

CURRICULUM GRADE-7



CURRICULUM

OVERVIEW

The aim of education is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community with creative vision, with a sense of patriotism and a global perspective.

Any good curriculum should meet the needs of the learner, both of the present and the future, in the context of the knowledge and skills requirement of the 21st century. A general and comprehensive school education will establish a strong platform and foundation not only for higher studies leading to a career, but also overall empowerment of the individual for a meaningful life.

The focus in our curriculum is not on the delivery and memorization of content but on the understanding of concept and the development of skills as appropriate to each subject domain specifically the 21st century skills i.e. four Cs: Collaboration, Critical thinking, Communication and Creativity. Critical thinking envisages a focus not on memorization and rote learning but on the Higher Order Thinking Skills i.e. understanding, application, analysis, synthesis, evaluation and creativity. Classroom practise will reflect this new focus. Collaboration and independent learning will become more important skills of an empowered learner rather than memorization.

We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. The curriculum will adopt the following principles:

- To nurture individuality and thus enhance one's innate potential.*
- To develop a scientific outlook and transformative competencies, in order to meet the demands of changing society.*
- To create a connection between learner's spiritual, ethical, social, cognitive, mental and physical growth and development.*

OBJECTIVES:

- 1) To nurture assertive communication and interpersonal skills.*
- 2) To develop abilities related to thinking skills and problem solving.*
- 3) To acquire the ability to utilise technology and information for the betterment of humankind.*
- 4) To inspire the attitude of functional and participatory learning.*
- 5) 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.*

In order to achieve the above mentioned objectives, the curriculum shall focus on the development of:

- 1) Effective communication skills which involves making effective use of all kinds of symbols (such as language in both verbal and non-verbal form, sounds, motion, visual and written) and tools (such as media and technology) in order to develop interpersonal relationship through skills of listening attentively to and communicating effectively with others, and sharing various perspectives and information assertively with others.*
- 2) Thinking skills and problem solving, which involves cultivating the ability and habit of thinking creatively and reflectively, making logical analysis and decisions and effectively solving problems and resolving conflicts.*
- 3) Utilisation of technology and information involves the utilisation of technology in a safe, positive and effective way for boosting learning efficacy and living quality.*

- 4) *Functional and participatory learning leading to the development of higher order thinking skills, encouraging inquisitiveness and keen observation, actively exploring and discovering solutions and applying knowledge, attitudes and skills in daily life.*
- 5) *Empathy involves being aware of other people's feelings and situations, respect for the opposite gender, tolerant of different opinions and unbiased to humans and group of different identities, with respect for life and thoughtful for community, the environment, and nature, obeying and respecting rules of the law, and holding an attitude which is conducive to collaborative work and leads to individual, global as well as societal transformation.*
- 6) *To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.*

STATEMENTS:

Our middle school curriculum serves as a bridge between elementary school and high school and is designed to educate young adolescents in a way that meets their unique developmental needs. All students take seven periods of class. Clubs, sports, visual and performing arts, library, computer literacy, lunchtime, and service projects provide many opportunities for students to be involved in school. 6 to 8 grade students take four core studies and four elective courses to compliment their core studies.

CORE STUDIES:

English, Mathematics, Science and Social Sciences,

ELECTIVE COURSES:

Additional Language (Hindi), Additional Language (French), Additional Language (Sanskrit), Visual and Performing Arts, Computer Literacy and Physical Education.

The academic year is divided into two terms.

| | | |
|------------------------|---|--|
| Unit Test - 1 | : | July 28, 2025 to August 02, 2025 |
| First Term Examination | : | September 18, 2025 to September 30, 2025 |
| Unit Test - 2 | : | December 01, 2025 to December 13, 2025 |
| Final Term Examination | : | March 02, 2026 to March 18, 2026 |

ENGLISH

OVERVIEW

As English is the medium of instruction, development of competence in English enables the accelerated learning of other subjects also. The emphasis is on the development of fluency with the balance of all skills i.e. listening, speaking, reading, writing and also refining the student's ability to express himself by focusing on Higher Order Thinking Skills transacted through the medium of English.

