqlaVTKy4U">https://www.youtube.com/watch?v=4uqlaVTKy4U</a></li> </ul> <p>Watch the videos and write your observations.</p> <ul style="list-style-type: none"> <li>• Collect the information and summarize the effects of acid rains.</li> </ul>

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 sources of different types of plant and animal fibres.</li> <li>Explains few stages involved in making of silk fabrics.</li> <li>Draws the pictures of caterpillar and cocoon and flow chart of silk making process.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/books2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/books2019/7%20general%20science%20em%202020-21.pdf</a></p> <p>SCERT Worksheets Level -2 for class 7 (WS No 17 -24 )</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=-c3Oof8DMZw">https://www.youtube.com/watch?v=-c3Oof8DMZw</a></li> <li><a href="https://www.youtube.com/watch?v=klZeS-g0UHo">https://www.youtube.com/watch?v=klZeS-g0UHo</a></li> </ul>	<p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>Write the note of effects of chemical fertilizers and organic manures.</li> </ul> <p><b>ANIMAL FIBRE</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>Identify the differences between various cloth types and their source</li> <li>Collect the pictures of various stages of silkworm metamorphosis.</li> <li>Draw the picture of silk worm life cycle.</li> <li><a href="https://www.youtube.com/watch?v=-c3Oof8DMZw">https://www.youtube.com/watch?v=-c3Oof8DMZw</a></li> </ul> <p>Watch the video and explain the life cycle of silkworm</p> <ul style="list-style-type: none"> <li>Watch the video and write your observations.</li> </ul> <p><a href="https://www.youtube.com/watch?v=klZeS-g0UHo">https://www.youtube.com/watch?v=klZeS-g0UHo</a></p>



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 different types of motions.</li> <li>measures and calculates the time, distance and speed.</li> <li>explains motion and rest; uniform and non-uniform motion.</li> <li>gives examples of different types of motions; units for distance, time and speed.</li> <li>applies the knowledge of speed in their daily life.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <p>SCERT Worksheets Level -2 for class 7 (WS No 25 -32 )</p> <ul style="list-style-type: none"> <li><a href="https://youtu.be/bX0PsZkJXMY?t=29">https://youtu.be/bX0PsZkJXMY?t=29</a></li> <li><a href="https://youtu.be/FtbwP-Kxh5A?t=26">https://youtu.be/FtbwP-Kxh5A?t=26</a></li> <li><a href="https://www.youtube.com/watch?v=sdX5mcStDIE">https://www.youtube.com/watch?v=sdX5mcStDIE</a></li> <li><a href="https://www.youtube.com/watch?v=aazuZdrpUo">https://www.youtube.com/watch?v=aazuZdrpUo</a></li> </ul>	<p><b>MOTION AND TIME WEEK 7</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li><a href="https://youtu.be/bX0PsZkJXMY?t=29">https://youtu.be/bX0PsZkJXMY?t=29</a></li> </ul> <p>Watch the video and explain motion and rest.</p> <ul style="list-style-type: none"> <li>Observe the surroundings and give examples for uniform and non-uniform motions.</li> <li><a href="https://youtu.be/FtbwP-Kxh5A?t=26">https://youtu.be/FtbwP-Kxh5A?t=26</a> watch the video and give some more examples for rectilinear and curvilinear motion.</li> <li>observe the surroundings and explain and give examples for rotatory motion.</li> <li><a href="https://www.youtube.com/watch?v=sdX5mcStDIE">https://www.youtube.com/watch?v=sdX5mcStDIE</a> watch the video and explain and give examples for oscillatory motion.</li> <li>Use a stop clock on your mobile phone to measure time for different events given in textbook - page 38.</li> <li><a href="https://www.youtube.com/watch?v=aazuZdrpUo">https://www.youtube.com/watch?v=aazuZdrpUo</a></li> </ul> <p>Watch the video and write the method to calculate the average speed and units.</p>

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 that the Temperature is a measure of the degree of hotness or coldness of an object.</li> <li>differentiates between different forms of energy.</li> <li>gives examples for conversion of energy from one form to another.</li> <li>explains the usage of different types of thermometers.</li> <li>draws a labelled diagram of clinical thermometer.</li> <li>measures the temperature using thermometer.</li> <li>conducts experiment showing expansion of liquid due to heat.</li> <li>applies the knowledge of heat and temperature in their daily life.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <p>SCERT Worksheets Level -2 for class 7 (WS No 41 -49 )</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=jkqcfswRXY8">https://www.youtube.com/watch?v=jkqcfswRXY8</a></li> <li><a href="https://www.youtube.com/watch?v=Oqb-Oh1nVq0">https://www.youtube.com/watch?v=Oqb-Oh1nVq0</a></li> <li><a href="https://www.youtube.com/watch?v=k5V0KT1sMNs">https://www.youtube.com/watch?v=k5V0KT1sMNs</a></li> </ul>	<p><b>HEAT - MEASUREMENT WEEK 8</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li>Perform the activity to measure the degree of hotness or coldness of an object.</li> <li><a href="https://www.youtube.com/watch?v=jkqcfswRXY8">https://www.youtube.com/watch?v=jkqcfswRXY8</a> Watch the video and explain with examples the conversion of energy from one form to another.</li> <li><a href="https://www.youtube.com/watch?v=Oqb-Oh1nVq0">https://www.youtube.com/watch?v=Oqb-Oh1nVq0</a> Watch the video and draw and explain the usage of clinical thermometer.</li> <li>Perform the activity to show the expansion of liquid due to heat with the help of your elders.</li> <li><a href="https://www.youtube.com/watch?v=k5V0KT1sMNs">https://www.youtube.com/watch?v=k5V0KT1sMNs</a> Watch the video and explain different types of thermometers and their uses.</li> <li>Using laboratory thermometer measure temperature hot, cold and normal water and write measurements in 0C and 0F.</li> </ul>

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 and identifies parts in dry cell, use of symbols of various electric components, heating effects of electric current, concept of Kilowatt hour.</li> <li>conducts experiments using cell.</li> <li>draws the diagrams of simple circuit, cells in series and serial, bulbs in series and serial.</li> <li>conducts the experiments connecting the cells and bulbs in series and parallel.</li> <li>applies the knowledge of Kilowatt hour in daily life.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <p>SCERT Worksheets Level -2 for class 7 (WS No 46 -54 )</p> <p><a href="https://www.youtube.com/watch?v=9gS_XpCMCcs">https://www.youtube.com/watch?v=9gS_XpCMCcs</a></p> <p><a href="https://www.youtube.com/watch?v=Vt5uAShjVGM">https://www.youtube.com/watch?v=Vt5uAShjVGM</a></p>	<p><b>WEEK 9</b></p> <ul style="list-style-type: none"> <li>Using laboratory thermometer measure temperature hot, cold and normal water and write measurements in 0C and 0F.</li> </ul> <p><b>ELECTRICITY</b></p> <p>The learner can be asked to</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=9gS_XpCMCcs">https://www.youtube.com/watch?v=9gS_XpCMCcs</a> Watch the video and make your own cell</li> <li>Open the used dry cell and identify the components in it</li> <li>Draw the Dry cell diagram.</li> <li>Identify different components of a simple circuit and draw a diagram of a simple circuit.</li> <li>Connect the cells in series and parallel and note the changes in intensity of bulb.</li> </ul> <p><b>WEEK 10</b></p> <ul style="list-style-type: none"> <li>Connect the bulbs in parallel and series note down the changes in intensity of bulb.</li> <li>Identify the different electric appliances which produce heat with electricity. <a href="https://www.youtube.com/watch?v=Vt5uAShjVGM">https://www.youtube.com/watch?v=Vt5uAShjVGM</a> Watch the video and explain the uses of fuses and MCBs</li> <li>Calculate the electricity consumption of all the appliances at home.</li> </ul>

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 that air is everywhere.</li> <li>• explains that the air exerts pressure.</li> <li>• conducts activities to show that air expands on heating and contracts on cooling.</li> <li>• explains the phenomenon of land breeze and sea breeze</li> <li>• gives reasons for the movement of air.</li> <li>• demonstrates the cause of cyclones in the classroom.</li> <li>• shows concern about the do's and dont's during and after cyclone.</li> </ul>	<p><b>General Science Textbook for Class VII</b></p> <p><a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.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=tQQI6mxMQ70">https://www.youtube.com/watch?v=tQQI6mxMQ70</a></li> <li>• <a href="https://www.youtube.com/watch?v=VOjUykuVtHw">https://www.youtube.com/watch?v=VOjUykuVtHw</a></li> </ul>	<p><b>AIR, WINDS AND CYCLONES WEEK 11</b></p> <ul style="list-style-type: none"> <li>• Perform activity to show air is everywhere, air exerts pressure.</li> <li>• Perform activity to show air expands on heating,</li> <li>• Perform activity to show hot air is lighter than cool air.</li> <li>• <a href="https://www.youtube.com/watch?v=tQQI6mxMQ70">https://www.youtube.com/watch?v=tQQI6mxMQ70</a> Watch the video and explain the phenomenon of land breeze and sea breeze.</li> <li>• Perform the activity to know the effects of moving air.</li> <li>• <a href="https://www.youtube.com/watch?v=VOjUykuVtHw">https://www.youtube.com/watch?v=VOjUykuVtHw</a> Watch the video and explain the phenomenon of cyclone. Discuss with your elders and write about the do's and dont's during and after cyclone.</li> </ul>

