

**ANNUAL**  
**CURRICULUM**  
**PLAN**

**CLASS VII**

**(SESSION: 2015-16)**

## **WHERE THE MIND IS WITHOUT FEAR**

*Where the mind is without fear and the head is held high*

*Where knowledge is free*

*Where the world has not been broken up into fragments*

*By narrow domestic walls*

*Where words come out from the depth of truth*

*Where tireless striving stretches its arms towards perfection*

*Where the clear stream of reason has not lost its way*

*Into the dreary desert sand of dead habit*

*Where the mind is led forward by thee*

*Into ever-widening thought and action*

*Into that heaven of freedom, my Father, let my country awake.*

**- Rabindranath Tagore**

## LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id –Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

### Note:

1. Summer Break : 17th May 2015 to 30th June 2015
2. Autumn Break : 18th October 2015 to 23rd October 2015
3. Winter Break : 1st January 2016 to 10th January 2016

**Total Number of Working Days:** 223

April : 23	September : 23	January : 14
May : 16	October : 18	February : 24
July : 24	November : 19	March : 16
August : 21	December : 25	

## School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society. The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

## EXAMINATION SCHEDULE

### SCHEDULE FOR SUMMATIVE ASSESSMENT - I

Date	Subject
11.09.2015	S.St
14.09.2015	Maths
16.09.2015	English
18.09.2015	Hindi
21.09.2015	Science
23.09.2015	Sanskrit

### SCHEDULE FOR SUMMATIVE ASSESSMENT - II

Date	Subject
08.03.2016	S.St
10.03.2016	Maths
12.03.2016	English
14.03.2016	Hindi
16.03.2016	Science
18.03.2016	Sanskrit

## Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development.

The CCE based system of assessment is divided into three parts:

### Part 1 - Scholastic Area

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

**Formative Assessment** – These are Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc. In case more than two assessments are conducted per term per subject, the best two would be counted for assessment.

**Summative Assessment** – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

**Part 2 - Co-scholastic Areas**  
**(Skills and suggestive activities)**

**2(A) Life Skills:**

Thinking Skills: Self Awareness, problem solving, decision making, critical and creative thinking

Social Skills: Interpersonal relationships, effective communication and empathy

Emotional Skills: Managing emotions and dealing with stress

**2 (B) Work Educations**

**2(C) Visual and Performing Arts**

**2(D) Attitude and Valuestowards:** teachers, schoolmates, school programmes and Environment and value systems

**Part 3(A) Co-scholastic Activities**

**(Any two to be assessed)**

1. Literary and Creative Skills: Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc.
2. Scientific Skills: Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc.
3. Information and Commn. Tech. (ICT): PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc.
4. Organizational and Leadership Skill(Clubs): Eco Club, Integrity Club, Healthand Wellness Club, Leadership Skills Club etc.

## **Part 3(B) Health and Physical Activities**

**(Any two to be assessed)**

1. Sports/Indigenous Sports
2. Yoga
3. First Aid
4. Gardening/Shramdaan

**Grading System:** The result of the assessment in all areas would be given in the form of grades.

### **Scholastic Areas (Grading on 9 point scale)**

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 – 20	2.0

### **Co-scholastic Areas/Activities (Grading on 5 point scale)**

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

### **Promotion Policy:**

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.



# English

## • Listening

### Curricular Expectations

- Understand English language spoken in their immediate environment.
- Listen to English with understanding and enthusiasm.
- Develop familiarity with English phrases used in specific instructions and requests.
- Understand non-verbal clues and respond in speaking and writing.

### Pedagogic Processes

- Familiarising children with English language. e.g. in class, school assembly, playground, etc with peers/groups.
- Creating learning situations by using audio-video support to familiarize children with announcements made at public places during schoolcelebrations.
- Using English news as a resource to develop listening comprehension.
- Providing exposure via poems/songs to familiarize children with various kinds of English, (listening and speaking are developing inconjunction).
- Encouraging children to watch English serials and films, educational channels especially those with sub-titles (listening and reading aredeveloped in conjunction) (pair a child with special needs with a classmate).
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to useit (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).
- Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them(listening and speaking are connected) using audio, visual and kinesthetic mediums.
- Facilitating comprehension through interviews/discourses with people from various professions such as doctors, writers, actors etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits, etc.
- Through role- play, learning situations are created to listen and communicate messages.
- Using formulaic expressions/instructions such as *Water the plants every day*. Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood. (listening and speaking are connected).
- Initiating the process of problem solving and reasoning abilities.
- Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they askquestions/make notes (listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)
- Giving passages for listening comprehension through self -reading/audio- video support and asking them to answer questions such as MCQs, fill in the blanks, etc. (listening is linked with speaking/writing).
- Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r, ding dong, etc. and help children use them creatively.
- Pointing or showing the source of sound for children with hearing impairment.

## Learning Indicators (Progression)

- Responds to English words and sentences spoken/used in class/school e.g.literature, language, personality etc. and sentence such as 'I love writing letters'.
- Comprehends announcements made in school and in the neighbourhood (railway station,market, airport, cinema hall etc.) English news on TV/radio and other bulletins e.g. *The train is delayed by an hour.*
- Enjoys listening to English songs and poems, dialogues of English films.
- Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories and tongue-twisters etc. (Together with comprehension, there is inference).
- Comprehends the difference between a question and a statement through tone, stress, etc.
- Listens to and engages in conversation with people from different professions/walks of life.
- Shows interest in listening to different experiences of and others. e.g. *Teacher narrating her experience.*
- Responds to oral messages/telephonic communications and communicates them in English/ home language or sign language. e.g. *There will be a mock-drill on fire safety today at 11a.m.*
- Responds to different kinds of instructions/ requests/directions. e.g. *How was your vacation?*
- Responds to questions asked on textual material and responds accordingly.
- Follows excerpts, dialogues, poems read aloud in the class.
- Follows speeches, debates.
- Takes dictation for listening comprehension.
- Responds to a variety of questions on a passage for listening comprehension.
- Appreciates music and expresses in speech/writing.
- Listens and identifies various onomatopoeic sounds; she/he talks/writes about them; she/he makes use of them in creative tasks. e.g. *Creek...creek, the door opens slowly...*

## • Speaking

### Curricular Expectations

- Use English as a means of communication.
- Ask questions for developing critical thinking.
- Express in English.
- Recite/use poems, dialogues, (phrases from stories, plays, speeches, etc).

### Pedagogic Processes

- Creating learning situations for children to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating situations via role-play/mock-telephonic conversations/ conversations between and among family members/classroom games connecting them with the characters from lessons.
- Encouraging children to ask queries/questions.
- Creating groups for taking turns to ask questions from other groups.
- Using alternative materials such as large print, Braille, cartoons, flash cards, puppets, graphic presentations, audio tapes, video tapes, and audio- visuals to motivate them to speak.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Preparing children by providing input/ encouraging brain-storming, etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing input through audio-video/role - play to familiarise children with use of tone/stress, etc. in language.
- Giving opportunities for Panel Discussion, etc.

- Using different alternative materials such as Braille texts, providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children, e.g. Limerick, Cinquain, Haiku.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations/ phrases and idioms, e.g. *Two and two make four; All in all; All that glitters is not gold*, to be able to use while speaking.
- Creating situations to speak about hobbies, games, food preferences, people she/he likes, places visited, etc.
- Giving a prompt to help children to speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Uses tactual/raised material.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference, connecting to previous knowledge*. e.g. "I go for a walk daily." "Morning or evening?"
- Creating learning situations for children to use English proverbs and idioms and scaffolding through L1 to reach L2. e.g. *All that glitters is not gold (Har cheez jo chamakti hai wah sona nahi kahlati)*.
- Creating situations for mock-interview to prepare the children to interact with their role models.
- Connecting learning to the real world and encouraging them to raise authentic questions such as: *Why don't we have a hospital in our locality? Why water is not clean?*
- Creating situations where grammar in context for question tags is used, connecting it to textual material/beyond the text. e.g. "You went to her house yesterday, didn't you?" "Yes, I did".
- Scaffolding by providing grammatical structures while speaking. e.g. *Talking about weather "It's very hot today, it wasn't so hot yesterday"*.
- Encouraging children to imagine and describe characters and situations. Using prompts /flash cards/verbal clues and pictures to help children create imaginary stories.

## Learning Indicators (Progression)

### Speaking

- Talks about self using simple sentences. e.g. *I am Sudesh. This is my house. I want to become a footballer.*
- Engages in conversation with friends, teachers, and family using simple sentences and responses. e.g. *When I grow up, I want to be a pilot. What do you want to be?*
- Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation.
- Converses in English with professionals from their immediate environment such as salespersons, shopkeepers, telephone operators, doctors, receptionists, librarian etc. e.g. *Could you please reissue the book?*
- Participates in different events such as role-play/ poetry recitation /skit/ drama/ debate/ speech/ elocution/declamation/competition/quiz organised in schools from time to time.
- Recites rhymes/poems /songs in groups and individually.
- Uses phrases/dialogues from stories/plays. e.g. *Fire can be a friend and a foe also.*
- Uses lines from poems/quotations/simple proverbs/idioms and phrases. e.g. *Look after, look into, look up, etc.*
- Expresses her likes and dislikes. e.g. *I do not like to eat spicy food.*  
Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. e.g. *There is a hospital near our house. It is on the left when you enter the lane.*
- Responds especially to the textual questions in English class and in other subject classes.
- Narrates her/his personal experiences/anecdotes /stories she has read or heard.
- Shows interest in speaking to celebrities like writers, actors, and sportspersons. e.g. *I'll take Sachin's interview and ask; "How did he learn to play so well? Is it good luck or hard work?"*
- Asks questions about things around her: based on reasoning and critical thinking.

- Uses grammatically correct sentences to describe/narrate.
- Narrates stories (imaginary/dreams etc.) *e.g. A school is a place where children and teachers assemble every morning to learn from one another. I want to describe my school in a different way.*

- **Reading**

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in the class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts. They are able to do silent reading.

### **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Understand and appreciate the language of different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of materials other than textbooks.
- Understand the form and functions of grammar in context.
- Understand and use different reference sources in reading.

### **Pedagogic Processes**

- Facilitating comprehension through various texts in English/home language/Braille/picture clips, etc.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.
- Using various sources from L1 and L2 to facilitate comprehension and co-relation.
- Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.
- Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.
- Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using computers for reading.
- Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.
- Introducing titles of books, movies, plays, etc. and providing their reviews.
- Encouraging children to raise questions based on their reading.
- Encouraging critical thinking through questions that develop problem-solving and reasoning.
- Encouraging reading texts displayed on TV, computer with speech reading software.
- Providing online material (wherever facilities available) and websites to visit.
- Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speeches, etc.
- Drawing attention to the use of punctuation through a variety of texts.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms – formats may include Braille books, largeprint and audio.
- Providing reference sources such as dictionary, thesaurus and encyclopedia to facilitate reading.

## Learning Indicators (Progression)

### Reading

- Reads textual material in English with comprehension, locates details, and identifies/locates main idea, the sequence of ideas and events.
- Compares and contrasts ideas in the text.
- Relates ideas with her personal experiences.
- Reads and relates texts of home language (L1) with those of English (L2).
- Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing.
- Identifies main idea and locates details.
- Connects with real life, including home language.
- Engages in reading to seek information.
- Reads on her own and enjoys reading. *e.g. story books, poems.*
- Infers the meaning of unfamiliar words by reading them in context.
- Elicits information and expresses in speech/writing as per the context.
- Reads titles of books, movies, plays, captions.
- Reads reviews of books, films etc.
- Asks questions based on the reading.
- Reads news clippings, subtitles on T.V/text on computer.
- Identifies the use of grammar in context.
- Appreciates the appropriate use of punctuation.
- Collect and reads books from different sources.
- Takes interest in setting up class libraries, reading corners.
- Refers dictionary, thesaurus

### • Writing

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers, etc. They attempt to spell new words, based on known spelling patterns.

### Curricular Expectations

- Write coherently and with a sense of audience (formal and informal).
- Creative writing.
- Understands and uses technology for writing.

### Pedagogic Processes

- Providing texts (seen and unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.
- Giving dictation of chunks of language.
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (formal and informal).
- Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home, Annual Day programmes/ message board, etc.
- Encouraging children to write descriptions/narratives of family picnics, visits to historical places etc.

- Encouraging children to reflect on their day-to-day experiences and write a diary.
- Providing examples of coherent writing such as paragraphs on various topics.
- Providing examples of words/phrases (linkers) to indicate sequence such as 'after that', 'followed by', etc.
- Scaffolding to redraft and revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories and encouraging them to use the content to write dialogues and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories.
- Discussing about rhyme, rhythm, simile, metaphor, repetition in poems.
- Introducing situations where the same word is used in different contexts/meanings.
- Providing social and contemporary themes and samples for slogan/notice/poster writing.
- Providing a variety of texts such as autobiography, report, radio script, etc. and pointing their features.
- Creating daily messages with themes like respect, being kind to others, diversity, etc.
- Providing examples of writing SMS and E-mail.
- Facilitating the use of computer for slides/power point presentation.