OBJECTIVES

By the end of Grade 7, students will be able to:

- *Determine theme or central idea of a text, analyze its development over the course of the text and provide an objective summary of the text.*
- *Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).*
- *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*
- *Analyze how a drama's or poem's form or structure contributes to its meaning.*
- *Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.*
- *Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.*
- *Write arguments to support claims with clear reasons and relevant evidence.*
- *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
- *Establish and maintain a formal style.*
- *Provide a concluding statement or section that follows from and supports the argument presented.*
- *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*
- *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*
- *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
- *Develop and strengthen writing as needed by planning, revising, editing, rewriting using technology, including the Internet, to produce writing and link to and cite sources.*
- *Conduct short research projects to answer a question, drawing on several sources and generating additional, related and focused questions for further research and investigation.*
- *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
- *Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.*
- *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.*
- *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.*

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|---------------|---|--|
| <i>April</i> | <ul style="list-style-type: none"> • <i>Short Story</i> | <ul style="list-style-type: none"> • <i>Infer how individuals can make a difference to the society they live in.</i> • <i>Infer how determination and passion can help realize dreams.</i> • <i>Draw a character-sketch.</i> |
| | <ul style="list-style-type: none"> • <i>Letter of Complaint</i> | <ul style="list-style-type: none"> • <i>Write a letter to a firm for replacement of faulty product.</i> |
| | <ul style="list-style-type: none"> • <i>Vocabulary</i> | <ul style="list-style-type: none"> • <i>Make use of 'movement' words in sentences. (eg: tiptoed, roam, dart, etc.)</i> |
| | <ul style="list-style-type: none"> • <i>LSRW Skills</i> | <ul style="list-style-type: none"> • <i>Listen to a story to complete its summary with suitable words or phrases.</i> |
| <i>June</i> | <ul style="list-style-type: none"> • <i>Travelogue</i> | <ul style="list-style-type: none"> • <i>Read and understand essential elements of travel article.</i> • <i>Appreciate humour in the text.</i> • <i>Make a travel brochure.</i> |
| | <ul style="list-style-type: none"> • <i>Vocabulary</i> | <ul style="list-style-type: none"> • <i>Use compound adjectives related to heart and eye (Eg: Eye-catching, heart-breaking, etc.)</i> |
| | <ul style="list-style-type: none"> • <i>Functional Grammar (Modals)</i> | <ul style="list-style-type: none"> • <i>Making a mind map on modals.</i> |
| | <ul style="list-style-type: none"> • <i>Report Writing</i> | <ul style="list-style-type: none"> • <i>Write a news report on events and celebrations</i> |
| | <ul style="list-style-type: none"> • <i>LSRW Skills</i> | <ul style="list-style-type: none"> • <i>Listen to a travelogue and identify the main purposes of a travelogue.</i> |
| <i>July</i> | <ul style="list-style-type: none"> • <i>Lyrical Poem</i> | <ul style="list-style-type: none"> • <i>Read the Lyrical poem with elements of philosophy.</i> • <i>Identify elements of lyrical poem.</i> |
| | <ul style="list-style-type: none"> • <i>Speech Writing</i> | <ul style="list-style-type: none"> • <i>Draft a speech for school assembly - introduce the topic clearly, organize ideas, concepts and information into broader categories.</i> |
| | <ul style="list-style-type: none"> • <i>Vocabulary</i> | <ul style="list-style-type: none"> • <i>Understand and identify Figures of speech-Imagery, Hyperbole, Personification, Rhetorical Questions, Simile and Metaphor.</i> |
| | <ul style="list-style-type: none"> • <i>Functional Grammar Practise (Question Tags and Tenses)</i> | <ul style="list-style-type: none"> • <i>Use of Question Tags in their daily life.</i> • <i>Revise the usage of all types of tenses.</i> |
| | <ul style="list-style-type: none"> • <i>LSRW Skills</i> | <ul style="list-style-type: none"> • <i>Listen to another sonnet or lyrical poem and appreciate it.</i> |
| | Unit Test - I | |
| <i>August</i> | <ul style="list-style-type: none"> • <i>Anecdote</i> | <ul style="list-style-type: none"> • <i>Read and infer to inspect the elements of writing an anecdote.</i> • <i>Share an anecdote to develop real and imaginary experience or events using effective techniques, such as relevant descriptive details and well-structured event sequences.</i> |