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.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/7%20general%20science%20em%202020-21.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=vt-SG7Pn8UU">https://www.youtube.com/watch?v=vt-SG7Pn8UU</a></p> <p><a href="https://www.youtube.com/watch?v=vt-SG7Pn8UU">https://www.youtube.com/watch?v=vt-SG7Pn8UU</a></p> <p><a href="https://www.youtube.com/watch?v=vaDOGKdRMzg">https://www.youtube.com/watch?v=vaDOGKdRMzg</a></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=g_5_4Ktamf8">https://www.youtube.com/watch?v=g_5_4Ktamf8</a></li> </ul>	<p><b>REFLECTION OF LIGHT WEEK 12</b></p> <p>The learner is asked to</p> <ul style="list-style-type: none"> <li>Perform activity to know reflection of light.</li> </ul> <p><a href="https://www.youtube.com/watch?v=vt-SG7Pn8UU">https://www.youtube.com/watch?v=vt-SG7Pn8UU</a></p> <ul style="list-style-type: none"> <li>Watch the video and perform the activity to show incident ray, reflected ray and normal all lie in the same plane.</li> </ul> <p><a href="https://www.youtube.com/watch?v=vt-SG7Pn8UU">https://www.youtube.com/watch?v=vt-SG7Pn8UU</a></p> <ul style="list-style-type: none"> <li>Watch the video and perform the activity to show angle of incidence is angle of reflection.</li> </ul> <p><a href="https://www.youtube.com/watch?v=vaDOGKdRMzg">https://www.youtube.com/watch?v=vaDOGKdRMzg</a></p> <ul style="list-style-type: none"> <li>Watch the video and construct your own periscope.</li> <li><a href="https://www.youtube.com/watch?v=g_5_4Ktamf8">https://www.youtube.com/watch?v=g_5_4Ktamf8</a></li> </ul> <p>Watch the video and explain the image formation in the plane mirror.</p> <ul style="list-style-type: none"> <li>Conduct activity to separate mud from mud water by sedimentation and decantation</li> </ul> <p>Observe and give examples for mixtures that can be separated by sieving and filtration.</p>

## 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>• describes the process of tanks building</li> <li>• analyse the reasons for the disappearing of tanks and find the solutions</li> <li>• appreciate the govt efforts for the protection of tanks</li> <li>• classify the Fishing Nets and Fishing methods with description.</li> <li>• differentiates the Open Wells and Tube wells.</li> <li>• give reasons for the ground water pollution</li> </ul>	<p><b>3.Tanks and Ground Water</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 style="text-align: center;"><b>Week-5</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Collect the information about the tanks that are there in their village vicinity.</li> <li>• Draw the village map and locate different water sources of their village</li> <li>• Observe the works of Mission Kakatiya in their Village and prepare a Report by collecting the public opinion.</li> <li>• Interview the Women of their Village who are selling fish.</li> <li>• Draws the Out line map of Telangana and locate the Fluorosis affected districts.</li> <li>• Visit the families that are affected by the Fluorosis in their Village and collect the details of Govt aid to those families.</li> </ul>
<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• describe the impact of industrialisation on handicrafts.</li> <li>• analyses the problems of urban slums.</li> <li>• estimate the role of government in the solving the problem of weavers.</li> </ul>	<p><b>7.Handicrafts and Handlooms</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> </ul>	<p style="text-align: center;"><b>Week-6</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Prepare a list of handicrafts which are found in their village.</li> <li>• Visit a handicraft family in their village and write the different states of production of that handicraft.</li> </ul>

Learning Outcomes	Sources / resources	Week-wise Suggestive Activities ( to be guided by parents with the help of teachers)
<ul style="list-style-type: none"> <li>• locate famous handicraft places on India map.</li> <li>• know the stages of weaving a saree .</li> <li>• describe the problems of handloom weavers.</li> </ul>	<ul style="list-style-type: none"> <li>• Atlas</li> <li>• Globe</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of handicrafts of telangana .</li> <li>• Explain the process of Tie &amp; Dye .</li> <li>• Describe the importance of pochampalli saree.</li> <li>• Explain the solutions to the problem of handloom weavers.</li> <li>• Visit a family of Handicraft, and prepare a report on their problems.</li> </ul>
<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• describe the major dynasties in different parts of Indian sub-continent between Locate the 7<sup>th</sup> century to 12<sup>th</sup> century CE.</li> <li>• explain the relationship between kings and Samanthas by the 7<sup>th</sup> century CE.</li> <li>• comment on caste and creed (varna) based social order.</li> <li>• draw the Out line map of India and mark the kindoms of 7<sup>th</sup> century CE.</li> </ul>	<p><b>11. New Kings and Kingdoms</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 style="text-align: center;"><b>Week-7</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Comment on caste and creed (varna) based social order.</li> <li>• Draw the Out line map of India and mark the kindoms of 7 th century CE</li> <li>• Appreciate the works of Kalhana.</li> <li>• Draw the outline map of India and locate Madhya Pradesh, Kashmir, Chola Kingdom etc.</li> <li>• Explain the similarities between the administration of Kings and Modern Governments.</li> <li>• Give reasons for the advent of the muslims.</li> <li>• Collect the information of Thanjavur and Gangaikonda-Cholapuram.</li> </ul>

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>• describe the Kakatiya ruling system.</li> <li>• imagine the consequences of kakatiya rulers</li> <li>• draws the Out line map of India and locate the Warangal.</li> <li>• give reason for why Rudrama devi was became a king.</li> <li>• explain the Nayankara system</li> </ul>	<p><b>12.The Kakatiyas - Emergence of a Regional Kingdom</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 style="text-align: center;"><b>Week-8</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Make a flow chart of Kakatiya kings</li> <li>• Collect the information on inscriptions of Kakatiyas.</li> <li>• Make a list of important tanks built by Kakatiyas.</li> <li>• Collect some popular stories that originate from your village or town, prepare a chart and present the same in the class.</li> <li>• Visit an old temple of your area, find out about who built the temple, when etc. and look for any inscriptions in it.</li> </ul>
<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• describe the Vijayanagara empire</li> <li>• analyses the importance of Amaranayaka system.</li> <li>• estimate the role of Srikrishnadevaraya.</li> <li>• locate the Vijayanagara kingdom on the India map.</li> <li>• collect the information on Ashtadiggajas</li> <li>• describe the problems of handloom weavers.</li> </ul>	<p><b>13.The Kings of Vijayanagara</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 style="text-align: center;"><b>Week-9</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Compare Vijayanagara with Warangal to point out the similarities and differences between them.</li> <li>• Collect the information of Telugu literature by the Vijayanagara Kings.</li> <li>• Discuss with your friends on art and architecture of the Qutub Shahis rules.</li> <li>• Visit any nearby museum and make a scrap book on artifacts of Qutub Shahis.</li> </ul>



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>• analyse the impact of Mughal rule on India</li> <li>• describes the Mansabdar system.</li> <li>• illustrates the Zabt and Zamindar system.</li> <li>• prepare a chronological order of Asaf Jahis of Hyderabad.</li> </ul>	<p><b>14.Mughal Empire</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 style="text-align: center;"><b>Week-10</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Compare the position of a Nayaka and a mansabdar.</li> <li>• Collect the particulars of the Mughal emperors.</li> <li>• Write a brief note on Akbar's policies.</li> <li>• Collect the information of Sarvai Papanna.</li> <li>• Discuss with friends on Akbar's policy of sulh-i kul.</li> </ul>
<p><b>The student</b></p> <ul style="list-style-type: none"> <li>• explain about Britishers interested in trade with India</li> <li>• gives reason for Growing European Interference in the Kingdoms of India.</li> <li>• explain Indians Discontent with English Rule.</li> <li>• describes the Revolt of 1857.</li> <li>• draw the sea route of Vascodagama from Portugal to India in the world map.</li> </ul>	<p><b>15.Establishment of the British Empire in India</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 style="text-align: center;"><b>Week-11</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Collect the information on East India company</li> <li>• Explain the impact of The Revolt of 1857 on Indian freedom movement.</li> <li>• Discuss why the idea of the Mughal empire brought the rebelling Indian people together.</li> <li>• Write briefly on the similarities and differences between the ways the Mughals and the English came to power in India.</li> <li>• Discuss the role of Nizam during 1857 revolt.</li> </ul>