## **Learning Indicators (Progression)**

### **Writing**

- Writes sentences and paragraphs coherently in Braille or print.
- Organizes sentences into paragraphs.
- Writes answers for textual questions after comprehension/inference.
- Writes and narrates personal experience and connects learning to real life. *e.g. A visit to a historical place.*
- Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). *e.g. Preparing a list for a dance-drama show.*
- Writes paragraphs with the help of verbal/visual clues.
- Writes formal letters. *e.g. Letter to the principal requesting for a new class board.*
- Makes lists for various purposes
- Writes descriptions/narratives.
- Writes a personal diary.
- Redrafts and corrects before finalising.
- Writes coherently with appropriate beginning, middle and end.
- Uses appropriate punctuation forms in a variety of written texts.
- Uses appropriate grammar such as nouns, adjectives. *e.g. Sujata has a melodious voice.*
- Writes dialogues from a story and story from dialogues.
- Writes in their own words stories they have read in English or in any other language.
- Writes stories from own imagination.
- Composes poems.
- Frames crossword puzzles and riddles.
- Composes slogans, prepares leaflets, posters, etc. that can be used as resources, prepares project, and contributes for the school magazine.
- Writes notices for the school noticeboard. *e.g. Inviting students to give names for participation in annual day celebration of the school.*
- Creates basic texts in a variety of forms.
- Writes messages, letters through SMS, Email.
- Uses dictionary for understanding the meaning of a given word in context.

## English Curriculum Plan Session (2015-2016)

Month	Literature	Grammar/ Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/ Activity	FA - Tasks
<b><u>April</u></b>	Grow with words <b><u>Lesson-1</u></b> A Good Deed	<b><u>Lesson-1</u></b> Nouns <b><u>Lesson-2</u></b>  Countable & Uncountable nouns <b><u>Lesson-3</u></b> Adjectives  <b>Composition</b> Diary Entry	<b><u>Comprehension</u></b> <b><u>Passage-1</u></b> (Page 5) <b><u>Practice Exercise-2</u></b>  Diary Entry (page 22,23,24) <b><u>Practice Exercise-14</u></b> Nominalisation (page 63,64) <b><u>Practice Exercise-23</u></b> Adjectives (page 99,100) <b><u>Practice Exercise-27</u></b> A Good Deed (page 114,115)	<b><u>Lesson-1</u></b> The Happy Prince	<b><u>ACTIVITY</u></b> English Handwriting  Competition  (How nicely can you Write?)  <b>Video showing</b>  <b><u>Stories with</u></b> moral values	FA-1  <b><u>Task-1</u></b> Speech  (Topics from lesson-1,  Literature)  <b><u>Task-2</u></b> Listening Skill

Month	Literature	Grammar/ Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/ Activity	FA – Tasks
<u>May</u>	Grow with words Lesson-2 Ships at Sea	<b>Lesson -4</b> The Article <b>Lesson-25</b>  Word Formation <b>Composition</b> Informal Letter	<b>Comprehension passage-2</b> (Page-7) <b>Practice Exercise-20</b>  Singular and Plural  (Page-87,88) <b>Practice Exercise-28</b>  Ships at Sea (page-118,119) <b>Practice Exercise-7</b> Informal Letter(page-40,41)	—	<b>ACTIVITY</b>  How well can you read? (Reading from non-text book;either from newspaper or story book) <b>Video showing</b>  Sea voyage	<b>TASK-3</b> Pen-paper Test (Grammar topics taught)  <b>TASK-4</b> Home Work and Class Work  (includes maintenance of note book and timely sub-mission of note book for correction)
<u>July</u>	Grow with words <b>Lesson-3</b> Poem-Good and Bad  Children	<b>Lesson-5</b> Pronouns <b>Lesson-6</b> Prepositions  <b>Lesson-7</b> Determiners  <b>Composition</b> Message	<b>Comprehension Passage-7</b> (page 14) <b>Practice Exercise-6</b> Message writing (Pg 36,37)  <b>Practice Exercise-15</b> Prepositions (Pg 67,68) <b>Practice Exercise-16</b> Determiners (Pg 71,72) <b>Practice Exercise-29</b> Good and Bad Children (pg 122,123,124)	<b>Lesson-2</b> The Nightingale and  the Rose	<b>ACTIVITY</b>  Proverb Writing (write Proverbs with their meanings in A4 size sheets)  <b>Video showing</b> 'How children should be'	FA-2 <b>Task</b>  Inter disciplinary Project  -



Month	Literature	Grammar/ Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/ Activity	FA – Tasks
<b>August</b>	Grow with words  <b>Lesson-4</b> Little Women  <b>Lesson-5</b> Practice makes one perfect	<b>Lesson-6</b> The Verb <b>Lesson-6</b> The Sentence <b>Lesson-6</b> Transitive and Intransitive Verb <b>Composition</b> Paragraph Writing	<b>Comprehension Passage-3</b>  (pg 8,9) <b>Practice Exercise-5</b> Paragraph Writing (pg 32,33)  <b>Practice Exercise-19</b> Infinitives (Pg 83,84) <b>Practice Exercise-30</b> Little Women (pg 127,128,129)	<b>Lesson-3</b> The Star Child	<b>Video showing</b> Panchatantra Stories  <b>ACTIVITY</b>  Spell Bee (Common familiar words)	-  -
<b>September</b>	Grow with words  - <b>Lesson-6</b>  The Hare & the Tortoise  -	<b>Lesson-11</b> Finite & Non- Finite Verbs <b>Lesson-12</b>  Modal Auxiliaries <b>Lesson-26</b> Idioms  <b>Composition</b> Notice Writing	<b>Comprehension Passage-4</b>  (Pg 10) <b>Practice Exercise-9</b>  Notice Writing (Pg 46,47)  <b>Practice Exercise-24</b> Verbs (Modals) (Pg 103,104)	-  —	<b>Video showing</b> Comedy  —	-  <b>SUMMATIVE ASSESSMENT-I</b>  <b>Pen Paper Test</b> (90 Marks)

Month	Literature	Grammar/Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/Activity	FA – Tasks
<b>October</b>	<p>Grow with words</p> <p><b><u>Lesson-8</u></b> Fun for the Secret Seven</p> <p>Grow with words</p> <p><b><u>Lesson-9</u></b> How Tom White-</p>	<p><b><u>Lesson-13</u></b> Adverbs</p> <p><b><u>Lesson-14</u></b> Subject-Verb Agreement</p> <p><b><u>Lesson-15</u></b> Conjunctions</p> <p>-</p> <p><b><u>Composition</u></b> Story Writing</p> <p><b><u>Lesson-16</u></b> The Present Tense</p> <p><b><u>Lesson-17</u></b></p>	<p><b><u>Comprehension Passage-5</u></b> (Pg 11)</p> <p><b><u>Practice Exercise-10</u></b> Story writing (Pg 50)</p> <p><b><u>Practice Exercise-25</u></b> Adverbs (Pg 107)</p> <p><b><u>Practice Exercise-26</u></b> Conjunctions (Pg 110,111)</p> <p><b><u>Comprehension Passage-6</u></b> (Pg.-13)</p> <p><b><u>Practice Exercise-32</u></b></p>	<p><b><u>Lesson-4</u></b> The Birthday of Infant</p> <p>Lesson-5 Fisherman and his Boat</p>	<p><b>Video showing</b> Adventure</p> <p><b><u>Activity</u></b> Role Play (Topics to be given)</p> <p>Video showing Tom Sawyer</p>	<p><b>FA-3</b></p> <p><b><u>Task-1</u></b> Listening Skill</p> <p><b><u>Task-2</u></b> Article Writing (Pg 83 of Literature book)</p> <p>Task-3 Pen-Paper Test</p>

Month	Literature	Grammar/Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/Activity	FA – Tasks
November	washed the Fence	The Past Tense <b>Lesson-18</b> The Future Tense  <b>Composition</b> Story Writing	How Tom Whitewashed the Fence (pg.-137,138)  <b>Practice Exercise-21</b>  Present Past Continuous (Pg.-91,92) <b>Practice Exercise-10</b> Story Writing (Pg.-51)	—	Activity-  Use Dictionary and find the meaning of the words	( Grammar topics covered)  Task-4 (Homework and Classwork)
December	Grow with words <b>Lesson-10</b> Oliver Twist	<b>Lesson-19</b> Active and Passive Voice <b>Lesson-20</b> Direct and Indirect  Speech  <b>Lesson-27</b>  Words easily confused  Composition  Formal Letter	<b>Comprehension Passage-8</b> (Page-15,16)  <b>Practice Exercise-4</b> Formal Letter (Pg.-29)  <b>Practice Exercise-33</b>  Oliver Twist (Pg.-141,142)	Lesson-6 Young King	<b>Video</b> showing Oliver Twist  <b>Activity</b> (Group Task)  Ask a Question!  (Students to prepare questions on any Grammar topics and ask their friends in the group)	<b>Task</b>  <b>Project Work</b>  (Topics to be given)

Month	Literature	Grammar/ Composition	Worksheet For VII	Tales of Oscar Wilde	A/V Experience/ Activity	FA – Tasks
January	Grow with words <b>Lesson-11</b> Three Little Pigs	<b>Lesson-21</b> Phrases <b>Lesson-22</b> Clauses	<b>Comprehension Passage-9</b> (page 17) <b>Practice Exercise-3</b> Biography (Pg 25) <b>Practice Exercise-34</b> Three Little Pigs (Pg 145,146,147) <b>Practice Exercise-18</b> Phrases (Pg 79)	-  —	<b>ACTIVITY</b>  Related to Exhibition  Video showing Science Fiction	
February	Grow with words  <b>Lesson-7</b> Poem-Autumn	<b>Lesson-23</b> Simple, Compound, Complex sentences  <b>Lesson-28</b> Simile  <b>Composition</b> Agenda Writing	<b>Comprehension Passage-3</b>  (pg 8,9)  <b>Practice Exercise-5</b> Paragraph Writing  (pg 32,33) <b>Practice Exercise-19</b> Infinitives (Pg 83,84)	<b>Lesson-3</b>  The Star Child	<b>ACTIVITY</b> Spell Bee (Common familiar  words)	
March	<b>SUMMATIVE ASSESSMENT - II (Pen Paper Test) (90 Marks)</b>					

**SYLLABUS FOR SUMMATIVE ASSESSMENT-I  
(April to September)**

<u>LITERATURE</u>	<u>GRAMMAR</u>	<u>TALES of OSCAR WILDE</u>	<u>WORK SHEET FOR CLASS VII</u>	<u>WRITING SKILLS</u>	<u>READING SKILLS</u>
<b>L-1</b> A Good Deed	Nouns, Countable and Uncountable	L-1 The Happy Prince			
<b>L-2</b> Ships at sea	nouns, Adjectives, The Articles,	L-2 The Nightingale and the Rose	Practice Exercise-2,5,6	Diary Entry	Comprehension
<b>L-3</b> Poem- Good and Bad Children	pronouns prepositions, Determiners, The Verb – Regular and Irregular Forms, The Sentence, Transitive and	L-3 The Star Child	7, 9, 14, 15, 16, 19, 20, 23, 24	Letter (Formal, Informal)	Passages
<b>L-4</b> Little women	Intransitive Verbs, Finite and Non- Finite Verbs, Modal		27,28,29,30	Message	
<b>L-5</b> Practice makes one Perfect				Paragraph Writing	
<b>L-6</b> The Hare and the Tortoise	Auxiliaries, Word Formation, Idioms			Notice	

**SYLLABUS FOR SUMMATIVE ASSESSMENT-II  
(October to March)**

<u>Literature</u>	<u>Grammar</u>	<u>Tales of Oscar Wilde</u>	<u>Worksheet for Class VII</u>	<u>Writing Skills</u>	<u>Reading Skills</u>
L-7 Autumn Poem	Adverbs, Subject-Verb Agreement, Conjunctions,	L-4 The Birthday of the Infant	Practice Exercise- 3,4,5,10,18,1	Story writing	Comprehension
L-8 Fun for Secret Seven	The Present Tense,	L-5 The Fisherman and His Soul	9,21,25,26,32 ,33,34	Letter writing (Formal, informal)	Passage
L-9 How Tom Whitewashed	The Present Tense, The Past Tense,			Bio-Sketch	
L-10 Olive Twist	The Future Tense, Active and Passive Voice,	L-6 The Young King		Notice	
L-11 The Three Little Pigs	Direct and Indirect Speech, Simple, Compound and Complex Sentences, Words easily confused, Simile.			Message	
				Letter (Formal, Informal)	
				Notice	
				Passage	

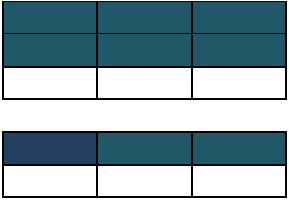
# Mathematics

## ❖ Curricular Expectations

During the learning of Mathematics, a child:

- Moves from number sense to number patterns;
- Sees relationships between numbers and looks for patterns in relationships;
- Gains proficiency in using newer language of Mathematics like variables, expressions, equations, identities,, etc;
- Uses arithmetic and algebra to solve real life problems and pose meaning problems;
- Discovers symmetries and acquire sense of aesthetics by looking around regular shapes like triangles, circles, quadrilaterals, etc;
- Comprehends the idea of space as reason enclosed within boundaries of a shape;
- Relates numbers with shapes in terms of perimeter, area and volume and uses them to solve every day life problems;
- Learns to provide reasoning and convincing arguments to justify her/his own conclusions particularly in Mathematics; and
- Collects, represents (graphically and in tables) and interprets data/information from her/his life experiences.

Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>➤ Understands and performs multiplication and division of integers</li> <li>➤ Evolves properties of integers (including identities for addition and multiplication, commutative, associative, distributive) Word problems including integers.</li> <li>➤ Solves problems using operations on integers</li> <li>➤ Multiplies and divides fractions</li> <li>➤ Understands mixed fractions</li> <li>➤ Defines rational numbers.</li> <li>➤ Performs operations on rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ The rules for multiplication and division of whole numbers have already been studied by children. Involve children in discussion to find their ways of multiplying integers. Use of patterns in multiplying a negative integer by another integer may be a new idea for children as up till now they have learnt that multiplication is repeated addition or an operator in case of fractions. Give proper time to children to appreciate why product of two negative integers is positive. Similarly, encourage children to explore and using concept of dividing a natural number by another by simply finding the number which when multiplies the divisor gives the dividend as product. So, to find <math>-4 \div -2</math>; we have to find the number which on multiplication with <math>-2</math> gives the result <math>-4</math>. Many children will be able to infer that the required number must be <math>+2</math>. Many such examples will help the children to make their own rule like <math>+ve \div -ve = -ve</math>, <math>-ve \div +ve = -ve</math> and <math>-ve \div -ve = +ve</math>.</li> <li>➤ Involve children in classification of numbers on the basis of their properties like even, odd, multiples and factors. These numbers can be used to classify numbers in to various categories.</li> <li>➤ Utilise children's knowledge about describing multiplication of fractions as operator 'of' and explain by paper folding, shading parts of whole, etc. for example <math>\frac{1}{2} \times \frac{1}{2}</math> is one-third of one-half which can be shown as</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates strategies to multiply two integers by using patterns and generalises the rules to multiply a positive integer by a negative integer, a negative integer by a positive integer, and two negative integers.</li> <li>➤ Evolves methods and algorithms to divide two integers by using patterns and forms rules to perform division in integers.</li> <li>➤ Multiplies fractions by using patterns/paper folding/pictures and generalises the rules</li> <li>➤ Finds rules to divide fractions by using patterns/ visualisation/picture and forms rules.</li> <li>➤ Develops her own definition of rational numbers as extension of fractions and integers.</li> <li>➤ Attempts to form rules to add, subtract,</li> </ul>

<ul style="list-style-type: none"> <li>➤ Describes the decimal representation of rational numbers</li> <li>➤ Multiplies and divides decimal fractions.</li> <li>➤ Converts units of length and mass from smaller to larger and vice-versa</li> <li>➤ Solves problem using operations on rational numbers and decimal fractions</li> <li>➤ Defines exponents and their laws</li> </ul>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>➤ The double-shaded region is one-sixth of the whole which shows that <math>\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}</math>. Let children do lot of such sums and observe the pattern that in all cases the product of fractions can be obtained by multiplying their numerators and their denominators.</li> <li>➤ <math>\frac{1}{2} \div \frac{1}{4}</math> means the number of one-fourths in one half. Simple visualisation is required to find that one-half contains two one-fourths. Let children observe pattern and find their own ways of dividing a fraction by another fraction.</li> <li>➤ Divisibility rules can be introduced using patterns, and then different division problems could be discussed to show their use. For example, let children form multiplication tables of different numbers like 2, 3, 4, etc and then from the multiplication facts, ask them to identify the pattern like multiple of 3 has sum its digits divisible by 3, multiple of 5 has either 5 or zero in its one's place, etc.</li> <li>➤ Involve children in exploring their ways of writing repeated multiplication in short form as repeated addition is represented by multiplication. With discussion let the children reach the conclusion of writing repeated multiplication in exponent form.</li> </ul>	<p>multiply and divide rational numbers by using the operations on fractions and integers.</p> <ul style="list-style-type: none"> <li>➤ Represents a rational number as decimal fraction and attempts to form rules for operations on decimal fractions.</li> <li>➤ Provides reasoning to how divisibility rules work.</li> <li>➤ Uses exponential form and rules to solve problems related to repeated multiplication.</li> <li>➤ Observes patterns in multiplication tables and forms divisibility rules.</li> </ul>
<p><b>Algebra</b> <b>ALGEBRAIC EXPRESSIONS</b></p> <ul style="list-style-type: none"> <li>➤ Generates algebraic expressions</li> <li>➤ Identifies constants, coefficient, powers, like and unlike terms and degree of an expression</li> <li>➤ Adds and subtracts algebraic expressions</li> <li>➤ Forms and solves simple linear equations in one variable (in contextual problems) with two operations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use child's context and encourage them to generate algebraic expressions by proper choice of variable/unknown and operations.</li> <li>➤ Child's daily life experiences like adding/subtracting a group of 2 notebooks and 5pencils to/from another group of 3 notebooks and 8 pencils, etc. Let children form their own rule that like terms can only be added or subtracted.</li> <li>➤ Involve children in groups of three or four to explore situations which can be expressed by simple equations and solve them. Textbooks have many such examples.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forms algebraic expressions involving one or two variables/unknowns from daily life problems.</li> <li>➤ Attempts to add and subtract algebraic expressions.</li> <li>➤ Expresses real life situations in simple linear equations and solves them.</li> </ul>

Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>➤ Extends knowledge of Ratio and proportion and Unitary method continued</li> <li>➤ Understands percentage as a fraction with denominator 100.</li> <li>➤ Converts fractions and decimals into percentage and vice-versa.</li> <li>➤ Understands profit and loss (single transaction only).</li> <li>➤ Understands simple interest (time period in complete years).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children know about many ways of comparing quantity. Utilise their experiences to conclude that ratio is another way of comparing quantities.</li> <li>➤ Percentages and their applications are also in child's daily life experiences which can be used to form various formulae and solving problems using them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describes ratios as percentage and forms formulae for profit/loss and simple interest using unitary method.</li> <li>➤ Applies knowledge of ratio and proportion to solve problems related to profit and loss</li> <li>➤ Derives formula to find simple interest using unitary method.</li> <li>➤ Finds simple interest given time in complete years and rate of interest per annum.</li> </ul>
<p><b>Geometry</b></p> <p><b>Understanding shapes:</b></p> <ul style="list-style-type: none"> <li>➤ Describes pairs of angles (linear, supplementary, complementary, adjacent, vertically opposite).</li> <li>➤ Evolves properties of parallel lines with transversal (alternate, corresponding, interior, exterior angles).</li> </ul> <p><b>Properties of triangles:</b></p> <ul style="list-style-type: none"> <li>➤ Explores angle sum property and exterior angle property of a triangle.</li> <li>➤ Concludes that sum of two sides of a triangle is greater than third side of a triangle.</li> <li>➤ States and uses Pythagoras Theorem (Verification only).</li> </ul> <p><b>Symmetry</b></p> <ul style="list-style-type: none"> <li>➤ Recalls reflection symmetry</li> <li>➤ Develops idea of rotational symmetry, observations of rotational symmetry of 2-D objects.</li> </ul> <p><b>Representing 3-D in 2-D:</b></p> <ul style="list-style-type: none"> <li>➤ Identifies and counts vertices, edges, faces and nets (for cubes cuboids, and cylinders, cones).</li> <li>➤ Draws maps of the space around approximately through visual estimation.</li> </ul> <p><b>Congruence</b></p> <ul style="list-style-type: none"> <li>➤ Examines congruence through superposition.</li> <li>➤ Extends congruence to simple geometrical shapes e.g. triangles, circles.</li> <li>➤ Evolves criteria of congruence (SSS, SAS, ASA, RHS).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diagrams and use of upper primary mathematics kit (developed by NCERT) help children in visualizing the relationship between various pairs of angles when a transversal cuts two lines (parallel and non parallel), angles of triangle and relationship among its sides.</li> <li>➤ Provide set of any three triangles on a sheet to each child. Ask him/her to measure the angles of the triangle and help them to reach the conclusion that sum of the angles of the triangles is <math>180^\circ</math> in each case.</li> <li>➤ Encourage discussion in the class to generalise the above property of triangles. Similarly the activities to be conducted in the class room to explore the exterior angle property of triangles.</li> <li>➤ The Upper primary mathematics kit developed by NCERT will provide enough data for learners to generalise the properties of triangles, quadrilaterals and transversals to parallel lines.</li> <li>➤ Involve children in experimentation with measurement of sides of right angled triangles and recognition of pattern to hypothesize the Pythagorean relation.</li> <li>➤ Conduct activities with children given in textbooks (paper folding and observing diagrams) and encourage children to visualize symmetry and criterion for rotational symmetry of various shapes.</li> <li>➤ Children working in groups with traced copies of various shapes and superimposing one above the other help them in establishing congruence criterion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies pairs of angles like linear, supplementary, complementary, adjacent and vertically opposite and finds the one when other is given.</li> <li>➤ Hypothesize the relationship between pairs of angles out of eight angles formed by a transversal with parallel lines.</li> <li>➤ Verifies angle sum and other properties of triangles and uses these properties to find unknown elements of a triangle.</li> <li>➤ Appreciates the rotational symmetry of various shapes and figures.</li> <li>➤ Reads simple maps and forms her own maps like home to school, map of her village, house, etc.</li> <li>➤ Establishes congruence criterion for triangles and circles.</li> <li>➤ Appreciates that only three elements of two triangles are sufficient to find their congruence</li> </ul>



Conceptual Area	Pedagogical Processes	Learning Indicators
<p><b>Construction</b></p> <ul style="list-style-type: none"> <li>➤ Constructs a line parallel to a given line from a point outside it.</li> <li>➤ Constructs simple triangles by using ruler and a pair of compasses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide practice with ruler and compasses to draw various geometrical shapes. More emphasis be given providing justification and logic on the accuracy of the constructed shape.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Constructs simple triangles when three out of six elements are given (like three sides, two sides and included angle, a side and two angles, etc.)</li> </ul>
<p><b>Mensuration</b></p> <ul style="list-style-type: none"> <li>➤ Revises perimetre and idea of circumference of circle</li> <li>➤ Has an idea of pie.</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>➤ Develops concept of measurement using a basic unit area of a square, rectangle, triangle, parallelogram and circle.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Involve children in activities targeted to measurement of region enclosed by closed figures on a plane surface and encouraging them to come to the conclusion that a unit is required.</li> <li>➤ Conduct activities related to measuring/counting the number of units squares within a figure drawn on a square grid and to compare various regions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measures approximate area of simple, regular and irregular closed shapes by using unit square grid sheet.</li> <li>➤ Forms formulae to find area of the region enclosed in a rectangle and a square as a better way of counting the number of units, squares that fill them completely.</li> </ul>
<p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>➤ Collects and organises data – choosing the data to collect for a hypothesis testing.</li> <li>➤ Finds mean, median and mode of ungrouped data–understanding what they represent.</li> <li>➤ Constructs bar graphs.</li> <li>➤ Gets a feel of probability using data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilise child’s daily life experiences and contextual problems to test hypothesis by collection and organization of data. Situations like finding a representative value to data help in understanding the idea of finding mean, median and mode of ungrouped data. Starting with small sets of numbers will be easier to visualize and represent it by bar graphs.</li> <li>➤ Involve children in drawing inferences for future events from the existing data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finds various representative values for simple data from her/his daily life.</li> <li>➤ Represents data by simple bar graphs and interprets them.</li> </ul>

## Mathematics Curriculum Plan Session (2015-2016)

Month	Topic	Subtopics	Audio/ visual experiences/ activities	FA activity
April	Ch-1 Integers	<ul style="list-style-type: none"> <li>• Number line</li> <li>• Properties of addition and subtraction</li> <li>• Multiplication of integers</li> <li>• Properties of multiplication</li> <li>• Properties of division</li> </ul>	Quiz/ Assignments	FA 1 1. Representing data on bar graph 2. worksheet 3. class test 4. class assignment
	Ch-2 Fractions and decimals	<ul style="list-style-type: none"> <li>• Multiplication of fractions</li> <li>• Division of fractions</li> <li>• Multiplication of decimal numbers</li> <li>• Division of decimal numbers</li> </ul>	Multiply fractions by activity method	
May	Ch-3 Data handling	<ul style="list-style-type: none"> <li>• Collection and organization of data</li> <li>• Representative values</li> <li>• Arithmetic mean</li> <li>• Range</li> <li>• Mode</li> <li>• Median</li> <li>• Use of bar graph</li> <li>• Probability</li> </ul>	Representing data on bar graph	
	Ch-4 Simple equations	<ul style="list-style-type: none"> <li>• Equation</li> <li>• Solving equation</li> <li>• Application</li> </ul>	Mind games and solving their secrets and assignment	
July	Ch-5 Lines and angles	<ul style="list-style-type: none"> <li>• Related angles</li> <li>• Pairs of lines</li> <li>• Parallel lines</li> </ul>	Video on lines and angles	FA-2 Interdisciplinary
	Ch-6 Triangles and its properties	<ul style="list-style-type: none"> <li>• Medians</li> <li>• Altitude</li> <li>• Exterior angle property</li> <li>• Angle sum property</li> <li>• Types of triangles</li> <li>• Pythagoras theorem</li> </ul>	<p>Videos on angle sum property and exterior angle property.</p> <p>Paper cutting activity to prove exterior angle property and angle sum property.</p>	