| | <ul style="list-style-type: none"> • <i>Narrative Poem</i> | <ul style="list-style-type: none"> • <i>Read to understand the contextual meanings of the poetic expressions and the central idea to write critical appreciation.</i> • <i>Recite a narrative poem with required intonation, modulation and stress.</i> • <i>Identify the poetic devices; interpret and explain them.</i> • <i>Paraphrase the poem with more abstract ideas.</i> |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|------------------|--|---|
| <i>August</i> | • <i>Diary Entry</i> | • <i>Write a diary entry on personal account / subject.</i> |
| | • <i>Vocabulary</i> | • <i>Make use of prefix-suffix to enhance vocabulary.</i> |
| | • <i>Functional Grammar Practise (Subject-Verb Agreement).</i> | • <i>Make use of subject-verb agreement.</i> |
| | • <i>LSRW Skills</i> | • <i>Listen to a narrative poem and answer the given questions.</i> |
| <i>September</i> | <i>Revision</i> | |
| | <i>First Term Examination</i> | |
| <i>October</i> | • <i>Short Story</i> | <ul style="list-style-type: none"> • <i>Read the story and determine how a story unfolds in a series of episodes and how plot progresses.</i> • <i>Give a new ending to the story.</i> • <i>Read to compare and contrast the characters.</i> |
| | • <i>Article-Writing</i> | • <i>Write an article on abstruse ideas.</i> |
| | • <i>Vocabulary</i> | • <i>Use cooking words in writing recipe. (eg: sprinkle, simmer, grate etc.)</i> |
| | • <i>Functional Grammar Practise (Process-Writing)</i> | • <i>Rewrite process in passive voice.</i> |
| | • <i>LSRW Skill</i> | • <i>Share humorous experiences.</i> |
| <i>November</i> | • <i>Narrative Poem</i> | <ul style="list-style-type: none"> • <i>Read to understand the contextual meaning of the poetic expressions and the central idea to write critical appreciation.</i> • <i>Identify the poetic devices; interpret and explain them.</i> |
| | • <i>Vocabulary</i> | • <i>Make use of words related to character traits. (eg: block-headed, strong-headed, etc.)</i> |
| | • <i>Functional Grammar Practise (Reported Speech)</i> | • <i>Report dialogues in indirect narration (Assertive, Interrogative, Exclamatory and Imperative sentences).</i> |
| | • <i>LSRW Skills</i> | • <i>Listen to a poem to summarize it.</i> |
| <i>December</i> | • <i>Short Story</i> | <ul style="list-style-type: none"> • <i>Infer the 'life line' in the particular community in the story.</i> • <i>Deduce how a selfless act benefits the community.</i> |
| | • <i>Story Writing</i> | • <i>Write a story using verbal clues and opening lines.</i> |
| | • <i>Functional Grammar Practise (Determiners)</i> | <ul style="list-style-type: none"> • <i>Make use of different determiners in the passage</i> • <i>Learn to edit the passage.</i> |
| | • <i>Vocabulary</i> | • <i>Make use of Homonyms to enhance vocabulary.</i> |
| | <i>Unit Test-2</i> | |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|-----------------|---|--|
| <i>January</i> | <ul style="list-style-type: none">• <i>Short Story</i>• <i>Optimistic Poem</i> | <ul style="list-style-type: none">• <i>Read the story followed by sequencing its events.</i>• <i>Discuss the art of characterization.</i>• <i>Read the short story and describe the setting, plot progression of the story and characterization of main characters.</i>• <i>Explain how exaggeration causes humour.</i>• <i>Infer that we can make this world a better place through positivity.</i>• <i>Recognise the imagery presented in the poem.</i> |
| | <ul style="list-style-type: none">• <i>Formal Letter to the Editor</i> | <ul style="list-style-type: none">• <i>Write a letter to the Editor.</i> |
| | <ul style="list-style-type: none">• <i>Functional Grammar Practise (Prepositons)</i> | <ul style="list-style-type: none">• <i>Make use of different prepositions in editing the passage.</i> |
| | <ul style="list-style-type: none">• <i>Vocabulary</i> | <ul style="list-style-type: none">• <i>Use phrasal verbs related to hand and come.</i> |
| | <ul style="list-style-type: none">• <i>Designing an Invitation Card</i> | <ul style="list-style-type: none">• <i>Design an invitation card creatively.</i> |
| | <ul style="list-style-type: none">• <i>LSRW Skills</i> | <ul style="list-style-type: none">• <i>Share your movie review based on 'The Vanishing Lunchboxes'.</i> |
| <i>February</i> | <i>Revision</i> | |
| <i>March</i> | <i>Final Term Examination</i> | |

MATHEMATICS

OVERVIEW

In Mathematics understanding of concepts becomes an essential prerequisite in the development of the skills. Teachers ensure that students understand the concepts before they enable the development of the skills as applied to real life situations. Daily practise in solving Math problems is provided for within the school time table in grades 1 to 5 and as homework for grades 6 to 8.