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>• explain how Legislative Assembly members were elected.</li> <li>• discuss with friends on Formation of Government.</li> <li>• explain how would a coalition government be different from a one party government</li> <li>• locate the Assembly constituencies of your district in your district map</li> </ul>	<p><b>16.Making of Laws in the State Assembly</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 style="text-align: center;"><b>Week-12</b></p> <p>The students may be asked to</p> <ul style="list-style-type: none"> <li>• Collect the information of Discussions in the Assembly</li> <li>• Make a list of Council of Ministers of Telangana.</li> <li>• Watch the during assembly sessions for how the Laws were made.</li> <li>• Observe the elections of Legislative Council of Telangana.</li> <li>• Collects the recent laws made by the Govt. of Telangana.</li> </ul>

# **CLASS – VIII**



CLASS – VIII

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>యాత్రా రచన, ద్విపద, ప్రాచీన పద్యాలను ధారాళంగా చదువడం, అర్థం చేసుకోవడం.</li> <li>యాత్రానుభవాలను, సారాంశాలను సొంతమాటల్లో చెప్పగలగడం, రాయగలగడం.</li> <li>అపరిచిత గద్యాన్ని, పద్యాలను చదివి ప్రశ్నలకు జవాబులను గుర్తించగలగడం.</li> <li>భావాలకనుగుణంగా గేయపాదాలను, శీర్షికలకనుగుణంగా పేరాలను పాఠంలో గుర్తించగలగడం.</li> <li>పాఠ్యాంశం ఆధారంగా అనుభూతులను, వ్యక్తిత్వ లక్షణాలను సొంతమాటల్లో రాయగలగడం.</li> <li>లేఖ, వ్యాసం, సంభాషణలను రాయగలగడం.</li> <li>సందర్భోచితంగా పదాలకు అర్థాలను, ప్రకృతి-వికృతులను, నానార్థాలను గుర్తించగలగడం, ఇచ్చిన పదాలకు సొంతవాక్యాలను, జాతీయాలను 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>బదవ వారం</u></p> <ul style="list-style-type: none"> <li>“త్యాగనిరతి” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“త్యాగనిరతి” పాఠ్యాంశ అభ్యాసాలసాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“సముద్ర ప్రయాణం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“సముద్ర ప్రయాణం” పాఠ్యాంశ అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“సముద్ర ప్రయాణం” పాఠం యొక్క కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“బండారిబసవన్న” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“బండారిబసవన్న” పాఠ్యాంశ అభ్యాసాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>“బండారిబసవన్న” పాఠం యొక్క కృత్యపత్రాల సాధన.</li> </ul>

CLASS – VIII

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>కనీస సామర్థ్యాలైన చదువడం, రాయడం చేయగలగడం.</li> <li>చిత్రాల ఆధారంగా మాట్లాడగలగడం, పదాలు, వాక్యాలు, పేరాలు రాయగలగడం.</li> <li>గేయాలు, కథలు ధారాళంగా చదువడం, అర్థం చేసుకోవడం.</li> <li>తారుమారైన గేయ పంక్తులను సరిగా రాయడం, ప్రాసపదాలను గుర్తించడం, అపరిచిత గేయం, గద్యాన్ని చదివి ప్రశ్నలకు సమాధానాలివ్వగలగడం.</li> <li>పాఠం ఆధారంగా గేయసారాంశాలను, అనుభూతులను సొంతమాటల్లో రాయగలగడం.</li> <li>గేయాల ఆధారంగా సూక్తులను, కథ ఆధారంగా సంభాషణను రాయగలగడం.</li> <li>సందర్భోచితంగా పదాలకు అర్థాలను గ్రహించడం, పదనిర్మాణముతో సొంతవాక్యాలు రాయగలగడం.</li> <li>పర్యాయ పదాలను గుర్తించగలగడం వంటివి చేయగలగాలి.</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>ఐదవ వారం</u></p> <ul style="list-style-type: none"> <li>“చదువుదాం” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“చదువుదాం” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“మూర్ఖులు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“మూర్ఖులు” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“మూర్ఖులు” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“పాప పలుకులు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“పాప పలుకులు” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>“పాప పలుకులు” పాఠానికి చెందిన కృత్యపత్రాల సాధన.</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>● वर्तनी, वचन को समझकर लिखेंगे।</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>‘लाख की चूड़ियाँ, बस की यात्रा, दीवानों की हस्ती, चिट्ठियों की अनूठी दुनिया, अरमान, क्या निराश हुआ जाए’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b></p> <p>‘लाख की चूड़ियाँ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b></p> <p>‘लाख की चूड़ियाँ’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b></p> <p>‘बस की यात्रा’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b></p> <p>‘दीवानों की हस्ती’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b></p> <p>‘चिट्ठियों की अनूठी दुनिया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b></p> <p>‘अरमान’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b></p> <p>‘क्या निराश हुआ जाए’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b></p> <p>‘क्या निराश हुआ जाए’ 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>● छात्र सूचनाओं का पालन करेंगे।</li> <li>● कविता पढ़कर आनंद लेंगे, प्रति क्रिया करेंगे।</li> <li>● सौंदर्यानुभूति प्राप्त कर जीवन कौशलों का विकास करेंगे।</li> <li>● पाठ में प्रयुक्त शब्दों के लिए शब्दार्थ, विलोम, वाक्य प्रयोग, कविता की पंक्ति को पहचानना, आदि कार्य करेंगे।</li> <li>● सर्वनाम, क्रिया शब्दों का उचित प्रयोग करेंगे।</li> <li>● विभिन्न पत्रों को लिखने का अभ्यास करेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 8 की पाठ्यपुस्तक</p> <p>‘राजा बदल गया, प्यारा गाँव, कौन?, दिल्ली से पत्र’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> ‘राजा बदल गया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> ‘राजा बदल गया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> ‘प्यारा गाँव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> ‘प्यारा गाँव’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> ‘कौन?’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> ‘कौन?’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> ‘दिल्ली से पत्र’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> ‘दिल्ली से पत्र’ पाठ के वर्कशीटों का अभ्यास करें।</p>



CLASS – VIII

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
پانچواں ہفتہ	SCERT web ☆ site	☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔
☆ سبق: ”برسات“ کی تدریس	☆ جماعت ہشتم کی اردو کی درسی کتاب (زبان اول)	☆ نامعلوم نثر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔
چھٹواں ہفتہ	☆ مشغلاتی پرچے	☆ نظم ”برسات“ پڑھ کر اپنے جذبات و احساسات کو اپنے الفاظ میں بیان کریں گے۔
☆ سبق: ”برسات“ کے مشغلوں کی مشق		☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھیں گے۔
ساتواں ہفتہ		☆ حروف سنی اور حروف قمری کی شناخت کریں گے۔
☆ سبق ”مزدور کی بانسری“ کی تدریس		☆ قواعد کو سمجھ کر حل کرنا۔
آٹھواں ہفتہ		☆ مرکب غیر اضافی سے واقف ہوں گے اور اس کی شناخت کریں گے۔
☆ سبق: ”مزدور کی بانسری“ کے مشغلوں کی مشق		☆ حروف اجافت اور علامت اضافت والے الفاظ کی نشاندہی کریں گے۔
نواں ہفتہ		☆ دپے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔
☆ سبق ”مزدور کی بانسری“ سے متعلق مشغلاتی پرچوں کی مشق		

<p style="text-align: center;"><b>گیارہواں ہفتہ</b></p> <p>☆ سبق ”مہینے کی پہلی تاریخ“ کی تدریس</p> <p style="text-align: center;"><b>بارہواں ہفتہ</b></p> <p>☆ سبق: ”مہینے کی پہلی تاریخ“ کے مشغلوں کی مشق</p>		<p>☆ ان دیکھائمن پڑھ کر سوالوں کے جواب لکھیں گے۔</p> <p>☆ کہاوتوں سے متعلق ایک مضمون لکھیں گے۔</p> <p>☆ موسم سرما اور گرما کی خوبیوں کو مکالماتی انداز میں بیان کریں گے۔</p>
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## CLASS – VIII