Month	Topic	Subtopics	Audio/ visual experiences/ activities	FA activity
August	Ch-7 Congruence of triangles  Ch-8 Comparing quantities	<ul style="list-style-type: none"> <li>Criteria for congruence</li> <li>Equivalent ratios</li> <li>Percentage</li> <li>Conversions</li> <li>Use of percentage</li> <li>Profit and loss</li> </ul>	<p>Videos on congruence. Perform activity of overlapping.</p> <p>Activity chart on:-</p> <ol style="list-style-type: none"> <li>ratio of different body parts</li> <li>%age of different real life cases</li> </ol>	
October	Ch-9 Rational numbers  Ch-10 Practical geometry	<ul style="list-style-type: none"> <li>Number line</li> <li>Comparison</li> <li>Operations</li> <li>Construction of triangles</li> </ul>	<p>Quiz.</p> <p>Activity to prove SAS/ASA /AAS/ RHS by paper cutting</p>	<p>FA-3</p> <ol style="list-style-type: none"> <li>Activity to prove SAS/ASA/AAS/ RHS by paper cutting</li> <li>Finding perimeter/area of different objects.</li> <li>Class Test</li> <li>Class Assignment</li> </ol>
November	Ch-11 Perimeter and area	<ul style="list-style-type: none"> <li>Squares and rectangles</li> <li>Area of parallelogram</li> <li>Area of triangle</li> <li>Circles</li> <li>Conversion of units</li> <li>application</li> </ul>	<p>Video on perimeter and area. Finding perimeter/area of different objects.</p>	
December	Ch-12 Algebraic expressions  Ch-13 Exponents and powers	<ul style="list-style-type: none"> <li>terms of an expression</li> <li>like and unlike terms</li> <li>monomials, binomials, polynomials</li> <li>addition and subtraction</li> <li>formulas and rules</li> <li>patterns</li> <li>laws of exponents</li> <li>multiplication and division</li> <li>standard form of expressing large numbers</li> </ul>	<p>Finding general formulae by observing patterns.</p> <p>Worksheet.</p>	<p>FA-4 Exhibition work</p>

<b>Month</b>	<b>Topic</b>	<b>Subtopics</b>	<b>Audio/ visual experiences/ activities</b>	<b>FA activity</b>
January	Ch-14 Symmetry  Ch-15 Visualizing solid shapes	<ul style="list-style-type: none"> <li>• lines of symmetry</li> <li>• rotational symmetry</li>   <li>• faces, edges and vertices</li> <li>• nets</li> <li>• drawing solids on a flat surface</li> <li>• viewing different sections of a solid</li> </ul>	<p>Videos on symmetry.</p> <ol style="list-style-type: none"> <li>1. Finding lines of symmetry of different figures by paper folding.</li> <li>2. Finding center of rotation of different figures</li> </ol> <p>Videos on 3d.</p> <ol style="list-style-type: none"> <li>1. Draw nets of different 3d figures.</li> <li>2. Draw different sections of a solid on isometric sheets.</li> </ol>	

## SOCIAL AND POLITICAL LIFE

### Curricular Expectations

#### **Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality**

- Creates a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity
- Makes learners alert to the social forces that threaten these values
- Produces sensitive, interrogative, deliberative and transformative citizens
- Helps imbibe the ideals of the Indian Constitution

#### **View contemporary issues from multiple perspectives**

- Acquires social living skills – exercise self control, social adjustment and social sensitivity, etc.
- Develops desirable attitude towards others (national, racial and gender)
- Grasps the interconnectedness between political, social and economic issues

#### **Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation**

- Gains insight into the functioning of Indian democracy; its institutions and processes
- Learns to critically engage herself/himself as an interested citizen of a vibrant and on-going democratic process
- Develops attitudes and skills necessary for effective and responsible democratic citizenship
- Acquires knowledge of different forms of government and the laws and freedoms available to all

#### **Understand the real life functioning of institutions like the family, market and the State**

- Grasps the deep inter-connectedness between the political and social aspects of her/his everyday life and its impact in the realm of economic decision-making
- Learns about ways of making a living, inequality in opportunities, market operations, inequity in market, role and functions of the government
- Understands markets and their function to link scattered producers and consumers
- Understands the link between peoples' aspirations/needs and role and functions of government

#### **View the perspectives of women as being integral to the discussion of any historical event and contemporary concern and analyse the everyday experiences in the domain of gender**

- Gains an insight into epistemic shift from the patriarchal preconceptions
- Understands the role of gender in creating unequal and hierarchical relations in society
- Recognises the gendered nature of all issues and learns to interrogate gender constructions in different social and economic contexts

#### **Interprets political, social and economic developments from the point of view of the marginalised**

- Understands about marginalisation existing in society
- Gains a critical understanding of social and economic injustice
- Analyses situations from the marginalised point of view of the marginalised

## **GEOGRAPHY**

### **Curricular Expectations**

#### **Understands that the earth is the habitat of humankind and other forms of life**

- Knows that the earth provides ideal conditions for all forms of life

#### **Acquires knowledge about major realms of the Earth – Lithosphere, Hydrosphere, Atmosphere and Biosphere**

- Identifies the major landforms – mountains, plateaus and plains and their effects on human life
- Understands the interdependence of various regions and countries
- Knows her/his own region, state and country in the global context

#### **Acquires basic skills of map reading**

- Understands the difference between a sketch and a map
- Knows about the components of a map
- Reads a simple map

#### **Understands the environment and its components – both natural and human-made**

- Knows about interdependence of environment's components and their importance in our life
- Appreciates and has sensitivity towards environmental conservation

#### **Acquire knowledge about the resources – their variety, location, distribution, importance and judicious use for sustainable development**

- Appreciates the role of human resources
- Develops awareness towards conservation of resources

# **HISTORY**

## **Curricular Expectations**

### **A general idea of the development in different periods of History**

- Political, economic, social and cultural developments in ancient, medieval and modern periods of Indian History
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same

### **How historians work?**

- *Sources*- Meaning and importance
- Different periods and different kinds of sources
- Interpretation of sources

### **Understanding what is historical diversity?**

- History of different regions, castes, classes, gender, tribal societies, religious groups and ways of life
- Link between the history of different groups and societies

### **Introduction to timelines and historical maps and their importance**

- Locate the developments of one region in relation to what was happening elsewhere

### **Develop capacity for empathy and imagination**

- Concern for justice, equality and preservation of heritage.

## Learning Indicators for Social Science

### Social and Political Life

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Provide case studies, real life experiences to show different ways of inequality that exists in the society. Allow the learner to find more about such experiences from different parts of the world and discuss them in groups.</li> <li>➤ Introduce the learner to certain core concepts, such as equality, dignity, rule of law, etc. that influence Democracy as a political system.</li> <li>➤ Discussions on India's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered give learners a firm sense of locality, region and nation in an interconnected and complex manner.</li> <li>➤ Debates on the intentions of government/political parties that have stimulated policy, the ideals and compulsions that have guided them, provide scope for enhancing critical thinking abilities and argumentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner is aware of the different aspects of diversity and how it is connected to the inequality.</li> <li>➤ While analysing the real life situations the learner makes inferences of the inequalities that continue to be practised by various communities inspite of the provisions for equality in the constitution.</li> <li>➤ Learner articulates the main ideas and concepts in their own words and tries to apply these in different contexts.</li> <li>➤ Draws upon the main ideas in the text by comparing and contrasting concrete situations.</li> <li>➤ The learner infers and extrapolates from situations given and poses questions on contemporary issues.</li> <li>➤ Responds to any situation of discrimination and inequality with regard to caste, religion and gender.</li> <li>➤ Demonstrates sense of a just society and strives for it.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Provide opportunities to the learners find out from newspapers, articles, etc. on the people's movements around various social and economic issues and how it has resulted in the government's passing of new laws and programmes.</li> <li>➤ Expose learners to various situations and case studies for understanding the concept of equality, its importance in democracy and how far equality exists in democratic India. Let them imagine themselves to be facing such situations of inequality and write on how they would have done/reacted.</li> <li>➤ Learners are given opportunity to debate on the various acts, laws, etc. enacted by the government to provide equality to the citizens and live with dignity, e.g. the Disabilities Act of 1995. Let the learners discuss on why this is essential and how far it is being implemented and successful in allowing persons with disability to live safely and with dignity. Give them opportunities to talk to these individual and find out their views in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learner shows understanding of equality and democracy as a dynamic concept and reflects on the people's movements around social and economic issues.</li> <li>➤ Understands that conditions and opportunities for making a living are not equally available to all.</li> <li>➤ Believes in equality of opportunity for all people.</li> <li>➤ Appreciates the work done by one-self and others and reflects on them.</li> <li>➤ Recognises and does activities assuming responsibility to contribute towards solution on social, economic and political problems or issues.</li> <li>➤ Shows empathy towards the people who are not provided with equal opportunities and thinks for viable solution to lead a life with equal rights and dignity for all.</li> </ul>



Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Expose learners to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she/he can develop a broad understanding of the relationship between the State and Citizens.</li> <li>➤ Ask learners to prepare a newspaper in the class where groups of students will act as editors, reporters, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates through writings how media can facilitate interaction between the government and citizens.</li> <li>➤ Gains a critical sense of the impact of media on people's lives and choices.</li> <li>➤ Appreciates the significance of people's movements in gaining this right.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Narrating case studies, experiences, etc provide scope for understanding that gender is a social construct and not determined by biological difference.</li> <li>➤ Provide opportunities to interrogate gender constructions in different social and economic contexts and critically think about the gendered nature of all issues raised.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyses of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature.</li> <li>➤ Learner argues for providing equal opportunities to all irrespective of gender and articulates on how lack of facilities like sanitation, transport, water, etc. impact women and girls more acutely.</li> <li>➤ Expresses concern for gender related issues and reacts against unequal treatment.</li> <li>➤ Links the concepts learned with everyday practices and questions the practices in case of existence of inequality.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discuss various types of markets and how people access these. Visit different types of markets in the area and talk to the sellers and buyers to examine the workings of an actual market.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands markets and their relation to everyday life, how it functions as a link between scattered producers and consumers.</li> <li>➤ Gains a sense of inequity in market operations.</li> </ul>

## Geography

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Providing opportunities to sensitise them about the environment, encouraging them to observe the surroundings.</li> <li>➤ Motivating them to observe characteristics of different environments.</li> <li>➤ Encouraging them to care for their immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the inter relationship between natural environment and human habitation. Correlates the knowledge with daily life experiences with reasoning.</li> <li>➤ Compares one's own surroundings with other environmental settings.</li> <li>➤ Appreciates the cultural differences existing in the world.</li> <li>➤ Knows about four realms of the earth and their relevance.</li> <li>➤ Appreciates the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment.</li> <li>➤ Reflects environmental concern in her/his behaviour, e.g. switching off the lights before leaving a room, closing the tap properly, reusing/recycling paper, etc.</li> </ul>

## History

Pedagogical Process	Learning Indicators
<ul style="list-style-type: none"> <li>➤ Familiarise the students with the changing names of the land and discuss broad historical trends. Give examples of the kinds of sources e.g. buildings, chronicles, paintings, coins, inscriptions, documents, music, literature, that historians use for studying the period.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows understanding of different names used for the sub continent. The learner comprehend passages from primary sources as given in the textbook. Tries to summarise the main points of a given passage and appreciates its basic thrust. The learner attempts to interpret visual material and often tries to find out the differences/similarities between her own life and surroundings with the one depicted in the visual.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Trace the patterns of political developments and military conquests and</li> <li>➤ develop an understanding of the connections between political and economic processes through the exploration of one specific example.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows awareness of significant political, economic, social and cultural developments and also tries to relate India's past with contemporary developments in other parts of the world.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Familiarise learners with the development of political institutions, and relationships amongst rulers as well as with strategies of military control and resource mobilisation. The learners can be asked to look for any building built by Delhi Sultans in their area and can be motivated to describe these buildings with sketches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows awareness of major developments and takes interest in exploring her/his area, preparing a write up and drawing a sketch of the building.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Trace the political history of the 16th and 17th centuries and discuss the impact of an imperial administration at the local and regional levels. Motivate students to look at textual sources critically.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows understanding of the political history of the period. She/he takes interest in reading textual sources and shares her/his observations with her/his peer group.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discuss the varieties of monumental architecture, range of materials, skills and styles used and resources required for building works.</li> <li>➤ Students can be asked to prepare a collage and monuments showing different architectural styles.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appreciates the varieties of monumental architecture in different parts of the country and prepares a picture album showing varieties of monumental architecture with a brief description of each.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Discuss the varieties of urban centres, trace the origins and histories of towns, and demonstrate the differences between founded towns and those that grow as a result of trade. Traveller's accounts, contemporary maps and official documents are used to give learners an idea of the information they contain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attempts to find out the differences/similarities between present day urban centres with the one discussed in the chapter. The learner keenly observes different sources.</li> </ul>
<ul style="list-style-type: none"> <li>➤ A discussion on tribes, nomads and itinerant groups can be initiated with a focus on the changes in the caste structure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that the history of one region or community cannot be presented as the history of the country and appreciates that different regions, people and communities had contributed towards the making of the history of humankind.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Indicate the major religious ideas and practices that began during this period. Encourage learners to find out any dargah, gurudwara or temple associated with saints of the bhakti tradition in their neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows an understanding of major belief systems and takes interest in exploring her surroundings.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Give the learner an opportunity to work on different developments (regional languages, literatures, painting and music) in groups as project work is given.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Takes interest in group work and during group activity, she/he takes responsibility for her/his group. A plan work for her/his and other group members, take turn to coordinate and share in the group, listens to others, negotiates differences, makes rules for better functioning of the group and also takes decisions/initiatives collectively.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Familiarise them with the developments of the independent and autonomous States in the subcontinent and motivate them to collect popular tales about the rulers of any of these States.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales.</li> </ul>