OBJECTIVES

By the end of Grade 7, students will be able to:

- *Recapitulate and explain the concepts of grade 6 and apply them in solving higher level problems.*
- *Represent Integers on the number line and arrange them in specific order.*
- *Extend the concept of integers to different operations of integers like addition, subtraction ,multiplication and division.*
- *Solve complex expressions based on fractions and decimals.*
- *Get acquainted with extended number system with the help of new set of numbers in the fractional form (Rational Numbers) and represent them on the number line.*
- *Understand the need and concept of exponents.*
- *Derive laws of exponent and utilize them to solve the problems.*
- *Classify different types of algebraic expressions.*
- *Solve the inear equations in one variable.*
- *Derive the formula for simple interest and apply it to problems.*
- *Prove the angle sum property of triangle.*
- *Calcualte perimeter & area of different 2-D shapes.*
- *Apply the concepts of mean, median & mode to real life situations.*
- *Represent a double bar graph with the help of raw data.*

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|---------------|---|---|
| <i>April</i> | <ul style="list-style-type: none"> Integers Properties of Integers Fractions and Type of Fractions | <ul style="list-style-type: none"> Discuss and explain integers with different properties. Represent integers on the number line. Multiply and divide integers. Solve complex problems related to integers. Discuss and create definitions of all kinds of fractions. Draw comparison of two fractions. |
| <i>June</i> | <ul style="list-style-type: none"> Rational Numbers Operations on Rational Numbers | <ul style="list-style-type: none"> Evolve concepts of rational numbers with the help of different examples. Distinguish between fractions and rational numbers. Express rational numbers in standard form. Represent rational numbers on the number line. Represent rational number as decimal. Compare rational numbers. Find rational numbers between two given rational numbers. Interpret and solve word problems related to rational numbers. |
| <i>July</i> | <ul style="list-style-type: none"> Decimals | <ul style="list-style-type: none"> Apply four fundamental operations on decimals. Interpret and solve word problems related to decimals. Co-relate fractions and decimals. |
| | <ul style="list-style-type: none"> Exponents Laws of Exponents | <ul style="list-style-type: none"> Express the number in exponential form. Compare exponents. Apply laws of exponents. Convert exponents into standard form. |
| | Unit Test - 1 | |
| <i>August</i> | <ul style="list-style-type: none"> Symmetry and its types. Rotational Symmetry Visualizing solid shapes Data Handling Probability Ratio and Proportion Unitary Method Percentage Application of percentage in Commercial Mathematics | <ul style="list-style-type: none"> Describe symmetry and rotational symmetry. Calculate number of lines of symmetry. Apply operation of rotation through 90° and 180° of simple figure. Examine different symmetrical figures. Distinguish between plain figures and solid shapes. Explain faces, edges and vertices of 3D objects. Classify different solid shapes. Draw nets for different solid shapes. List the observations in the form of data. Analyze the given data. Form the frequency table. Calculate mean, median and mode for any ungrouped data. Represent data through bar graph and vice-versa. Find the probability for different events. Determine the range of probability. Write given numbers in the form of ratio. Compare ratios. Set up more examples of ratios from daily life. Formulate proportions from the given numbers. Solve word problems with the help of proportion and unitary method. Determine percentage for different data. Convert fractions and decimals to percentage and vice-versa. Interpret and solve real life problems of percentage. Find profit% and loss% with the help of C.P and S.P. in different situations. Interpret and solve problems which are related to interest and discount. |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|------------------|--|--|
| <i>September</i> | <i>Revision</i> | |
| | <i>First Term Examination</i> | |
| <i>October</i> | <ul style="list-style-type: none"> • <i>Algebraic Expressions</i> • <i>Linear Equations in one variable</i> | <ul style="list-style-type: none"> • <i>Form algebraic expressions.</i> • <i>Identify constant, coefficient and powers.</i> • <i>Explain terms and types of algebraic expressions.</i> • <i>Generate Algebraic expression involving one or two variable.</i> • <i>Distinguish between like and unlike terms.</i> • <i>Differentiate polynomial and algebraic expression.</i> • <i>Add and subtract algebraic expressions.</i> • <i>Find the value of an algebraic expression.</i> • <i>Explain patterns using algebraic expression.</i> • <i>Form linear equations of word problems.</i> • <i>Solve equations by different methods.</i> • <i>Interpret and solve complex real life problems based on linear equations.</i> |
| <i>November</i> | <ul style="list-style-type: none"> • <i>Lines and angles</i> • <i>Construction of parallel lines</i> • <i>Construction of triangles</i> | <ul style="list-style-type: none"> • <i>Discuss and set different examples of all types of lines.</i> • <i>Explain complementary and supplementary angles.</i> • <i>Identify the types of angles made by transversal.</i> • <i>Describe different conditions for lines to be parallel.</i> • <i>Discuss properties of parallel lines.</i> • <i>Construct triangles with given conditions.</i> • <i>Construct perpendicular and perpendicular bisector.</i> • <i>Construct a line parallel to a given line from a point out side it.</i> |
| <i>December</i> | <ul style="list-style-type: none"> • <i>Triangles and its properties</i> • <i>Congruence</i> • <i>Different conditions for congruence in triangles and simple geometrical shapes.</i> | <ul style="list-style-type: none"> • <i>Classify different types of triangles.</i> • <i>Justify all the properties of triangle.</i> • <i>Explain Pythagoras theorem.</i> • <i>Solve complex problems regarding different properties of triangles.</i> • <i>Identify congruent figures.</i> • <i>Examine different conditions for congruent triangles.</i> |
| | <i>Unit Test - 2</i> | |
| <i>January</i> | <ul style="list-style-type: none"> • <i>Perimeter and area</i> | <ul style="list-style-type: none"> • <i>Describe the perimeter and area of different figures.</i> • <i>Solve problems related to perimeter and area using formula of different figures.</i> |
| <i>February</i> | <i>Revision</i> | |
| <i>March</i> | <i>Final Term Examination</i> | |