### English

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 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 Choreography Script</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></p>	<p><b>WEEK 5</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. My Mother</b> Learner reads the poem My Mother in suggested chunks individually. Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b> Learner discusses on the poem; Theme Location Characters Major events Actions of main characters etc Completes tables given in page 12 in the Textbook</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b> Constructs the Discourses given by teachers.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<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 Letter Writing</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 Commomns</p>	<p><b>WEEK 6</b> <b>Integration of LSRW Reading</b> <b>C.A Letter to a Friend</b> Learner reads the text chunks as instructed by teacher, records audio and shares in whatsapp group. Teacher encourages learner to speak about his/her family, uncles aunts and cousins and audio record and share in groups. <b>Listening and Speaking</b> Learner discusses on the text of the Letter; Who wrote it? To whom? Important issues discussed in the letter</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b> Learner drafts a letter 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</li> </ul>	<p>SCERT Telangana Class 8 textbook Website - <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or</p>	<p><b>WEEK 7</b> <b>Unit 2</b> <b>READING</b> <b>A Oliver Asks for More</b> Learner reads the text in suggested chunks individually.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>environment, picture interaction, discussion, etc.</p> <ul style="list-style-type: none"> <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 Diary Entry</p>	<p><a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p>	<p>Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme Location Characters Major events Actions of main characters etc</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts some of the textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</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 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> </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> Creative Commons</p>	<p><b>WEEK 8</b></p> <p><b>READING</b></p> <p><b>A Oliver Asks for More</b></p> <p>Learner reads the remaining text in suggested chunks individually. Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme Location Characters Major events Actions of main characters etc</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>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</p>		<p><b>Listening and Speaking</b> Learner listens to various conversations in English as suggested by the teachers. Discusses the Discourse construction; Conversation between Oliver and his friends</p> <p><b>Grammar and Vocabulary</b> 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> Constructs the Discourses on the given topic and shares in the whatsapp group.</p>
<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 text verbally in whatsapp group</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 9</b> <b>Integration of LSRW</b> <b>READING</b> <b>B. The Cry of the Children</b> Learner reads the poem The Cry of the Children in suggested chunks individually. Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b> Learner discusses on the poem; Theme Location</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>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 on Child Labour</p>		<p>Characters Major events Actions of main characters etc</p> <p><b>Grammar and Vocabulary</b> Learner attempts textual exercise given at the end of lesson. Practices editing in the passages given by the teachers.</p> <p><b>Writing</b> 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 Message</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 Commomns</p>	<p><b>WEEK 10</b> <b>Integration of LSRW</b> <b>Reading</b> <b>C. Reaching the Unreached</b> Learner reads the text chunks as instructed by teacher, records audio and shares in whatsapp group. Teacher encourages learner to speak about his/her family, uncles aunts and cousins and audio record and share in groups.</p> <p><b>Listening and Speaking</b> Learner discusses on the text; The issued involved in Child labour Organisations like CRY, SOs Important issues discussed in the text.</p>

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
		<p><b>Grammar and Vocabulary</b></p> <p>Learner attempts textual exercise given at the end of lesson.</p> <p>Practices editing in the passages given by the teachers.</p> <p><b>Writing</b></p> <p>Learner drafts a Message on the given topic and shares in the whatsapp group.</p>
<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 Invitation</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></p>	<p><b>WEEK 11</b> <b>Unit 5( Units 3, 4 under reduced syllabus)</b> <b>READING</b> <b>A The Treasure Within</b></p> <p>Learner reads the part of text in suggested chunks individually. Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b></p> <p>Learner discusses the text; Theme Who's taking the interview Who is being interviewed? Important interview questions Replies</p> <p><b>Grammar and Vocabulary</b></p> <p>Learner attempts some of the textual exercise given at the end of lesson.</p> <p><b>Writing</b></p> <p>Constructs the Discourses given by teachers.</p>



Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided 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 Interview techniques0 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 Interview</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 12</b> <b>READING</b> <b>READING</b> <b>A The Treasure Within</b> Learner reads the remaining text in suggested chunks individually. Refers to dictionary where needed.</p> <p><b>Listening and Speaking</b> Learner discusses the text; Important interview questions Replies.</p> <p><b>Grammar and Vocabulary</b> 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> Constructs the Discourses 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 5</b></p> <p><b>1. Rational Numbers</b></p> <p>Learners can understand</p> <ul style="list-style-type: none"> <li>properties of rational numbers. (including identities).</li> <li>using general form of expression to describe properties. Appreciation of properties.</li> <li>representation of rational numbers on the number line</li> <li>between any two rational numbers there lies another rational number (Making children see that if we take two rational numbers then unlike for whole numbers, in this case you can keep finding more and more numbers that lie between them.)</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>. ---<b>textbook</b> ---<b>WORKSHEET</b></p>	<p><b>Week 5....</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce about rational numbers and its usage in daily life. Representing rational numbers 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 rational numbers and its usage in daily life. Representing rational numbers on number line. Applications in daily life .</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 6</b></p> <p>Learners can understand</p> <ul style="list-style-type: none"> <li>representation of rational numbers as decimal and vice versa (denominators other than 10, 100, ....)</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>.</p>	<p><b>Week 6</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce about Representation of rational numbers as decimal and vice versa (denominators other than 10, 100, ....)</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>consolidation of operations on rational numbers.</li> <li>solve word problems on rational numbers (all operations)</li> <li>solve word problem (higher logic, all operations, including ideas like area)</li> </ul>	<p>---textbook ---WORKSHEET</p>	<p>Consolidation of operations on rational 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 Representation of rational numbers as decimal and vice versa (denominators other than 10, 100, ....) Consolidation of operations on rational numbers.</p> <p>Applications in daily life.</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 7</b> <b>2.Linear equations with one variable</b> Learners can understand</p> <ul style="list-style-type: none"> <li>linear Equations in one variable   Solving linear equations in one variable in</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b> ---Digital content developed by OER. <b>(link should be given).</b> ---textbook ---WORKSHEET</p>	<p><b>Week 7</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce about Linear Equations in one variable. Solving linear equations in one variable. contextual problems</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>contextual problems involving multiplication and division (word problems).</li> </ul>		<p>involving multiplication and division (word 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 Linear Equations in one variable Solving linear equations in one variable in contextual problems involving multiplication and division (word problems Applications in daily life.</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 8</b> <b>3.Construction of Quadrilaterals</b></p> <p><b>Learner can understand</b></p> <ul style="list-style-type: none"> <li>review of quadrilaterals and their properties.</li> <li>construction of quadrilaterals, given with - Four sides and one angle - Four sides and one diagonal</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given).</b> ---Digital content developed by OER. <b>(link should be given).</b> ---<b>textbook</b> ---<b>WORKSHEET</b></p>	<p><b>Week 8</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce Quadrilaterals and their properties. Construction of Quadrilaterals, given with - Four sides and one angle - Four sides and one diagonal -</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 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Quadrilaterals and their properties. Construction of Quadrilaterals, given with - Four sides and one angle - Four sides and one diagonal -</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 9</b> <b>Construction of Quadrilaterals</b></p> <p><b>Learner can understand</b></p> <ul style="list-style-type: none"> <li>• construction of Quadrilaterals</li> <li>• three sides and two angles in between them are given</li> <li>• construction of special types of quadrilaterals with two diagonals.</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>. ---textbook ---WORKSHEET</p>	<p><b>Week 9</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce Quadrilaterals and their properties. Construction of Quadrilaterals, given with - - Three sides and two angles in between them are given . Construction of special types of quadrilaterals with two diagonals.</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 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Quadrilaterals and their properties. Construction of Quadrilaterals, given - Three sides and two angles in between them are given. Construction of special types of quadrilaterals with two diagonals.</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 10 and 11</b> <b>4. Exponents &amp; Powers</b></p> <p><b>Learners can understand</b></p> <ul style="list-style-type: none"> <li>• integers as exponents.</li> <li>• laws of exponents with integral powers</li> </ul>	<p>GO THRTROUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>. ---textbook ---WORKSHEET</p>	<p><b>Week 10 and 11</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce Integers as exponents. Laws of exponents with integral powers</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about</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>Integers as exponents. Laws of exponents with integral powers</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 12</b> <b>5. proportions</b></p> <p>Learners can understand</p> <ul style="list-style-type: none"> <li>• comparing Quantities using proportion</li> <li>• compound ratio - Word problems.</li> <li>• problems involving applications on percentages, profit &amp; loss, overhead expenses, Discount, tax. (Multiple transactions).</li> </ul>	<p>GO THRTOUGH -- TSAT ,SIET,CIET lessons related to this <b>(link should be given)</b>. ---Digital content developed by OER. <b>(link should be given)</b>. ---<b>textbook</b> ---<b>WORKSHEET</b></p>	<p><b>Week 12</b></p> <p><b>Activity 1</b> Interaction may be initiated and introduce Comparing Quantities using proportion Compound ratio - applications on percentages, profit &amp; loss, overhead expenses, Discount, tax. (Multiple transactions)</p> <p><b>Activity 2:</b> watch videos and read the textbook and (digital content related to this through given links) to understand about Compound ratio - Word problems. Problems involving applications on percentages, profit &amp; loss, overhead expenses, Discount, tax. (Multiple transactions)</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 .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	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>✓ explains the types of friction</li> <li>✓ explains the importance of the friction in day to day life.</li> <li>✓ gives reasons, why people/objects slip down on the smooth surface.</li> <li>✓ explains fluid friction.</li> <li>✓ conducts activities to verify the friction and effecting factors.</li> </ul>	<p>SCERT/State Textbooks</p> <p>Theme:</p> <p><b>2.Friction</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-15 Worksheet-16 Worksheet-17 Worksheet- 18</p> <p><b>3.Synthetic fibres and plastics.</b></p>	<p><b>Week-5</b></p> <p>After going through the given worksheets and links students</p> <ul style="list-style-type: none"> <li>✓ can identify the all forces acting on the body.</li> <li>✓ draw diagrams to represent the direction of forces acting on a body which is moving on the table</li> <li>✓ explain effects of frictional forces acting on a body.</li> <li>✓ analyse different effects of frictional forces acting on body.</li> <li>✓ give example for change of state of motion, direction of motion and shape when frictional forces act</li> <li>✓ draw free body diagrams to s show all effect of forces when frictional force acting on a body</li> <li>✓ explain fluid friction.</li> <li>✓ give examples for natural and artificial fibre.</li> <li>✓ classify fibres made with natural and synthetic fibres.</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>✓ gives examples for natural and artificial fibres</li> <li>✓ explains structure of the polymers.</li> <li>✓ differentiate natural and artificial fibers.</li> <li>✓ conduct the activities to identify the artificial and natural fibres.</li> </ul>	<p>Link to explore diksha click link. <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a></p> <p><b>Introduction part -1 Link</b> <a href="https://www.youtube.com/watch?v=RUCqwYc91Bw">https://www.youtube.com/watch?v=RUCqwYc91Bw</a></p> <p>Worksheet-19 Worksheet-20</p> <p><b>nylon and rayon part-2-Link</b> <a href="https://www.youtube.com/watch?v=VQ9PRR97XRM">https://www.youtube.com/watch?v=VQ9PRR97XRM</a></p> <p>Worksheet-21</p> <p><b>Making of Nylon part-3 Link</b> <a href="https://www.youtube.com/watch?">https://www.youtube.com/watch?</a></p>	<p><b>Week-6</b></p> <p>After going through the given worksheet and links students</p> <ul style="list-style-type: none"> <li>✓ explain structure of the polymers.</li> <li>✓ explain how the synthetic fibres produce.</li> <li>✓ differentiate the natural fibres and artificial fibres</li> <li>✓ identify the natural and synthetic fibres by doing experiment</li> </ul>