## Social Science Curriculum Plan 2015-16 (NCERT-History, Geography, Civics)

Month	Chapter No.	Chapter Title	Sub Topic	Audio Visual Resources	Formative Assessment
April	<b>History-01</b>	Tracing changes through a thousand years	-Historians and their sources -New social and political groups	-Social Groups- Video on Persian Wheel	FA I Group Discussion on Various sources of studying history
	<b>Geography Ch 01</b>	Environment	Components of Environment	Video on Components of Environments	Drawing on Geography- Components of Environment
	<b>Geography Ch 02</b>	Inside our Earth	Interior of the earth	Video on Structure of the Earth	Pen Paper Test on Geography Ch 02  Home Assignments of Notebooks of History and Geography
May	<b>Civics Ch01</b>	On equality	Various forms of Equality in Indian Society	Video on Equality and inequality in Indian society	Skit on Equality (Group Activity)
	<b>History Ch 02</b>	New Kings and Kingdoms	Formation of new Kingdoms in early medieval period	Video on Kingdoms and their formation in Ancient India	Work Sheet on History Ch 02
July	<b>History Ch 03</b>	The Delhi Sultans	Various Sultans of Delhi and their rule and administration	Video on sultans of Delhi	<b>FA II</b> Flow Chart on Sultans of Delhi
	<b>Geography Ch 03</b>	Our Changing Earth	Various forces of earth – Formation of various features on earth	Videos on Volcanic Eruption, work of river, work of sea waves  Video on Health issues in India and problem faced by rural people in healthcare Video on debate in legislature (Haryana Assembly)	Group Discussion on Geography Ch 03  Pen paper test on Civics Ch 02
	<b>Civics Ch 02</b>	Role of Government in Health Care	Various services of health given by Government In health		Home work assessment on Notebooks of Geography, History and Civics
	<b>Civics Ch 03</b>	How the state government works	What is a MLA and what is the election process to elect them		

Month	Chapter No.	Chapter Title	Sub Topic	Audio Visual Resources	Formative Assessment
August	<b>History CH 04</b>	Mughal Empire	Formation of Mughal empire and their administration	Video On Akbar, Shah Jahan and Aurangzeb	Home work assessment on Notebooks of Geography, History and Civics
	<b>Geography Ch 04</b>	Air	Composition and structure of atmosphere	Video On structure of atmosphere	
	<b>Civics Ch 04</b>	Growing of Girls and Boys	Gender and role of Boys and girls in various tasks assign to them	Video On Gender Differences	
	<b>Civics Ch 05</b>	Women change the world	Stereotype and spreading awareness about contribution of females	Video on various work done by females in our society	
September	<b>Geography Ch 05</b>	Water	Hydrosphere and different water bodies	Video on Water Cycle, waves and tides	Summative Assessment History Geography and Civics Chapters
October	<b>History Ch05</b>	Rulers and Buildings	Architectural Styles of various rulers	Video on Architectural styles of Sultans And Mughal rulers	Picture Identification of Architecture On History Ch 05
	<b>Civics Ch 06</b>	Understanding Media	Media and Technology, Media and Democracy	Video on types of Media like Print and Electronic, News reporters	PPT on various means of Media
	<b>Civics Ch 07</b>	Understanding Advertising	Social And Commercial advertising	Video on Advertising and its type	Collection of Pictures based on social and commercial advertising

Month	Chapter No.	Chapter Title	Sub Topic	Audio Visual Resources	Formative Assessment
November	<b>History Ch 06</b>	Towns Traders and crafts persons	Types of Towns and Crafts development	Video On Medieval Towns	FA III Pen Paper Test on History Ch 06
	<b>History Ch 07</b>	Tribes, nomads, and settled communities	Tribes of India And their Kingdoms	Video on Tribal Life style in India- (Gonds)	Group Discussion on History Ch 07
	<b>Geography Ch 06</b>	Natural Vegetation And Wild life	Types of Biomes and Animals Found in different regions	Video on Biomes of India(Natural Vegetation regions)	Drawing on Geography Ch 06
	<b>Geography Ch 07</b>	Human Environment settlements and transport	Means of Transport and Communication	Video on Modern means of Transport and communication	
January	<b>History Ch 10</b>	18 <sup>th</sup> Century- Political Formation	Formation of New Kingdoms in 18 <sup>th</sup> century and Formation of New Independent states	Video on later Mughal Rulers	<b>FA IV</b> Collection of Famous Tales about Rajput or Sikh Rulers
	<b>Geography Ch 09</b>	Life in Temperate Grassland	Case Studies of Prairies and Veldt	Video on Life of People in Prairies and Veldt	Open Book Test on Civics Ch 08
	<b>Geography Ch 10</b>	Life In Deserts	Case Study of Sahara and Ladakh	Video on Life of People in Sahara And Ladakh	Project work on Annual Exhibition
	<b>Civics Ch 10</b>	Struggles for Equality	Struggle for Equality- Tawa Manch Sangh and Indian Constitution	Video on Struggle for equality In India	
February	Revision of SA II Syllabus				
March	Summative Assessment II				

# Science

## Curricular Expectations

Science syllabus at the upper primary stage identifies age appropriate content that is being utilised as a vehicle to develop scientific temper and scientific thinking by:

- Developing process skills of science. The process skills include making observation, posing questions, looking for various resources of learning in search of the questions, planning investigations, making and testing hypothesis, using various tools for collecting, analysing and interpreting data, communicating explanations with evidences, justifying explanations, critically thinking to consider and evaluate alternative explanations, reflecting on their thinking by comparing what they think with what scientific community thinks, and engaging in sustained discussion.
- Making generalisation, proving or disproving hypothesis, developing explanation, communicating and applying.
- Imbibing the development of historical perspectives; environmental concerns and sensitivity. Developing respect for human dignity and rights, gender equity, values of honesty, integrity, cooperation and concern for life.

## Pedagogical Processes

To fulfil these curricular expectations, the suggested pedagogical processes are given below:

- Observe surroundings, natural processes, phenomena through visuals, touch, smell, feel, etc, individually and in groups. For example, flower, wooden furniture, metallic lunch-box, spoon, pencil, stones, mirror, magnet, eraser, coal, plants, animals, sea breeze, land breeze, storms, cyclones, lightening, and night sky.
- Share observations with others (peers /adults), discusses, poses questions that can be answered through scientific investigations, seeks information and formulates hypothesis.

- Facilitate children to prove the hypothesis by designing and performing activities, experiments, surveys, etc.

For example:

- Separating different parts of flower such as sepals, petals, stamens and carpel, etc.
- Cutting with knife, beating of materials with hammer, to check the hardness of different materials
- Heating materials to check their conductivity
- Using electric tester to check electrical conductivity of materials

- Observe the changes/findings during the activity, experiments, surveys, etc.

For example:

- Distinguishes between different parts of flower on the basis of colour, shape, size, number, etc
- Some materials are easily cut with knife
- Some materials change into flat sheets on beating
- Some materials break down into a powdery mass
- Some materials heat up quickly while some hardly heat up
- The bulb of tester glows in case of some materials and does not glow for others

- Analyses data, interpret s results and draws inferences.

For example:

- Differentiates between different parts of flowers by comparing with figures/ pictures
- Identifies materials on the basis of hardness, softness, appearance, transfer of heat, flow of electric current

- Communicate explanation and argument with evidence.

For example,

- Materials which are lustrous, hard, malleable, ductile, conduct heat and electric current, are generally known as metals.

Learning Indicators	Class VII explores
<b>Explores surroundings and shares experiences with others</b>	<p>Explores</p> <ul style="list-style-type: none"> <li>➤ Modes of nutrition in plants such as autotrophic in green plants, heterotrophic in nongreen plants and in animals</li> <li>➤ Identifies various parts of digestive tract in human such as buccal cavity, oesophagus, stomach and intestine, etc.</li> <li>➤ Process of digestion such as saliva breaks down starch into sugar in buccal cavity. Digestive juices break down the proteins into simpler substances</li> <li>➤ Various animal fibres such as wool, silk, etc</li> <li>➤ Changes as physical and chemical such as dissolving sugar in water, setting of curd from milk, etc.</li> <li>➤ Nature of substances as acidic such as lemon, tamarind, and basic such as baking soda, soap, etc.</li> <li>➤ Flow of heat such as a metal spoon becomes hot when kept in hot tea</li> <li>➤ Heating effect of electric current such as electric heater or iron becoming hot after switching on electric current.</li> <li>➤ Magnetic effects of electric current such as electromagnetic crane, electric bell</li> <li>➤ Reflection of light from mirrors such as plane mirrors, convex mirrors, concave mirrors</li> <li>➤ Issues related to Water Management such as treatment of polluted water, arrangement for sewage disposal, sanitation at public places</li> <li>➤ Forest as a resource, deforestation, soil erosion, various products obtained from forest, forest as a lifeline for the forest dwelling communities</li> </ul>
<b>Asks questions leading to Investigations</b>	<ul style="list-style-type: none"> <li>➤ Why does pitcher plant feed on insects?</li> <li>➤ How do animals utilise their food? ☐ Do some of our clothes come from animal sources?</li> <li>➤ What kind of clothes helps us to keep warm?</li> <li>➤ Why does turmeric stain become red on applying soap?</li> <li>➤ What gets deposited on a <i>tawa /khurpi</i> if left in a moist state?</li> <li>➤ How do we know how fast something is moving?</li> <li>➤ How does a fuse work?</li> <li>➤ Where and how do you get water for your domestic needs?</li> <li>➤ What are the products we get from forests?</li> </ul>



Learning Indicators	Class VII explores
<p><b>Performs activities</b></p> <ul style="list-style-type: none"> <li>➤ Collects information from various learning resources in order to get answers to their questions</li> <li>➤ Makes hypothesis and plans activities to test the hypothesis</li> <li>➤ Suggests different ways of doing activities</li> <li>➤ Selects appropriate materials/tools/instruments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collects information about plant nutrition from various resources such as newspaper, internet, etc.</li> <li>➤ Performs iodine test to confirm the presence of starch stored during the process of photosynthesis in leaves of different colours</li> <li>➤ Collects information on structure of digestive tract via books, posters, news, paper and internet, etc.</li> <li>➤ Nature of materials in surrounding by testing with different indicators such as litmus paper, flower indicators.</li> <li>➤ Studies transfer of heat by conduction, convection and radiation by heating metal strip, heating water and keeping a hand on top of candle flame</li> <li>➤ Measures time period of a pendulum and speed of a ball</li> <li>➤ Investigates heating effect of electric current by using some metal wires and battery</li> <li>➤ Forms images of objects using plane, convex and concave mirrors</li> </ul>
<p><b>Records, reports and analyses the findings</b></p> <ul style="list-style-type: none"> <li>➤ Records findings in different ways, such as table, graph, figure, etc</li> <li>➤ Organizes scientific findings using appropriate tables, charts, graphs, diagrams and symbols</li> <li>➤ Identifies relationships in the findings</li> <li>➤ Applies appropriate mathematical skills to interpret quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records observations of iodine test with different coloured leaves and variegated leaves for the presence or absence of starch in the tabular form.</li> <li>➤ Prepares cards/ charts using natural indicators.</li> <li>➤ Records the observations regarding nature of substances in a tabular form</li> <li>➤ Makes distance-time graphs</li> <li>➤ Draws diagram of a simple electric circuit using symbols</li> <li>➤ Identifies the nature of materials as acidic, basic and neutral by observing different colours with indicators</li> <li>➤ Calculates the time period of simple pendulum</li> <li>➤ Calculates speed of an object</li> </ul>
<p><b>Discussion</b></p> <p><b>(A)</b></p> <ul style="list-style-type: none"> <li>➤ Presents logical explanations and arguments</li> <li>➤ Communicates conclusions clearly</li> <li>➤ Provides justification in support of evidences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Concludes that starch is synthesised only in the green part of variegated leaves</li> <li>➤ Communicates that starch is synthesised in different coloured leaves too</li> <li>➤ Infers that material which turns blue litmus red are acidic in nature whereas a material which turns red litmus blue are basic in nature</li> <li>➤ Concludes that warm air rises up</li> <li>➤ Concludes that when electric current passes through a wire, it behaves like a magnet</li> <li>➤ Concludes that white light consists of seven colours</li> </ul>
<p><b>(B)</b></p> <ul style="list-style-type: none"> <li>➤ Connects scientific concepts to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explains that copper vessels are not used to keep acidic materials</li> <li>➤ Explains that convex mirror is used as a side view mirror in vehicles</li> </ul>
<p><b>(C)</b></p> <ul style="list-style-type: none"> <li>➤ Makes efforts to acquire further knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits an electric shop to see various types of fuses and MCB and learns how these work</li> </ul>