SCIENCE

OVERVIEW

Today we are in an age of explosion of information. In this context, memorization of content in science is futile exercise. The scientific skill i.e. the skills of observation, inquiry, recording, investigation, analysis, hypothesis and drawing conclusions etc. are the key scientific skills that can be extrapolated to the study of other subjects.

OBJECTIVES

By the end of Grade 7, students will be able to:

- *Differentiate between types of nutrition, understand and analyze nutrition in humans and ruminants and also link it with transport and respiration.*
- *Examine how plants and animals meet their needs in different ways.*
- *Classify substances into acidic, basic and neutral as well as identify them by using indicators.*
- *Observe and analyze types of physical and chemical changes with the help of day to day examples.*
- *Explore the needs of human body by explaining the importance of good health in relationship of the body.*
- *Explain the functions of various parts of the respiratory and excretory system.*
- *Explain why it is necessary for the systems of the body to work in unison.*
- *Differentiate between asexual and sexual reproduction and cite examples for different types of reproduction.*
- *Make simple circuits and represent it by symbols.*
- *Differentiate between conduction, convection and radiation and link it with day to day usage and describe how heat is different from temperature.*
- *Handle and read the clinical and laboratory thermometers.*
- *Perform simple investigations with the help of images formed by different types of mirrors and lenses.*