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
	<a href="#">v=HTh_5CWMSoQ</a> Worksheet- 22 <b>Making of Acrylc part-4 Link</b> <a href="https://www.youtube.com/watch?v=5QFOnZ3TLHQ">https://www.youtube.com/watch?v=5QFOnZ3TLHQ</a> Worksheet- 23	✓ explain burning test of fibres
<b>The learner</b>  ✓ classifies the different types of fibers. ✓ differentiates thermo and thermosetting plastics. ✓ gives examples of thermo plastics. ✓ gives examples of thermosetting plastics.	Link to explore diksha click link. <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a> <b>Making of Rayon part-5-Link</b> <a href="https://www.youtube.com/watch?v=5QFOnZ3TLHQ">https://www.youtube.com/watch?v=5QFOnZ3TLHQ</a> Worksheet-24 Worksheet- 25 <b>Making of polyster part-6 Link</b> <a href="https://www.youtube.com/watch?v=kssNGEdhLnc">https://www.youtube.com/watch?v=kssNGEdhLnc</a> Worksheet- 26 Worksheet-27 Worksheet-28	<b>Week-7</b>  <b>After going through the given worksheet and links students</b>  ✓ differentiate between thermosetting and thermo plastic. ✓ conduct the experiment to identify thermosetting and thermo plastic. ✓ draw the symbols of different type of plastics used in day to day life.
<b>The learner</b>  ✓ gives examples for different metals used. ✓ identifies the metals and non metals. ✓ classify the material into metal and nonmetal ✓ differentiate metals and non metals ✓ explains the physical properties of metals ✓ explains the physical properties of non-metals ✓ explains the chemical properties of metals.	Link to explore diksha click link. <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a> Worksheet-29 Worksheet- 30 Worksheet-31 Worksheet-32 Worksheet- 33  <b>4.Metals and non-metals</b> Link to explore diksha click link. <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a> Worksheet-34 Worksheet-35 Worksheet-36 Worksheet- 37 Worksheet- 38	<b>Week-8</b>  <b>After going through the give worksheet and links students</b>  ✓ give examples for thermosetting and thermo plastics. ✓ give reasons why we use Bakelite in the electrical instruments and boards. ✓ understand the 4R principle and they cooperate to control environment. ✓ use principle in day to day life and they control the plastic pollution.  <b>Week-9</b>  <b>After reading the given worksheet and links</b>

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
	Worksheet-39 Worksheet-40 Worksheet-46	<ul style="list-style-type: none"> <li>✓ give examples for different metals used.</li> <li>✓ Identify the metals and non metals.</li> <li>✓ classify the material into metal and nonmetal</li> <li>✓ differentiate metals and non metals</li> <li>✓ explain the physical properties of metals</li> <li>✓ explain the physical properties of non-metals</li> </ul> <p><b>Week-10</b></p> <p>After going through the given worksheets and links students</p> <ul style="list-style-type: none"> <li>✓ explain the physical properties of non-metals</li> <li>✓ explains the uses of metals and non metals</li> <li>✓ explain the chemical properties of non-metals</li> <li>✓ conduct experiments to verify the ductility, sonority, malleability, electric conductivity.</li> <li>✓ make hypothesis that we cannot classify the material by physical properties.</li> </ul>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>✓ explains the chemical properties of non-metals.</li> <li>✓ conducts experiment to verify the ductility, sonority, malleability, electric conductivity.</li> <li>✓ makes hypothesis that we cannot classify the material by physical</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-47            Worksheet-48            Worksheet-49            Worksheet- 50            Worksheet- 51</p>	<p><b>Week-11</b></p> <p>After going through the given worksheets students</p> <ul style="list-style-type: none"> <li>✓ explain the different types of sounds.</li> <li>✓ conduct activity to identify vibrating bodies produce sound.</li> <li>✓ explain that vibrating body produces sound.</li> <li>✓ explain sound has energy.</li> <li>✓ observe the changes in sound.</li> </ul>