Learning Indicators	Class VII explores
<p><b>(D)</b></p> <ul style="list-style-type: none"> <li>➤ Displays a sense of interest in science by preparing charts, working models, etc.</li> <li>➤ Participates enthusiastically in role plays, field trips, science exhibitions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepares models of sun- dial, sand clock, electromagnetic crane, etc</li> </ul>
<p><b>(E)</b></p> <ul style="list-style-type: none"> <li>➤ Responds critically to media coverage of issues</li> <li>➤ Shows innovation and creativity</li> <li>➤ Shows some problem solving skills</li> <li>➤ Engages in sustained discussion on scientific issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Helps the gardener to find out the nature of the soil and its treatment if required</li> <li>➤ Discusses judicious use of water</li> <li>➤ Debates on the effects of cutting down of trees</li> <li>➤ Discusses the benefits of planting trees and preservation of forests.</li> <li>➤ Discusses the eco-friendly toilets such as vermi-processing toilet</li> </ul>
<p><b>Demonstrates values imbibed</b></p> <ul style="list-style-type: none"> <li>➤ Uses resources/materials without wasting</li> <li>➤ Records and reports findings honestly</li> <li>➤ Takes responsibility and initiative while performing task</li> <li>➤ Works cooperatively with Peers</li> <li>➤ Listens patiently to arguments of others</li> <li>➤ Advises the ways for conservation of environment so that changes in environmental conditions do not affect the survival of different species</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discusses with peers not to pluck flowers, leaves, etc</li> <li>➤ Uses waste judiciously.</li> <li>➤ Plants trees</li> <li>➤ Protects trees</li> <li>➤ Treats animals with kindness</li> </ul>



Month	Name of the topics and sub topics	AV Experience	Activities	FA Activities
July	<b>6) Physical and Chemical changes</b> <ul style="list-style-type: none"> <li>➤ Physical changes.</li> <li>➤ Chemical changes.</li> <li>➤ Rusting of iron.</li> <li>➤ Crystallization.</li> </ul>	Video based on Physical and chemical changes.	<ul style="list-style-type: none"> <li>•Symposium on rusting of iron and its prevention.</li> <li>•Quiz.</li> </ul>	
	<b>7) Weather, climate and adaptations of animals to climate</b> <ul style="list-style-type: none"> <li>➤ Weather.</li> <li>➤ Climate.</li> <li>➤ Climate and adaptation.</li> </ul>	Video based on adaptation.	<ul style="list-style-type: none"> <li>•Multiple choices questions.</li> <li>•Power Point Presentation</li> </ul>	
August	<b>8) Wind, Storms and Cyclones</b> <ul style="list-style-type: none"> <li>➤ Air exerts pressure.</li> <li>➤ High speed winds are accompanied by reduced air pressure.</li> <li>➤ Air expands on heating.</li> <li>➤ Wind currents are generated due to uneven heating on the earth.</li> <li>➤ Thunderstorms and cyclones.</li> <li>➤ Destruction caused by cyclones.</li> <li>Effective safety measures.</li> </ul> <b>9) Soil</b> <ul style="list-style-type: none"> <li>➤ Soil teeming with life.</li> <li>➤ Soil profile.</li> <li>➤ Soil types.</li> <li>➤ Properties of soil.</li> <li>➤ Moisture in soil.</li> <li>➤ Absorption of water by soil.</li> <li>➤ Soil and crops</li> </ul>	Video based on air exert pressure, thunderstorm and cyclones.	<ul style="list-style-type: none"> <li>•Making a model</li> <li>•Worksheet</li> </ul> <ul style="list-style-type: none"> <li>• To prepare a graph for daily changing in temp, day length, humidity etc.</li> <li>•Complete the web chart.</li> </ul>	FA-II Interdisciplinary Project
September	Revision for Summative assessment-1		Individual written test based on knowledge, reasoning, application and skills	

Month	Name of the topics and sub topics	AV Experience	Activities	FA Activities
October	<b>10) Respiration in Organism</b> <ul style="list-style-type: none"> <li>➤ Why do we respire?</li> <li>➤ Breathing.</li> <li>➤ How do we breathe?</li> <li>➤ What do we breathe out?</li> <li>➤ Breathing in other animals.</li> <li>➤ Breathing under water.</li> <li>➤ Do plants also respire?</li> </ul>	Video based on breathing.	<ul style="list-style-type: none"> <li>•Data collection on breathing rate of children and adults.</li> <li>•Worksheet.</li> </ul>	FA-III Task 1:-Diagram-based Questions (Individual Activity) - CH.11  Task 2:-Quiz based on Reproduction in Plants (Group Activity) - CH.12
	<b>11) Transportation in Animals and Plants</b> <ul style="list-style-type: none"> <li>➤ Circulatory system.</li> <li>➤ Excretion in animals.</li> <li>➤ Transport of substances in plants.</li> </ul>	Video based on circulatory system.	<ul style="list-style-type: none"> <li>•Individual activity to record pulse in the wrist.</li> <li>•Diagram-based Questions.</li> </ul>	
	<b>12) Reproduction in plants</b> <ul style="list-style-type: none"> <li>➤ Modes of reproduction.</li> <li>➤ Sexual reproduction.</li> <li>➤ Fruits and seed formation.</li> <li>➤ Seed dispersal.</li> </ul>	Video based on reproduction.	<ul style="list-style-type: none"> <li>•Web chart.</li> <li>•Quiz.</li> </ul>	
November	<b>13) Motion and Time</b> <ul style="list-style-type: none"> <li>➤ Slow or fast.</li> <li>➤ Speed.</li> <li>➤ Measurement of time.</li> <li>➤ Measuring speed.</li> <li>➤ Distance time graph.</li> </ul>	Video based on speed.	<ul style="list-style-type: none"> <li>•Plotting a graph on distance-time.</li> <li>• Model Making</li> </ul>	Task 3:-Pen paper Test - CH.13  Task 4:-Home work and Notebooks Assessment
	<b>14) Electric current and Its effects</b> <ul style="list-style-type: none"> <li>➤ Symbols of electric components.</li> <li>➤ Heating effect of electric current.</li> <li>➤ Magnetic effect of electric current.</li> <li>➤ Electromagnet.</li> </ul>	Video based on Heating and Magnetic effect of electric current.	<ul style="list-style-type: none"> <li>•Diagram based Question.</li> </ul>	
	<b>15) Light</b> <ul style="list-style-type: none"> <li>➤ Light travels along a straight line.</li> <li>➤ Reflection of light.</li> <li>➤ Right or Left!</li> <li>➤ Playing with spherical mirrors.</li> <li>➤ Images formed by lenses.</li> <li>➤ Sunlight White or Colored?</li> </ul>	Video based on reflection of light.	<ul style="list-style-type: none"> <li>•Draw ray diagrams.</li> <li>•Puzzle</li> </ul>	

Month	Name of the topics and sub topics	AV Experience	Activities	FA Activities
December	<p><b>16) Water: A Precious Resource</b></p> <ul style="list-style-type: none"> <li>➤ How much water is available?</li> <li>➤ Forms of water.</li> <li>➤ Groundwater as an important source of water.</li> <li>➤ Depletion of water table.</li> <li>➤ Water management.</li> <li>➤ What role you can play.</li> <li>➤ Effect of water scarcity on plants.</li> </ul> <p><b>17) Forests: Our lifeline</b> Visit to a Forest.</p>	Video based on forms of water.	<ul style="list-style-type: none"> <li>•Make posters and write a slogan on Water is A Precious Resources.</li> </ul> <p>Group Discussion Poster making competition</p>	<p>FA IV</p> <p>Project Work based on Exhibition</p>
January	<p><b>18)Waste water Story</b></p> <ul style="list-style-type: none"> <li>➤ Water, Our lifeline</li> <li>➤ What is sewage?</li> <li>➤ Water freshens Up-An eventful journey.</li> <li>➤ Waste water Treatment Plant.</li> <li>➤ Better housekeeping practices.</li> <li>➤ Sanitation and disease</li> <li>➤ Alternative arrangement for sewage disposal.</li> <li>➤ Sanitation at public places</li> </ul>	Video based on water, sewage.	<ul style="list-style-type: none"> <li>•Puzzle</li> <li>•Quiz</li> </ul>	Project Work based on Exhibition

## पाठ्यक्रम संबंधी अपेक्षाएं

### सुनना और बोलना

- foFHkUu ifjLFkfr; ka ea ckyh tkus okyh Hkk"kk dks l qdj l e>ukA
- nlt jka dh ckrka vks fopkjka dks i<ej] l qdj] l e>dj vius <x l s dgukA
- viuh ckr Li"Vrk ds l kfk vks [kydj dgukA
- vius vkl & ikl ?kV jgh ?kVukvk] l eL; kvk] l kef; d epnka vks i<h xbz jpuvkka ij viuh jk; 0; Dr djukA

### पढ़ना और लिखना

- foFHkUuk vol jka (Lokxr] l keftd l ekjg vks eqs vkfn) ds fy, viuh ckr Li"Vrk ds l kfk fy[kukA
- i qrdky; vkfn foFHkUu l ksrka l s viuh il n dh fdrka i<ekA
- vyx&vyx vol jka lkj dgh xbz nlt jka dh ckrka vks fopkjka dks i<ej] l qdj] l e>dj vius <x l s fy[kukA
- vius vkl & ikl ?kV jgh ?kVukvk] l eL; kvk] l kef; d epnka vks jpuvkka dks i<ek vks mu ij viuh jk; 0; Dr djukA a

### परिवेशीय सजगता

- ikdfrd vks vU; ?kVukvk dk voykdu dj viuh jk; cukukA
- vius Hkk"kk; h lkfjos'k ds ifr l tx vks l onu'khy gkukA
- foijhr ifjLFkfr; ka ea Hkh Hkk"kk dk 'kkrirwz vks foodirwz <x l s bLreky djukA
- foFHkUu lkfjos'k] df"k vks ykd dykvka vkfn l s l cf/r Hkk"kk dk l j{k.k vks fodkl djuk A

### सीखने के तरीके तथा माहौल सभी बच्चों के समावेश को ध्यान में रखकर

- vius ifjos'k] l e; vks l ekt l s l cf/r eqka vks jpuvkka dks l qus vks i<es ds vol j gkA
- viuh Hkk"kk ea ckrphr rFkk ppkZ djus ds vol j gkA
- iz kx dh tkus okyh Hkk"kk; h ckjhfd; ka ij ppkZ ds vol j gkA
- l fØ; vks tkx: d cukus okyh jpuk, j] v[kckj] if=kd, j] fi 0Ye] vks vU; vkmM; k&ohfM; ks l kexh dks[ku] l qus i<es vks ppkZ djus ds vol j mi yC/ gkA

- dYi uk' khyrk vks I 'tu' khyrk dks fodfl r djus okyh xfrfof/; kq tS s & vfHku; ] jksy&lyj dfork lkb] dgkuh I quk&l quk] fofHkuu fLFkfr; ka ea dkn vkfn ds vk; kstu gka rFkk buea l Hkh dh Hkxhkhkj ds vol j gka
- I eq ea dk; Z djus vks , d&nt js ds dk; ka ij ppkZ djuj jk; yu&nuj iZ u djus dh Lorark gka
- fgnh ds l kfk&l kfk viuh Hk'kk dh l kexh i<us fy[kus (cay ea Hkh) vks mu ij ckrphr dh vktknh gka
- vius vutkoka dks Lokrak <x l s fy[kus ds vol j gka
- vius ifjos'k] l e; vks l ekt l s l af/r jpuvkka dks i<us vks mu lkj ppkZ djuj ds vol j gka
- viuh Hk'kk x<fs gq fy[kus dh Lorark gka
- l f0; vks tkx: d cukus okyh jpu, j v[kckj] if=kd, j fi 0Ye] vks vl; vMM; k&ohfM; ks l kexh dks ns[kus] l pu; i<us vks fy[kdj vfHko; Dr djujdh xfrfof/; k; gka
- dYi uk' khyrk vks I 'tu' khyrk dks fodfl r djus okyh xfrfof/; kq tS s & vfHku; ] jksy&lyj dfork lkb] l tukRed ys[ku] fofHkuu fLFkfr; ka ea l dknvkfn ds vk; kstu gka vks mudh rS kjh l s l af/r fL0IV ys[ku vks fji kS/Z ys[ku ds vol j gka
- vius ekgsy] vius l ekt ds ckjs ea Ldny rFkk fofHkuu lk=&i f=kdvka ea viuh jk; nus ds vol j gka
- i kdfrd] l kdfrd] Hk'kd] l kekftd fof/rkvka ds ifr tkx: d djus okyh ppkZ; gka
- l dnu'khy emka ij ppkZ ds vol j gka tS & tkfr&ikfr] /e] jhfr&fjokT] tMj vkfnA
- d'k] ykd dykvk] glr dykvk] y?kq m | kxka dks ns[kus vks tkuus ds vol j gka vks mul s l af/r 'kcnkoyh dks tkuus vks ml ds mi ; kx ds vol j gka

## सीखने के संकेतक

### l quk&cksyuk

- vius l kffk; ka }kjk [ksy] fi 0Ye vkfn ds l ca' ea dgh tk jgh ckrka dks /S Z l s l qrs gS vks ml s l e>rs gq viuh fVli . kh nrs gka
- i <h] l qh ckrka lkj cf>>d ckr djrhedjrk gS TKS &i <h dgkfu; ka ds i kka ij ckrphrA
- fd l h l qh] ckyh xbz dgkuh vFkok vl; jpuvkka dks jkpd <x l s vkxs c<hrh@c<rk gS TKS & uknu nkr dgkuh ij& taxy ea rks i M+gh ugha gka