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|---------------|--|--|
| <i>April</i> | <i>Nutrition in plants</i> <ul style="list-style-type: none"> <i>Autotrophic nutrition-Photosynthesis</i> <i>Heterotrophic nutrition-Symbiotic, parasitic, saprophytic and insectivorous</i> | <ul style="list-style-type: none"> <i>Understand and differentiate autotrophic and heterotrophic types of nutrition.</i> <i>Conduct laboratory experiments to infer conditions required for photosynthesis.</i> |
| <i>June</i> | <i>Nutrition in animals</i> <ul style="list-style-type: none"> <i>Different ways of taking in food</i> <i>Digestive system in humans and ruminants</i> | <ul style="list-style-type: none"> <i>Describe how nutrition is carried out by Amoeba, Hydra and some other invertebrates.</i> <i>Identify and explain different organs and the functions of human digestive system.</i> <i>List the types of human teeth and relate their structure with the functions, which will help them to adopt healthy dental practices.</i> |
| <i>July</i> | <i>Heat and Temperature</i> <ul style="list-style-type: none"> <i>Thermal energy</i> <i>Temperature</i> <i>Types and structure of thermometers-clinical and laboratory.</i> <i>Transfer of heat-conduction, convection and radiation and their practical applications</i> | <ul style="list-style-type: none"> <i>Explore and categorize various modes of heat transfer into conduction, convection and radiation.</i> <i>Assess why particular characteristics are necessary for effective heat transfer.</i> <i>Decide and choose the appropriate mode of heat transfer in daily life.</i> <i>Demonstrate familiarity and experience the use of clinical and laboratory thermometers.</i> |
| | <i>Unit Test-1</i> | |
| <i>August</i> | <i>Respiration</i> <ul style="list-style-type: none"> <i>Breathing</i> <i>Respiration in plants and animals</i> <i>Aerobic and anaerobic respiration</i> | <ul style="list-style-type: none"> <i>Create a working model of lungs for better learning of how the respiratory system works.</i> <i>Differentiate breathing and respiration.</i> <i>Describe the interaction between the respiratory and circulatory system.</i> <i>Identify and describe the complex processes involved in seemingly simple actions of the human body.</i> <i>Discuss the negative influence of air pollution on the respiratory system.</i> |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|------------------|--|--|
| <i>August</i> | <i>Physical and chemical changes</i> <ul style="list-style-type: none"> <i>Physical Changes</i> <i>Chemical Changes</i> <i>Evidences of a chemical reaction</i> <i>Elements, molecules and compounds</i> <i>Chemical Reactions</i> | <ul style="list-style-type: none"> <i>Distinguish between physical and chemical changes by comparing their observations to a list of clues to recognize types of changes.</i> <i>Conduct investigations and utilize technology and information systems to build and understand chemistry.</i> <i>Explain the types of chemical reactions.</i> |
| <i>September</i> | <i>Revision</i> <i>First Term Examination</i> | |
| <i>October</i> | <i>Acids, bases and salts</i> <ul style="list-style-type: none"> <i>Acids -Their properties, types and uses</i> <i>Bases- Their properties, types and uses</i> <i>Natural indicators of acid and base</i> <i>Acids and bases in everyday life</i> <i>Uses of neutralization reaction</i> | <ul style="list-style-type: none"> <i>Identify and classify the common household substances as acids, bases or salts with the help of natural indicators.</i> <i>Describe the result of the investigation and characteristics of each substance through laboratory activities.</i> <i>Learn to handle the acids and bases in daily life.</i> <i>With the help of laboratory experiments understand the neutralization reaction and its application in day to day life.</i> <i>Conduct and write up independently the experiment to investigate the pH of a variety of substances.</i> |
| | <i>Reproduction in plants</i> <ul style="list-style-type: none"> <i>Asexual reproduction in plants</i> <i>Vegetative propagation- natural and artificial</i> <i>Sexual reproduction in plants</i> <i>Structure of a flower</i> <i>Pollination, its types, fertilization, fruit formation and structure of seed</i> | <ul style="list-style-type: none"> <i>Explore various ways in which organisms reproduce and explain the role of reproduction in life cycle.</i> <i>Cite examples for different types of asexual and vegetative reproduction.</i> <i>Arrange various processes like pollination, fertilization and seed germination in correct sequence. Also explain their importance in sexual reproduction in plants.</i> <i>Compare the different structural adaptations of insects and wind pollinated flowers.</i> <i>Explore the pros and cons of sexual and asexual reproduction and give reasons why both strategies persist.</i> |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|-----------------|---|--|
| <i>November</i> | <i>Transportation in plants and animals</i> <ul style="list-style-type: none"> <i>Transport of food and water in plants</i> <i>Circulatory system in humans</i> <i>Structure of the heart</i> <i>Composition of blood</i> <i>Excretory system in humans</i> <i>Transport of substances in plants</i> | <ul style="list-style-type: none"> <i>Recognize the positions and know the functions of organs of circulatory and excretory system, specially emphasizing the structure and function of heart.</i> <i>Relate the structure of the circulatory system to its function.</i> <i>Explore the function of the kidneys and its place in the urinary system.</i> <i>Investigate and describe issues related to kidney failure and treatment options available.</i> <i>Learn how instruments like dialysis machine works to help people whose kidneys are not functioning properly.</i> |
| <i>December</i> | <i>Electric current and its effects</i> <ul style="list-style-type: none"> <i>Standard symbols used to draw electric circuit</i> <i>Heating and magnetic effect of current, principle of fuse and MCB</i> <i>Working of an electric bell</i> <i>Electromagnets</i> <i>Electric circuits with LED</i> | <ul style="list-style-type: none"> <i>Identify the components of an electric circuit and assemble them to design simple circuit.</i> <i>Describe the working of fuse and MCB and relate it with the heating effect of electric current. Also justify their use in our house as safety device.</i> <i>Demonstrate and describe heating and magnetic effect of electric current and apply in day to day life.</i> <i>Analyze the magnetic field pattern around a solenoid carrying current.</i> |
| | <i>Unit Test - 2</i> | |
| <i>January</i> | <i>Light</i> <ul style="list-style-type: none"> <i>Rectilinear propagation of light</i> <i>Reflection of light</i> <i>Image in plane, concave and convex mirrors</i> <i>Image formed by concave and convex lenses</i> <i>Uses of convex and concave mirrors and lenses</i> | <ul style="list-style-type: none"> <i>Understand the properties of light- rectilinear propagation and reflection.</i> <i>List uses of plane and spherical mirrors.</i> <i>Draw ray diagrams.</i> <i>Differentiate between concave and convex lenses and state their uses.</i> <i>Perform simple investigations to show images formed by different types of lenses.</i> |
| <i>February</i> | <i>Revision</i> | |
| <i>March</i> | <i>Final Term Examination</i> | |