LEARNING OUTCOMES	SOURCE/RESOURCE	WEEK WISE SUGGESTIVE ACTIVITIES
<p>properties.</p> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>✓ explains the different types of sounds.</li> <li>✓ conducts activity to identify vibrating bodies produce sound.</li> <li>✓ able to Explains that vibrating body produces sound.</li> <li>✓ explains sound has energy.</li> <li>✓ observes the changes in sound in the activities.</li> <li>✓ explains the Structure of larynx or voice box.</li> <li>✓ explains the movements of vocal cords during speech.</li> <li>✓ explains Propagation of sound.</li> <li>✓ explains Propagation of sound through liquids.</li> <li>✓ explains Structure and functioning of the eardrum.</li> </ul>	<p>Link to explore diksha click link.  <a href="https://diksha.gov.in/explore">https://diksha.gov.in/explore</a>            Worksheet-52            Worksheet-53            Worksheet-54            Worksheet-55            Worksheet-56</p>	<ul style="list-style-type: none"> <li>✓ explain the Structure of larynx or voice box.</li> <li>✓ explain the movements of vocal cords during speech.</li> </ul> <p style="text-align: center;"><b>Week-12</b></p> <p style="text-align: center;"><b>After going through the given worksheets students</b></p> <ul style="list-style-type: none"> <li>✓ explain Propagation of sound.</li> <li>✓ explain Propagation of sound through liquids.</li> <li>✓ explain the properties of the sound (pitch, frequency etc)</li> <li>✓ explain Structure and functioning of the Ear drum.</li> <li>✓ differentiate between noise and music.</li> <li>✓ give examples of different types of musical instruments.</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 plant and animal cells.</li> <li>identifies the different kinds of cells in the human body.</li> <li>explains the work done by scientists in observing cells.</li> <li>conducts experiment to observe cells in matchstick, plant cells and animal cells in onion peel and cheek cells.</li> <li>draws figures observed in onion peel and cheek cells.</li> <li>explains about the Nucleus and functions of cell parts and diversity in cells.</li> <li>conducts experiments to observe nucleus in onion peel and cheek cells.</li> <li>draws the figures of plant cells , animal cells and different cells of human body.</li> <li>differentiates unicellular and multicellular organisms.</li> <li>relates the shape of the cell with their function.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangana.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>SCERT WORK SHEETS  <a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a>  <b>Work sheet No. 8 to 14</b></p> <p>Q.R.CODES in text book</p> <p><b>Link-1</b>  <a href="https://www.youtube.com/watch?v=cmnhBJKfvNw">https://www.youtube.com/watch?v=cmnhBJKfvNw</a></p> <p><b>Link-2</b>  <a href="https://www.youtube.com/watch?v=NqDdh6sLnus">https://www.youtube.com/watch?v=NqDdh6sLnus</a></p> <p><b>Link-3</b>  <a href="https://www.youtube.com/watch?v=eGJNCI9ubfA">https://www.youtube.com/watch?v=eGJNCI9ubfA</a></p>	<p><b><u>WEEK 5 : CELL</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link 1,2&amp; 3 try to answer the following:</li> <li>Draw the diagram showing onion peel cells, cheek cells and compare them.</li> <li>Conduct the experiment to observe match stick cells.</li> </ul> <p><b>Activity: Observation of onion peel cells.</b></p> <ul style="list-style-type: none"> <li>Peel an onion, cut a small piece of it. Separate the membrane from the cut piece of onion and place it on a slide. Put one or two drops of Saffron in or Methylene blue or red ink. Cover the slide with coverslip and observe under the microscope.</li> <li>Discuss about the structure of onion peel cell (plant cells).</li> </ul> <p><b>Activity: Observation of cheek cells.</b></p> <ul style="list-style-type: none"> <li>Take a clean wooden or plastic spoon and scrap the inner surface of your cheek slowly and carefully. Place the scrapping on a slide. Add one or two drops of stain like Methylene blue or Saffron in and cover it with coverslip. Observe it under the microscope</li> <li>Draw the diagrams of onion peel cells, cheek cells along with nucleus, Amoeba, Chlamydomonas and different cells of human body.</li> <li>Discuss about the structure of human cheek cells (Animal cells).</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Make the model of Amoeba and Chlamydomonas.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Collect the information about different types of cells in human body, draw their pictures and write a report on diversity of cells in human body.</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 types of bacteria, fungi and algae, protozoans, microarthropods.</li> <li>explains the discovery of microorganisms.</li> <li>explains the importance of Algae and microarthropods.</li> <li>gives examples to different groups of microorganisms.</li> <li>conducts the experiment to observe lactobacillus, fungi ( Rhizopus), Algae, soil microorganisms.</li> <li>draws the diagram of Fungi.</li> <li>draws and makes models of different Protozoans</li> <li>appreciates the efforts of scientists involved in the discovery of microorganisms.</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>SCERT WORK SHEETS  <a href="https://scert.telangan.a.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangan.a.gov.in/Worksheets_24082020/mobile/index.html</a></p> <p><b>Work sheet No. 8 to 14</b></p> <p>Q.R.CODES in text book</p> <p>YOUTUBE LINKS:</p> <p>1.<a href="https://youtu.be/c_BiLl2v6OE">https://youtu.be/c_BiLl2v6OE</a>  2.<a href="https://youtu.be/iDVq2etiknU">https://youtu.be/iDVq2etiknU</a>  3.<a href="https://youtu.be/VuOUbEYkxdg">https://youtu.be/VuOUbEYkxdg</a>  4.<a href="https://youtu.be/mXqyCNAyrH4">https://youtu.be/mXqyCNAyrH4</a>  5.<a href="https://youtu.be/H8CCIDH7jW0">https://youtu.be/H8CCIDH7jW0</a></p>	<p><b><u>WEEK 6 : MICROORGANISMS-I</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link 1,2,3,4&amp;5 try to answer the following:</li> <li>How can we observe the microorganisms?</li> <li>Who discovered microorganisms for the first time?</li> <li>What are the groups of microorganisms?</li> <li>What are protozoans?</li> <li>What is the importance of microarthropods?</li> <li>The learner can be asked to conduct the experiment to observe the lactobacillus in curd.</li> </ul> <p><b>Activity: Observation of protozoans</b></p> <ul style="list-style-type: none"> <li>Let us grow Protozoa to observe them under microscope. To grow Protozoa, soak hay in pond water to prepare a decoction of hay. After 3-4 days take one or two drops of hay decoction on a slide and observe it under compound microscope.</li> <li>Discuss about the structure of different protozoans.</li> </ul> <p><b>Activity: Observation of Fungi.</b></p> <ul style="list-style-type: none"> <li>Take some rotten portion of vegetable, bread or coconut with the help of a needle on a slide. Put a drop of water, place a coverslip on it and observe it under the microscope .we observe a thin thread like branched structures with black sacs at the end. These are the fungal branches of Rhizopus.</li> <li>Discuss about the structure of human cheek cells (Animal cells).</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Make the model of Amoeba, paramoecium and Chlamydomonas</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 microbes that help in nitrogen fixation.</li> <li>identifies the plant and animal diseases.</li> <li>Gives examples for antibiotics and communicable diseases.</li> <li>explains the commercial and medicinal use of microorganism and the role of insects in spread of diseases.</li> <li>conducts experiment to know the fermentation process and to observe nitrogen fixing bacteria.</li> <li>explains about the working procedure of vaccines.</li> <li>collects the information regarding vaccination programs in their locality and different diseases caused in humans by microorganisms.</li> <li>applies the knowledge of plant diseases to save crops, preservation of food.</li> <li>differentiates vaccines from antibiotics and vector from pathogen.</li> <li>appreciates the scientists for the discovery of Antibiotics.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangana.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.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a>  <b>Work sheet No. 21 to 30</b></p> <p><b>Q.R.CODES</b></p> <p><b>YOUTUBE Link-1</b>  <a href="https://youtu.be/-pKbuctmdlM">https://youtu.be/-pKbuctmdlM</a></p> <p><b>Link-2</b>  <a href="https://youtu.be/Atrx1P2EkiQ">https://youtu.be/Atrx1P2EkiQ</a></p> <p><b>Link-3</b>  <a href="https://youtu.be/yqUFy-t4MIQ">https://youtu.be/yqUFy-t4MIQ</a></p> <p><b>Link-4</b>  <a href="https://youtu.be/GqedqMms1cQ">https://youtu.be/GqedqMms1cQ</a></p> <p><b>Link-5</b>  <a href="https://youtu.be/18vbNJuzhx8">https://youtu.be/18vbNJuzhx8</a></p> <p><b>Link-6</b>  <a href="https://youtu.be/bnGaOFataws">https://youtu.be/bnGaOFataws</a></p> <p><b>Link-7</b>  <a href="https://youtu.be/68hgQXTaj9E">https://youtu.be/68hgQXTaj9E</a></p>	<p><b><u>WEEK 7: MICROORGANISMS-II</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link 1,2&amp; 3 try to answer the following:</li> <li>Discuss the commercial use of microorganisms.</li> </ul> <p><b>Activity: Production of Alcohol.</b>  Take some water in two separate beakers .Add 5 to 10 spoons of sugar to each beaker and then add 2 to 3 spoons of yeast to one of the beaker only. Close both the beakers with lids and keep them in a warm place. After 3 to 4 hours remove the lids and smell the contents.</p> <p><b>Activity: Observation of fermentation.</b></p> <ul style="list-style-type: none"> <li>Take 100 grams of maida in two bowls. Add one/two spoons of yeast powder to one bowl and don't add yeast powder to another bowl. Add some hot water and knead it to make soft dough.. Keep it in a warm place and observe after 3–4 hours.The dough that contains yeast only rises up.</li> </ul> <p><b><u>WEEK 8: MICROORGANISMS-II</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link 5,6&amp; 7 try to answer the following:</li> <li>Discuss the role of vaccines and antibiotics.</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Collect root nodules from groundnut, beans and pea gram and crush them into powder. Take little powder on a slide. Add one drop of water or oil. Observe it under compound microscope.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Visit nearby PHC or consult the Anganwadi worker and collect information about vaccination given to 0-15 year's children. Write your individual report with analysis.</li> </ul> <p><b>Project:</b>  Visit nearby PHC or meet health worker and collect the information about various communicable diseases and make your analysis.</p>