- Hkk"kk dh ckjhfd; ka lkj è; ku nrshærk g& TKS & okD; dh cukoV ij l oky djuk vks mls nkgjukuk] Nw dj iM+vkfn ouLifr; ka dks l e>uk] tS & iM+dk ruk [kgnjk gS i fUk; k; fpduh g&
- jfM; kj Vsyhfotku vkfn dh [kcj dks vius 'kCnka ea vius <x l s dgrs g&
- jkTejz ds thou l s vyx fdl h ?kVuk@ fLFkr&fo'ks'k ij ckrphr (TKS & ikdfrd rRoka ds chip ckrphr dh dYiuk& vkl eku l s l enA

## पढना - लिखना

- ikB; iqrd ds vfrfjDr ikBrj l kfgR; dckjs ea tkuus vks mlga i <us ds fy, mRl pdg&
- viuh il an dh vFkok fdl h l qh gPZ jpuvkfn dks lkrdky; ; k vl; LFku l s; edj i <us dh dks'k'k djrh@djrj g&
- i<h] l qh ckrka lkj [kydj fyf[krvfHkO; fDr djrh@djrj g& TKS & gekjLdny rk&rkpku ds Ldny tS k D; ka ugha g&
- nit jka }kjk dgh tk jgh ckrka dks /s Z l s qdj mls l e>rs gq viuh jk; fy[krhfy[krk g&
- vius vuHkokj Hkkok a (TKS & vuBs fe=k l s gyh eykdkr] Oghy ps j l s [ksy ehkurd vkfn) vks nit jka dh jk; ] fopjka dksy[kus dh dks'k'k djrh@djrj g&
- fdl h l qh] ckyh xbZ dgkuh vFkok vl; jpuvka dks jkpd <x l s vkxs c<trs gq fy[krhfy[krk g&
- jkTejz ds thou l s vyx ds fdl h?kVuk@fLFkr&fo'ks'k (TKS & fctyh dh rkjij vVdh irax l s l dkn) ea Hkk"kk dkdYifud vks l 'tukRed iz kx djrs gq fy[krs g&

## परिवेशीय सजगता

- ikdfrd enakj ?kVukvka ds ifr viuh ifrØ; k O; Dr djrh@djrj gS *जैसे मेरे गाँव में बादल फटा उसे सिलें कैसे?*
- vius l kffk; ka dh Hkk"kk] [kku&iku] igukokl ea/h ftKkl k dks cksydj vks fy[kdjO; Dr djrh@djrj g&
- jhfr&fjokTj R; kqkj ds ifr l okydjrh@djrj gS *जैसे दीवाली पर केक क्यों नहीं बनता ?*  
vius ifjos'k dh l eL; kvka (*जैसे बिजली बार - बार क्यों जाती है, नल में पानी गन्दा और इतना कम क्यों दिया जाता है आदि*) ij iz urFkk l kffk; ka l s ckrphr djrh@djrj g&

## Hindi Curriculum Plan Session (2015-2016)

माह	पाठ संख्या	पाठ का नाम	रचनात्मक कार्य	इकाई परीक्षा हेतु
		पाठ्यपुस्तक 1 अमृत हिंदी पाठमाला 2 महाभारत 3 मैं और मेरा व्याकरण		
अप्रैल				<b>प्रथम इकाई परीक्षा हेतु</b>
अमृत	1 2 3	पाठ-1 भारती वंदना पाठ 2 जेल का जीवन पाठ 3 युगावतार गाँधी पाठ--गाँधी जी का पुत्र को पत्र केवल पठन हेतु	पाठ-1 रस के स्थाई भावों पर कॉलार्ज बनाना और किसी एक पर आधारित प्रार्थना या गीत का गायन करना। पाठ -2 स्वतंत्रता संग्राम में कई महापुरुषों ने भाग लेकर जेल की सजा काटी। ऐसे महापुरुषों के बारे में जानकारी इकट्ठा करें और उस पर एक अनुच्छेद लिखें। पाठ-3 वर्तमान समय में गांधी जी के विचारों की उपयोगिता विषय पर वाद - विवाद	1 रचनात्मक कार्य रस के स्थाई भावों पर कॉलार्ज बनाना। सामूहिक कार्य 10 मूल्यांकन-- *कॉलार्ज बनाना 5 *वाचन कौशल 2.5 *आंगिक अभिनय 2.5
महाभारत	1 2 3 4 5	पाठ 1 महाभारत कथा पाठ 2 देवव्रत पाठ 3 भीष्म प्रतिज्ञा पाठ 4 अम्बा और भीष्म पाठ 5 विदुर	जेल की सजा काटी। ऐसे महापुरुषों के बारे में जानकारी इकट्ठा करें और उस पर एक अनुच्छेद लिखें। पाठ-3 वर्तमान समय में गांधी जी के विचारों की उपयोगिता विषय पर वाद - विवाद	2 रचनात्मक कार्य स्वतंत्रता संग्राम में कई महापुरुषों ने भाग लेकर जेल की सजा काटी ऐसे महापुरुषों के जेल जीवन से संबंधित जानकारी इकट्ठा करें और उस पर एक अनुच्छेद लिखें व्यक्तिगत कार्य मूल्यांकन -- *शब्द सीमा 5 *लेखन कौशल 2.5 *त्रुटि रहित कार्य 2.5
व्याकरण	1 2 3	पाठ 1 भाषा-विचार, हिंदी भाषा और व्याकरण पाठ 2 वर्ण विचार और उच्चारण पाठ 3 संधि निबंध-- ऋतु से सम्बंधित पत्र-- प्रार्थना पत्र	वीडियो-गांधी जी पर आधारित।	3 रचनात्मक कार्य कार्य प्रपत्र -व्याकरण पर आधारित 10 4 रचनात्मक * कक्षा कार्य 5 * गृह कार्य 5

माह	पाठ संख्या	पाठ का नाम	रचनात्मक कार्य	इकाई परीक्षा हेतु
मई				
अमृत	4	पाठ 4 एक कुत्ता और मैना	पशु - पक्षियों पर आधारित कविताओं का संकलन एवं वाचन।	
महाभारत	6	पाठ 6 कुंती		
	7	पाठ 7 भीम		
	8	पाठ 8 कर्ण	वीडियो-महाभारत पर आधारित।	
	9	पाठ 9 द्रोणाचार्य		
	10	पाठ 10 लाख का घर		
व्याकरण	4	पाठ 4 शब्द विचार		
	5	पाठ 5 पर्यायवाची शब्द		
	6	पाठ 6 विलोम शब्द		
	7	पाठ 7 श्रुतिसमभिन्नार्थक शब्द निबंध- त्योहार सम्बंधित पत्र- बधाई पत्र		
जुलाई				द्वितीय परीक्षा हेतु अंतः विषय परीक्षा
अमृत	5	पाठ 5 पहली बूंद	पाठ-5 वसंत, ग्रीष्म, वर्षा, शरद, शिशिर, हेमंत ऋतुओं से संबंधित एक - एक कविता संकलित करके स्कैप बुक में लिखिए और उनका सस्वर वाचन कीजिए।	
	6	पाठ 6 कदंब का पेड़		
	7	पाठ 7 छोटा जादूगर पाठ -कल्याणकारी मार्ग केवल पठन हेतु		
महाभारत	11	पाठ 11 पांडवों की रक्षा	पाठ -6 मेरी माँ सबसे प्यारी, दुनिया में वह सबसे न्यारी पंक्ति को आधार बनाकर माँ और बालक के प्रेम पर आधारित एक कविता की रचना कीजिए।	
	12	पाठ 12 द्रौपदी स्वयंवर		
	13	पाठ 13 इंद्रप्रस्थ		
	14	पाठ 14 जरासंध		
	15	पाठ 15 शकुनि का प्रवेश		
व्याकरण	8	पाठ 8 अनेक शब्दों के लिए एक शब्द	पाठ - 7 कहानी के अंत में छोटे जादूगर की माँ का देहांत हो गया। इसलिए यह कहानी दुःखांत हो गई। आप इस कहानी को सुखांत बनाकर लिखिए।	
	9	पाठ 9 अनेकार्थक शब्द		
	10	पाठ 10 विविध शब्द		
	11	पाठ 11 उपसर्ग		
	12	प्रत्यय 12 प्रत्यय निबंध-ज्वलंत समस्या पर आधारित पत्र- सांत्वना पत्र	वीडियो- महाभारत पर आधारित।	

माह	पाठ संख्या	पाठ का नाम	रचनात्मक कार्य	इकाई परीक्षा हेतु
अगस्त अमृत	8	पाठ 8 गिरिधर की कुडलियों	पाठ - 8 कुंडलियों से प्राप्त शिक्षाओं का वर्णन करते हुए अपने मित्र को पत्र लिखिए-	
महाभारत	16	पाठ 16 चौसर का खेल व द्रौपदी की व्यथा	वीडियो- महाभारत पर आधारित।	
	17	पाठ 17 धृतराष्ट्र की चिंता		
	18	पाठ 18 भीष्म और हनुमान		
	19	पाठ 19 द्रुपद करने वालों का जी नहीं भरता		
	20	पाठ 20 मायावी सरोवर		
व्याकरण	13	पाठ 13 समास व मुहावरे निबंध-महान पुरुषों पर आधारित पत्र -कार्यालय से सम्बंधित		
सितम्बर		प्रथम सत्रीय परीक्षा		
अक्टूबर				तृतीय इकाई परीक्षा हेतु
अमृत	9	पाठ 9 जुम्न दरजी	पाठ -9 भारत में प्राचीन काल से कौन - कौन से ग्रामीण कुटीर उद्योग चल रहे थे, उनकी एक तालिका बनाओ और वर्तमान में उनकी स्थिति पर अपने निष्कर्ष बताओ।	1 रचनात्मक कार्य हिंदी संस्कार और संस्कृति की संरक्षक है। विषय पर भाषण प्रतियोगिता। व्यक्तिगत कार्यह 10 मूल्यांकन * चयन की गुणवत्ता 2 * उचित आरोह-अवरोह 2 * उपयुक्त उच्चारण 2 * भाव-भंगिमा 2 * समग्र प्रभाव 2
	10	पाठ 10 मेरी प्यारी हिंदी		
	11	*राजभाषा हिंदी केवल पठन हेतु पाठ 11 साइकिल की सवारी	पाठ - 10 'हिंदी संस्कार और संस्कृति की संरक्षक है' विषय पर भाषण प्रतियोगिता	
महाभारत	21	पाठ 21 यक्ष - प्रश्न		
	22	पाठ 22 आज्ञातवास		
	23	पाठ 23 प्रतिज्ञा - पूर्ति		
	24	पाठ 24 विराट का भ्रम		
	25	पाठ 25 मंत्रणा		
व्याकरण	15	पाठ 15 लिंग	पाठ - 11 जब मैंने साइकिल चलानी सिखी विषय में अपने अनुभव बताते हुए एक अनुच्छेद लिखें।	2 रचनात्मक कार्य 'छोटा जादूगर' कहानी पर नाट्य मंचन कीजिए- सामूहिक कार्य मूल्यांकन * प्रभावशील संवाद 2 * अभिनयशीलता 2 * चुटीली भाषा 2 * विषय की अभिव्यक्ति 2 * समग्र प्रभाव 2
	16	पाठ 16 वचन		
	17	पाठ 17 कारक		
	18	पाठ 18 सर्वनाम निबंध-किसी भी मेले पर आधारित पत्र- निमंत्रण पत्र	वीडियो- महाभारत पर आधारित।	3 रचनात्मक कार्य कार्य प्रपत्र-व्याकरण पर आधारित कार्य 10 4 रचनात्मक कार्य * गृह कार्य 5 * कक्षा कार्य 5

माह	पाठ संख्या	पाठ का नाम	रचनात्मक कार्य	इकाई परीक्षा हेतु
नवम्बर				नवम्बर
अमृत		पाठ 12 फूल और काँटे पाठ 13 मंत्र पाठ 14 ताई	पाठ - 12 हमारी उन्नती हमारे वातावरण और प्रकृति पर निर्भर करती है। इस विषय पर पक्ष - विपक्ष में अपने तर्क प्रस्तुत करते हुए एक वाद - विवाद प्रतियोगिता का आयोजन।	अमृत
महाभारत		पाठ 26 राजदूत संजय पाठ 27 शांतिदूत कृष्ण पाठ 28 पांडवों और कौरवों के सेनापति पाठ 29 पहला, दूसरा और तीसरा दिन	पाठ - 13 मंत्र कहानी को संवाद शैली में लिखिए :- पाठ - 14 मंशी प्रेमचंद की हृदय स्पर्शी कहानियों का संग्रह तैयार करें	महाभारत
व्याकरण	19 20 21	पाठ 30 चौथा, पाँचवाँ और छठा दिन पाठ 19 विशेषण पाठ 20 क्रिया पाठ 21 काल निबंध- भावात्मक पत्र- समस्या सम्बंधित	वीडियो-प्रेमचंद की कहानियों पर आधारित।	व्याकरण
दिसम्बर				दिसम्बर
अमृत				अमृत
महाभारत	15 16	पाठ 15 कृष्ण की चेतावनी पाठ 16 आर्यभट्ट	पाठ 15 कृष्ण की चेतावनी कविता को कहानी के रूप में लिखें। पाठ 16 आर्यभट्ट एकांकी का नाट्य मंचन	महाभारत
व्याकरण	31 32 33 34 35	पाठ 31 सातवाँ, आठवाँ और नवाँ दिन पाठ 32 भीष्म शर् शैल्या पर पाठ 33 बारहवाँ दिन पाठ 34 अभिमन्यु पाठ 35 युधिष्ठिर की चिंता व कामना		व्याकरण
	22 23 24 25	पाठ 22 क्रियाविशेषण पाठ 23 संबंधबोधक पाठ 24 समुच्चयबोधक पाठ 25 विस्मयादिवोधक निबंध ज्वलंत समस्या पर पत्र अनौपचारिक		