SOCIAL SCIENCE

OVERVIEW

Social Science helps the students to understand the complex integration of social institutions and phenomenon and to trace how civilization and social institutions have developed. This enables them to become proactive citizens and empowered individuals who have a deeper understanding of their own complex environment as it has evolved through centuries, not just of their local environment but also of the world.

Social Science is a subject with an element of subjectivity and the students' own appraisal and evaluation as well as their response to the aspects of the subject is the key factor in constructing their own knowledge.

OBJECTIVES:

By the end of Grade 7, students will be able to:

- *Explain and evaluate the importance of major developments in Medieval Indian history.*
- *Compare and explain the status of women in the medieval period and present period.*
- *Compare and discuss the policies of medieval rulers.*
- *Explain the internal structure of the Earth and the rock cycle.*
- *Discuss the ways to conserve our earth and show it through posters with slogans.*
- *Explain the importance of the Constitution and conduct an investigation to produce information in order to support their views.*
- *Analyze and justify the need of protecting our environment.*

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|---------------|---|---|
| <i>April</i> | <i>The Medieval India</i> <ul style="list-style-type: none"> ● <i>Visiting the past, Importance of Medieval History, Historians and their sources</i> | <ul style="list-style-type: none"> ● <i>Analyze the timeline and major developments of the medieval period.</i> ● <i>Distinguish between the three stages of Indian history- ancient, medieval and modern.</i> ● <i>Explain the two stages of the medieval period in Indian history.</i> ● <i>Discuss the sources of history for the medieval period in India.</i> ● <i>Recognize the developments that took place in the medieval period.</i> |
| | <i>Inside the Earth</i> <ul style="list-style-type: none"> ● <i>Interior of the Earth, Rocks and Minerals, Types of Rocks</i> | <ul style="list-style-type: none"> ● <i>Explain the structure of the Earth.</i> ● <i>Distinguish between the different types of rocks.</i> ● <i>Explain the rock cycle.</i> ● <i>Describe the interior of the earth and its importance.</i> |
| <i>June</i> | <i>Our Changing Earth</i> <ul style="list-style-type: none"> ● <i>Volcanoes, Kinds of Earthquake, How to measure earthquake, distribution of earthquake-prone areas</i> | <ul style="list-style-type: none"> ● <i>Recall the internal and external forces of the Earth.</i> ● <i>Define tectonic plates and explain their movements.</i> ● <i>Explain the Continental Drift Theory.</i> ● <i>Discuss the formation of various landforms by the internal and external forces of the Earth.</i> ● <i>Discuss and analyze volcanic and earthquake occurrence and their safety measures.</i> |
| <i>July</i> | <i>Democracy and Equality</i> <ul style="list-style-type: none"> ● <i>Inequality, Discrimination against differently abled persons, Equality in Indian Democracy</i> | <ul style="list-style-type: none"> ● <i>Recall the basic principles of democracy.</i> ● <i>Explain how democracy promotes equality.</i> ● <i>Discuss the various forms of equality democracy promotes.</i> ● <i>Understand that in spite of all efforts inequality still exists in our society in different forms.</i> |
| | <i>Unit Test - 1</i> | |