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 growth in height in adolescence, secondary sexual characters in boys and girls.</li> <li>identifies the endocrine glands present in human body .</li> <li>gives reasons for the change of voice in boys.</li> <li>explains the precautions for the pimples, about secondary sexual characters, about menstruation cycle in women.</li> <li>explains about the misfortunes caused by the child marriages and the effect of hormones on the adolescence.</li> <li>differentiates between male and female hormones.</li> <li>collects the information about consequences of child marriages.</li> <li>draws the diagram of Adam’s apple.</li> <li>applies the knowledge of balanced diet and healthy habits.</li> <li>correlates the behavior present in the adolescence in daily life.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangana.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.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a></p> <p><b>Work sheet No. 41 to 50</b></p> <p><b>Q.R.CODES</b></p> <p><b>YOUTUBE Link-1</b>  <a href="https://www.youtube.com/watch?v=aAJuTX7txEs">https://www.youtube.com/watch?v=aAJuTX7txEs</a></p> <p><b>Link-2</b>  <a href="https://www.youtube.com/watch?v=80YcFqo_CLQ">https://www.youtube.com/watch?v=80YcFqo_CLQ</a></p> <p><b>Link-3</b>  <a href="https://www.youtube.com/watch?v=LHn0t3y5Lcl">https://www.youtube.com/watch?v=LHn0t3y5Lcl</a></p>	<p><b><u>WEEK9: ADOLESCENCE</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link- 1&amp; 2 try to answer the following:</li> <li>Discuss the impact of hormones on human body during adolescence.</li> <li>Discuss the physical and psychological changes during adolescence.</li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>Collect and analyse the present height of your friends/family members and calculate maximum height they can reach.</li> </ul> <p><b><u>WEEK 10 ADOLESCENCE</u></b></p> <ul style="list-style-type: none"> <li>After observing Link- 3 try to answer the following:</li> <li>Discuss the importance of balanced diet during adolescence.</li> <li>What are the consequences of child marriages.</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Suggest some activities to stop child marriages and prepare some slogans.</li> </ul> <p><b>Task :</b></p> <ul style="list-style-type: none"> <li>Prepare a table showing the endocrine glands and their secretions. Analyse the effect of these hormones during adolescence.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Collect information about the reasons for child marriages and their consequences. Write a report with your illustrations to prevent child marriages.</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 variations in plants.</li> <li>identifies variations in the animals.</li> <li>identifies the variations in human beings.</li> <li>explains about Biodiversity.</li> <li>compares the characteristics of two plants.</li> <li>compares the characteristics of two animals.</li> <li>compares the characteristics in different persons.</li> <li>identifies the importance of Biodiversity.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangan.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangan.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>Q.R.CODES in text book</b></p> <p><b>YOUTUBE Link-1</b>  <a href="https://youtu.be/GK_vRtHJZu4">https://youtu.be/GK_vRtHJZu4</a></p> <p><b>Link-2</b>  <a href="https://youtu.be/bKTjgKwoXWs">https://youtu.be/bKTjgKwoXWs</a></p> <p><b>Link-3</b>  <a href="https://youtu.be/aeUvnxYAYtc">https://youtu.be/aeUvnxYAYtc</a></p> <p><b>Link-4</b>  <a href="https://youtu.be/_XYdGEZfcHM">https://youtu.be/_XYdGEZfcHM</a></p>	<p><b><u>WEEK 11: BIO.DIVERSITY</u></b></p> <p><b>Students may be asked to</b></p> <ul style="list-style-type: none"> <li>After observing Link- 1,2,3&amp;4 try to answer the following:</li> <li>Discuss the variations among plants.</li> <li>What is the specificity of the variations in the plants?</li> <li>Compare the characteristics of any two plants belonging to the same species..</li> <li>What are the variations present in these animals.</li> <li>What is the specificity of the variations in animals ?</li> <li>Explain the diversity in human beings.</li> </ul> <p><b>Activity: variations in plants and animals</b></p> <ul style="list-style-type: none"> <li>Observe the plants and animals of same species and compare their characteristic feature. Make a report with your analysis.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Compare the characteristics of your classmates and make a report on your findings.</li> </ul>

Learning Outcomes	Sources/Resources	Week wise suggestive Activities ( to be guided by teachers / Paarents)
<p><b>The learner...</b></p> <ul style="list-style-type: none"> <li>identifies the changes occurred in various organisms from earlier days till now.</li> <li>identifies endangered species.</li> <li>explains the importance to establish national parks and sanctuaries.</li> <li>explains about the balance in nature.</li> <li>explains importance of the biodiversity conservation.</li> <li>differentiates national parks and sanctuaries.</li> <li>gives reasons for the increase and decrease of the organisms.</li> <li>gives reasons for extinction of some animals.</li> <li>gives examples for endemic species.</li> <li>conducts the experiment of recycling the paper.</li> </ul>	<p><b>8<sup>th</sup> class SCERT text book.</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/8%20bio%20sci%20em%202020-21.pdf">https://scert.telangana.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>Q.R.CODES in text book</b></p> <p><b>YOUTUBE Links</b></p> <p>1.<a href="https://youtu.be/WKld7o6CISg">https://youtu.be/WKld7o6CISg</a></p> <p>2.<a href="https://youtu.be/1cvMX82iwRM">https://youtu.be/1cvMX82iwRM</a></p> <p>3.<a href="https://youtu.be/iWLvz4UmY6Y">https://youtu.be/iWLvz4UmY6Y</a></p> <p>4.<a href="https://youtu.be/FzY-sDXpV3k">https://youtu.be/FzY-sDXpV3k</a></p> <p>5.<a href="https://youtu.be/AHq99UNOZlg">https://youtu.be/AHq99UNOZlg</a></p>	<p><b>WEEK 12: BIO.DIVERSITY</b></p> <p><b>Students may be asked to</b></p> <p>After observing Link- 1,2,3&amp; 4 try to answer the following:</p> <ul style="list-style-type: none"> <li>In what way human beings becoming a major reason for changes in biodiversity.</li> <li>What are endangered species ? Write examples for them.</li> <li>What are the reasons for the imbalance of the nature ?</li> <li>What is the need to conserve these species ?</li> <li>What are the differences between national parks and sanctuaries ?</li> <li>What happens any one species extinct in a habitation ?</li> <li>Explain the procedure of making recycled paper.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Collect and analyse the data of the plants and animals which present earlier in huge number and decreased recent years.</li> <li>Collect the data about various national parks and sanctuaries present in Telangana state.</li> <li>Prepare a scrap book with endangered species and endemic species.</li> <li>Prepare recycled colour papers with newspaper or waste papers.</li> </ul>