माह	पाठ संख्या	पाठ का नाम	रचनात्मक कार्य	इकाई परीक्षा हेतु
जनवरी				चतुर्थी इकाई परीक्षा हेतु
महाभारत	36	पाठ 36 भूरिश्रवा, जयद्रथ और आचार्य द्रोण का अंत	वीडियो-महाभारत पर आधारित ।	वार्षिक प्रदर्शनी कार्य पर आधारित 30
	37	पाठ 37 कर्ण और दुर्योधन भी		
	38	मारे गए		
	39	पाठ 38 अश्वत्थामा		
	40	पाठ 39 युधिष्ठिर की वेदना		
	41	पाठ 40 पांडवों का धृतराष्ट्र के प्रति व्यवहार		
व्याकरण		पाठ 41 श्री कृष्ण और युधिष्ठिर		
	26			
	27	पाठ 26 वाक्य		
	28	पाठ 27 अशुद्ध वाक्यों का संशोधन		
		पाठ 28 विराम - चिह्न निबंध- आदर्श व्यक्ति पर आधारित		
		पत्र- औपचारिक		
फरवरी -		दोहराई कार्य		
मार्च -		द्वितीय सत्रीय परीक्षा		

**Sanskrit Curriculum Plan**  
**Session (2015-2016)**

मास	पाठसंख्यावनाम	रचनात्मक कार्य	इकाई परीक्षा
अप्रैल	<p><b>रुचिरा</b> पाठ-1 सुभाषितानि पाठ-2 दुर्बुद्धिः विनश्यति पाठ-3 स्वाबलम्बनम्</p> <p><b>व्याकरण</b> लिङ्ग, वचन, पुरुष परिचय, लट्, लृट् लकार, क्त्वा, ल्यप्, अकारान्त, आकारान्त, शब्द रूप परिचय संख्या 1 से 30 पर्यन्त</p>	<p>श्लोक लेखन पाठस्य भावानुसारेण नूतन कथा निर्माणम्।</p> <p>सुभाषितानां सस्वर वाचनम्</p> <p>स्वावलम्बन विषये विचार प्रकटीकरणम्।</p>	<p>प्रथम इकाई परीक्षा (FA I) 1सुभाषितानां सस्वर वाचनम् 2श्लोक लेखन</p>
मई	<p><b>रुचिरा</b> पाठ-4 हास्य बालकवि सम्मेलनम्</p> <p><b>व्यकरण</b> सप्तककाराः, इकारान्त शब्द रूप परिचय, विशेषण-विशेष्य, लोट् लकार</p>	<p>संख्या वाचन हास्य कवितानां रचना</p>	<p>3संख्या वाचन</p>
जुलाई	<p><b>रुचिरा</b> पाठ-5 पण्डिता रमाबाई पाठ-6 सदाचारः</p> <p><b>व्याकरण</b> तुमुन, समय पाठन, संख्या-31 से 60 ईकारान्त, उकारान्त, शब्द रूप परिचय। लङ्, विधिलिङ्ग लकार शब्दकोश- काल वाचक शब्द</p>	<p>कक्षा कार्य तथा गृहकार्य- नाट्यमञ्चन पाठस्य आधारेण सामाजिक कुरीतीनां संकलनं तथा तासां निवारणाय उपायाः।</p>	<p>द्वितीय इकाई परीक्षा नाट्यमञ्चन 2पाठस्य आधारेण सामाजिक कुरीतीनां संकलनं तथा तासां निवारणाय उपायाः।</p>

मास	पाठसंख्यावनाम	रचनात्मक कार्य	इकाई परीक्षा
अगस्त	<b>रुचिरा</b> पाठ-7 संकल्प सिद्धिदायकः पाठ-8 त्रिवर्णः ध्वजः <b>व्याकरण</b> शब्द-अस्मद्, युष्मद्, भवत (पु० लि०, स्त्री० लि०) शब्दकोश- आत्मीय वर्ग, पाठशाला सम्बन्धी शब्दा	सम्वाद रचना नाट्यमंचन सदाचार विषये विचार प्रकटीकरणम् ।	3सम्वाद रचना
सितम्बर	<b>प्रथम सत्रीय परीक्षा</b> पाठ एक से अष्टम् पर्यन्त पुनरावृत्ति प्रथमा, द्वितीय इकाई पाठ्यक्रम		
अक्टूबर	<b>रुचिरा</b> पाठ-9 विमानयानं रचयाम । पाठ-10 विश्वबन्धुत्वम् । पाठ-11 समवायो हि दुर्जयः । <b>व्याकरण</b> संख्यावाची विशेषणम् शतृ प्रत्यय, ऋकारान्त शब्द । शब्दकोश-पशु पक्षीनां नामानि	चित्र विवरणम् श्रुत लेखम् पद्यानां सस्वर वाचनम् । विभक्तीनां वाक्य रचना अभ्यासः ।	तृतीय इकाई परीक्षा (a) (3 1 चित्र विवरणम् 2श्रुत लेखम्
नवम्बर	<b>रुचिरा</b> पाठ-12 कल्पलतेव विद्या । पाठ-13 अमृतं संस्कृतम् । <b>व्याकरण</b> स्वर सन्धि, वाच्य परिचय, अव्यय प्रयोग, सकर्मक, अकर्मक धातु परिचय, क्त, क्तवतु परिचयः ।	प्रत्ययों के आधार पर वाक्य रचना संस्कृत भाषायाः विषये विचार प्रकटीकरणम् ।	3कार्य प्रपत्र
दिसम्बर	<b>रुचिरा</b> पाठ-14 अनारिकायाः जिज्ञासा पाठ-15 लालनगीतम् <b>व्याकरण</b> तव्यत्, अनीयर, अकारान्त, नपुसकलिङ्ग शब्दकोश- फल , वर्ण , व्यवसायी पुरुषों के नाम ।	कक्षा कार्य तथा गृह कार्य संस्कृत गीतानां सस्वरं वाचनम् ।	
जनवरी	पुनरावृत्ति - व्याकरण भाग	फलों तथा सब्जियों की सूची निर्माण दूरवाणी वार्ता	
फरवरी	पाठ 9 से 15 पुनरावृत्ति ।		
मार्च	<b>द्वितीय सत्रीय परीक्षा</b>		



## Computer Curriculum Plan Session (2015-2016)

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activitiess	Assessment Syllabus
April	<b>Creating Charts in MS Excel</b>	<ul style="list-style-type: none"> <li>➤ Charts: Components and Types</li> <li>➤ Creating a chart</li> <li>➤ Modifying a Chart</li> <li>➤ Chart Tools</li> <li>➤ Copying a Chart in MS Word</li> </ul>		<ul style="list-style-type: none"> <li>• Making a data series</li> <li>• Tabulating the marks of students</li> <li>• Identifying the types of charts</li> <li>• Creating/modifying column chart, bar chart, line chart</li> <li>• Cereating a worksheet and a pie-chart</li> <li>• Copying the pie0chart in MS Word</li> </ul>	<ul style="list-style-type: none"> <li>• F.A I</li> <li>• S.A I</li> </ul>
	<b>MS Excel: Formulae and Functions</b>	<ul style="list-style-type: none"> <li>➤ Cell References</li> <li>➤ Using Formulae</li> <li>➤ Functions</li> <li>➤ Function Library</li> <li>➤ AutoSum Features</li> </ul>		<ul style="list-style-type: none"> <li>• Using AutoSum feature</li> <li>• Calculating total and average marks</li> <li>• Linking ICT with Maths and Science</li> </ul>	F.A I S.A I
May	<b>More on QBASIC</b>	<ul style="list-style-type: none"> <li>➤ QBASIC</li> <li>➤ Starting QBASIC</li> <li>➤ Programming in QBASIC</li> <li>➤ Characters, Data Types, Operators, Expressions</li> <li>➤ Statements</li> <li>➤ Repetition Construct</li> </ul>		<ul style="list-style-type: none"> <li>• Writing QBASIC Programs</li> <li>• Finding outputs of given statements</li> <li>• Linking ICT with Maths</li> </ul>	F.A I S.A I
July	<b>Editing In Flash</b>	<ul style="list-style-type: none"> <li>➤ Starting Flash</li> <li>➤ Components of a Flash Window</li> <li>➤ Selecting an Object</li> <li>➤ Ink Bottle and Text Tools</li> <li>➤ Converting Text into Vector Format</li> <li>➤ Using Group Command</li> <li>➤ Creating and Using symbols</li> </ul>		<ul style="list-style-type: none"> <li>• Drawing an Object in Flash and making its copy and rotating it</li> <li>• Using Text tool, converting text into vector format and using break apart feature</li> <li>• Using Transformation Feature</li> <li>• Linking ICT with Science</li> <li>• Drawing parts of a flower and grouping them.</li> </ul>	F.A II S.A I
	<b>Animation and Layers in Flash</b>	<ul style="list-style-type: none"> <li>➤ Animation</li> <li>➤ Understanding the Timeline Panel</li> <li>➤ Gradients</li> <li>➤ Understanding the layer Panel</li> <li>➤ Types of Layers</li> <li>➤ Working with Layers</li> <li>➤ Masking in Flash</li> <li>➤ Methods of Animation</li> <li>➤ Tint Tweening</li> </ul>		<ul style="list-style-type: none"> <li>• Drawing a picture showing the path of a bouncing ball</li> <li>• Using shape Tween Feature</li> <li>• Drawing and Animating a car</li> <li>• Creating a school logo</li> <li>• Drawing parts of a house and joining them</li> </ul>	F.A II S.A I

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activities	Assessment Syllabus
August	Working with Web Browser	<ul style="list-style-type: none"> <li>➤ Web Browser</li> <li>➤ Types of Browsers</li> <li>➤ Search Engine</li> <li>➤ Navigating a Website</li> <li>➤ Downloading Files</li> <li>➤ Plug-ins</li> <li>➤ HTTP: A Web Protocol</li> </ul>		<ul style="list-style-type: none"> <li>• Making a report</li> <li>• Collecting information on browsers and search engines</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A II</li> <li>➤ S.A I</li> </ul>
September	Introduction to Email	<ul style="list-style-type: none"> <li>➤ E-mail</li> <li>➤ Advantages of Email</li> <li>➤ Disadvantages of E-mail</li> <li>➤ E-mail Address</li> <li>➤ Creating an Email Account</li> <li>➤ Components of an E-mail Window</li> <li>➤ Attaching Files to an E-mail</li> <li>➤ Netiquette</li> <li>➤ Blogging</li> </ul>		<ul style="list-style-type: none"> <li>• Creating an Making a list of useful websites</li> <li>• Keeping a record of email addresses</li> <li>• Gathering information about free e-mail account services</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A II</li> <li>➤ S.A I</li> </ul>
October	Introduction to HTML	<ul style="list-style-type: none"> <li>➤ HTML Introduction</li> <li>➤ Benefits of HTML</li> <li>➤ HTML editors</li> <li>➤ Tags</li> <li>➤ Creating, saving and viewing a web page</li> <li>➤ HTML Elements</li> <li>➤ HTML, HEAD, TITLE and BODY Elements</li> <li>➤ Heading Elements</li> <li>➤ B, U, I Elements</li> </ul>		<ul style="list-style-type: none"> <li>• Creating a Web Page</li> <li>• Solving crossword puzzle</li> <li>• Writing and running HTML code for displaying a web page.</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A. III</li> <li>➤ S.A II</li> </ul>
November	Computer Viruses	<ul style="list-style-type: none"> <li>➤ Computer Virus</li> <li>➤ Spreading of a Computer virus</li> <li>➤ Types of Viruses</li> <li>➤ Antivirus Software</li> <li>➤ Signs of Virus Attack</li> <li>➤ Preventing Attack of a Virus</li> </ul>	ppt	<ul style="list-style-type: none"> <li>• Collecting information about types of computer viruses</li> <li>• Collecting information about different antivirus softwares</li> <li>• Identifying and listing antivirus software used in lab.</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A IV</li> <li>➤ S.A II</li> </ul>
December	Computer Security	<ul style="list-style-type: none"> <li>➤ Authentication and its types</li> <li>➤ Removing Malware</li> <li>➤ Firewall</li> <li>➤ Data Backup</li> </ul>	ppt	<ul style="list-style-type: none"> <li>• Making a ppt on computer security</li> </ul>	<ul style="list-style-type: none"> <li>➤ F.A IV</li> <li>➤ S.A II</li> </ul>