## CLASS – VIII

### Social Studies

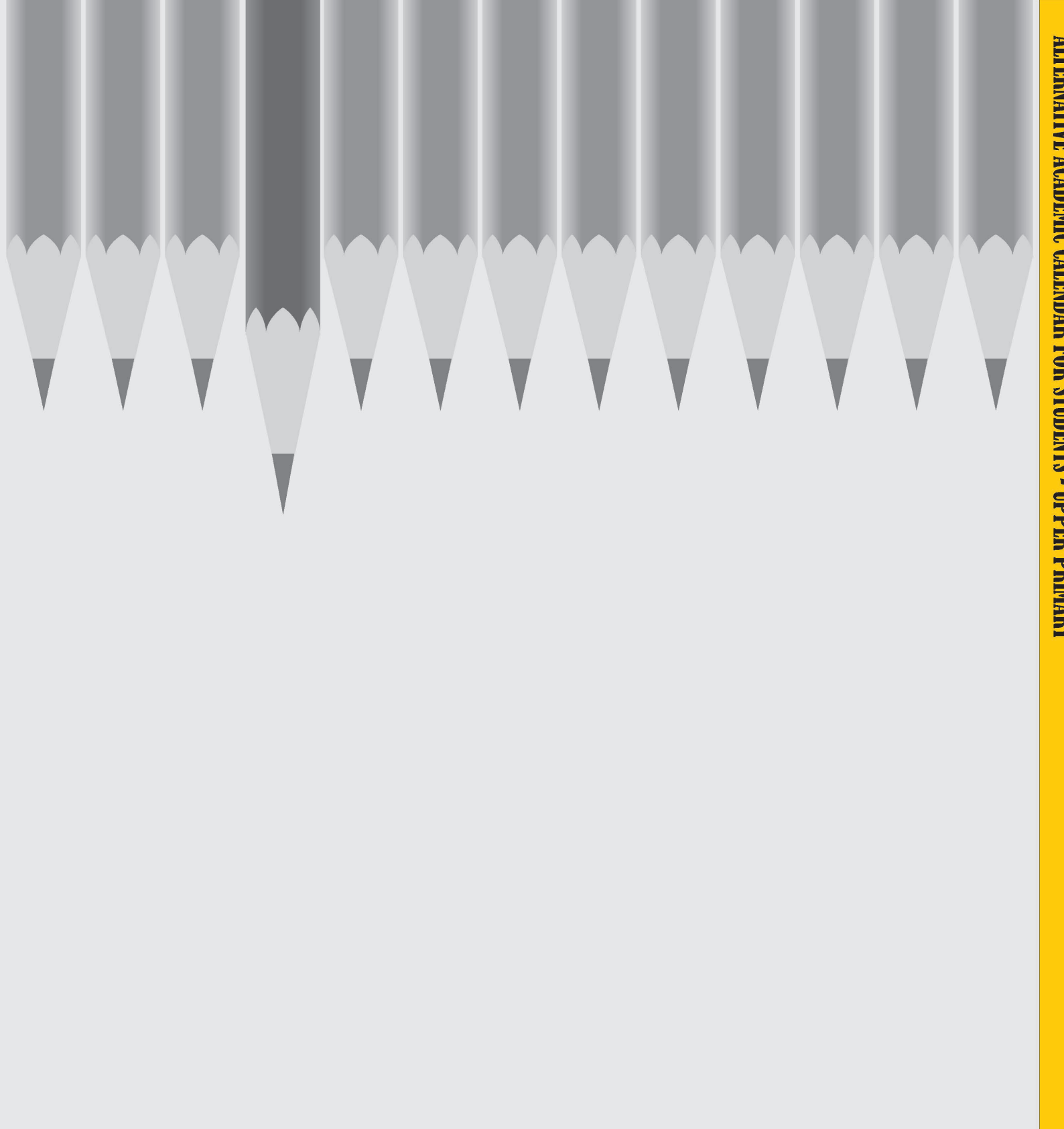
LEARNING OUTCOMES	SOURCES	WEEK WISE SUGGESTIVE ACTIVITIES
<p>The learner</p> <ul style="list-style-type: none"> <li>• identifies the differences between different types of forests.</li> <li>• understand how forests are useful for mankind.</li> <li>• recognises the relation between forests and tribal people in the country.</li> <li>• classify the forests as protected forests and reserve forests</li> <li>• draw the out line map of India, Telangana.</li> <li>• locates the most forest districts in Telangana map.</li> </ul>	<p>Lesson no.5</p> <p><a href="https://scert.telangana.gov.in/">https://scert.telangana.gov.in/</a> text book</p> <p>Atlas, maps</p> <ul style="list-style-type: none"> <li>• Bilingual dictionary English-Telugu English -Hindi English -Urdu</li> </ul>	<p><b>Week -5</b></p> <p>Students may be asked to</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 see the atlas.</li> <li>• discuss with parents/elders about the importance of the forests.</li> <li>• clarify doubts with the help of the teachers.</li> <li>• try to analyse the relation of tribal people with forests.</li> <li>• ask parents to take them for a visit to near by forests</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>• recognises the sources of energy</li> <li>• distinguish between metallic minerals and non metallic minerals.</li> <li>• explain effects mining</li> <li>• finds out uses of minerals.</li> <li>• explains the effects of mining on environment.</li> <li>• locate the places where the important minerals available.</li> </ul>	<p>Lesson no.6,</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>• Globe</li> <li>• Samples of minerals /pics of different minerals</li> <li>• Atlas</li> </ul>	<p><b>Week-6</b></p> <p>Students may be asked to read the worksheets from 25 to 30 and do the exercises given in them.</p> <ul style="list-style-type: none"> <li>• ask the parents and teachers questions to know the different sources of energy.</li> <li>• discuss with peer/brothers/ sisters about uses of different minerals in daily life.</li> <li>• collects the information from the newspapers and tv channels about the mining and its effects on environment.</li> </ul>

LEARNING OUTCOMES	SOURCES	WEEK WISE SUGGESTIVE ACTIVITIES
<p>The learner</p> <ul style="list-style-type: none"> <li>identifies the importance of public facilities for poor people.</li> <li>differentiate the services provided by public health care and private health care system.</li> <li>explains the govt. role in providing public facilities.</li> <li>recognise the importance nutritious food in maintain good health.</li> </ul>	<p>Lesson no.9</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>Globe</li> </ul>	<p><b>Week-7</b></p> <p>Students may be asked to analyse the worksheets and complete</p> <ul style="list-style-type: none"> <li>visit PHC and list out the services they are providing.</li> <li>compare the feeses of private hospitals and government hospitals.</li> <li>prepare a list of healthy and nutritious food.</li> <li>keep surroundings clean.</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>analyse the role of the land lords during the Mughal and Nizam period.</li> <li>compare the permanent settlement and raitwari system</li> <li>explain the problems of tenant farmers and small farmers.</li> </ul>	<p>Lesson no-10</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>Maps and atlas</li> <li>Pics of Gadis</li> </ul>	<p><b>Week -8</b></p> <p>Students may be asked to</p> <ul style="list-style-type: none"> <li>read the worksheets carefully and do the activities provided in it.</li> <li>observe their parents land pass books.</li> <li>watch the movies on komaramBheem.etc.</li> <li>read other books related to Doras and Zamindars.</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>classify the national movement into 3 stages.</li> <li>explain the formation of Indian national Congress and its objectives.</li> <li>compare the activities of moderate phase and extrimists phase.</li> </ul>	<p>Lesson no-11A,</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>pics of national leaders</li> </ul> <p>images related to different national movements</p>	<p><b>Week -9</b></p> <p>Students may be asked to</p> <ul style="list-style-type: none"> <li>read the worksheets carefully and do the activities provided in it.</li> <li>read other books on national movements and biographies of national leaders.</li> <li>collect the photos of national leaders, and arrange them in alphabetical order.</li> <li>prepare a time line chart on national movement</li> </ul>

LEARNING OUTCOMES	SOURCES	WEEK WISE SUGGESTIVE ACTIVITIES
<p>The learner</p> <ul style="list-style-type: none"> <li>• prepare a time line chart on Gandhiji.</li> <li>• differentiate the movements of Gandhi and Nethaji.</li> <li>• find the reasons for partition of India,</li> <li>• identifies the importance of Quit India movement.</li> </ul>	<p>Lesson no-11B, <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>• pics of national leaders images related to different national movements.</li> </ul>	<p><b>Week-10</b></p> <p>Students may be asked to complete the worksheets of this lesson</p> <ul style="list-style-type: none"> <li>• read the biography of Gandhiji.</li> <li>• collects the pics of Mahatma Gandhi</li> <li>• collects the extra information on Netaji, Bhagathsingh etc.</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>• find the reasons why did Nizams obey the policies of Britishers.</li> <li>• read about the literacy percentage about the Nizam rule.</li> <li>• know the early years of nationalism in Hyderabad state</li> <li>• read about the leaders who worked for improve the education.</li> <li>• analyse the role of Andhra mahasabha in Hyderabad state.</li> <li>• find out the reasons for Telangana Armed Struggle.</li> </ul>	<p>Lesson no-12 <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>• pics of national leaders images related to different national movements pics of Telangana armed struggle.</li> </ul>	<p><b>Week-11</b></p> <p>Students may be asked to analyse the worksheets of this lesson and complete.</p> <ul style="list-style-type: none"> <li>• discuss with their grand parents about the situations of Hyderabad during the Nizam rule.</li> <li>• read reference books to know more about Nizam rule.</li> <li>• try to write the problems of farmers during that period</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>• identifies the importance if the Constitution for a country.</li> <li>• understand the constitution assembly formation procedure.</li> </ul>	<p>Lesson no-13 <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>• pics of constitution assembly leaders.</li> <li>• Pic of Indian Constitution Charts basic principles</li> </ul>	<p><b>Week-12</b></p> <p>Students may be asked to observe the worksheets and complete the activities provided in it.</p> <ul style="list-style-type: none"> <li>• discuss with friends whether democratic values are ascertain in the family issues and in schools.</li> </ul>

<b>LEARNING OUTCOMES</b>	<b>SOURCES</b>	<b>WEEK WISE SUGGESTIVE ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• understand the importance of the preamble of the constitution.</li> <li>• analyse the basic features of the constitution.</li> <li>• understand the words republic, secular, federal democracy etc.</li> <li>• give reasons for why the Constitution called a living document.</li> </ul>		<ul style="list-style-type: none"> <li>• discuss the measures to be followed to maintain India as a secular state.</li> <li>• prepare a model constitution for their school.</li> </ul>





STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
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