| <i>August</i> | <i>Weather and Climate</i> <ul style="list-style-type: none"> ● <i>Factors affecting Temperature, Periodic Winds, Pressure Belts, Types of Winds</i> | <ul style="list-style-type: none"> ● <i>Distinguish between weather and climate.</i> ● <i>Explain the temperature zones of the Earth.</i> ● <i>Identify the various factors affecting the temperature of a place.</i> ● <i>Define atmospheric pressure.</i> ● <i>Identify the pressure belts of the Earth.</i> |
| | <i>The State Government</i> <ul style="list-style-type: none"> ● <i>Legislative Council, Legislative Assembly</i> | <ul style="list-style-type: none"> ● <i>Distinguish between the states and union territories.</i> ● <i>Discuss the importance and functions of the state government.</i> ● <i>Explain why India is called a federal country.</i> ● <i>Discuss the vertical power sharing among the various levels of government in India.</i> ● <i>Explain the formation of state governments in India.</i> |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills The student will be able to</i> |
|------------------|---|--|
| <i>August</i> | <i>Water</i> <ul style="list-style-type: none"> <i>Water cycle, Distribution of water bodies, Salinity of oceans, major oceans, Waves, Tides, Ocean Currents</i> | <ul style="list-style-type: none"> <i>Explain the water cycle.</i> <i>Show the location and explain the distribution of the major water bodies of the world.</i> <i>Explain the various movements that occur inside the ocean.</i> <i>Discuss the formation of tides.</i> <i>Explain the formation of the ocean currents.</i> |
| <i>September</i> | <i>Revision</i> | |
| | <i>First Term Examination</i> | |
| <i>October</i> | <i>The Atmosphere</i> <ul style="list-style-type: none"> <i>Composition of the atmosphere, significance, Greenhouse effect, structure of the atmosphere</i> | <ul style="list-style-type: none"> <i>Explain the importance of the atmosphere on the Earth.</i> <i>Explain the composition of the atmosphere.</i> <i>Explain the structure of the atmosphere.</i> <i>Describe the Greenhouse effect.</i> |
| | <i>Advertising</i> <ul style="list-style-type: none"> <i>Advertising and media, All about brands, Brand values and social values, The role of advertising in democracy</i> | <ul style="list-style-type: none"> <i>Recall the role of the media in a democracy.</i> <i>Explain how the advertisements influence the buyers.</i> <i>Describe how the advertisements are created.</i> <i>Explain the impact of advertisements on society.</i> |
| <i>November</i> | <i>Markets</i> <ul style="list-style-type: none"> <i>Weekly Markets, Neighbourhood shops, Shopping Complexes and malls, other markets, markets and inequality</i> | <ul style="list-style-type: none"> <i>Analyze and compare different types of markets and their relation to everyday life.</i> <i>Explain the market chain.</i> <i>Discuss the functioning of different types of markets.</i> |
| | <i>Gender Discrimination and Equality</i> <ul style="list-style-type: none"> <i>Stereotypes, Safety, Education, Housework, Career, Gender discrimination around the World</i> | <ul style="list-style-type: none"> <i>Discuss the features of a patriarchal society.</i> <i>Explain the changing role of women in society.</i> <i>Explain the issue of gender discrimination in India.</i> <i>Explain the issue of gender discrimination in other parts of the world.</i> |
| <i>December</i> | <i>Natural Vegetation and Wildlife</i> <ul style="list-style-type: none"> <i>Forests, Grasslands, Deserts, Wildlife</i> | <ul style="list-style-type: none"> <i>Describe natural vegetation and an ecosystem.</i> <i>Explain forests and types of forests.</i> <i>Describe grasslands and types of grasslands.</i> <i>Elaborate deserts and the types of deserts.</i> |
| | <i>Unit Test - II</i> | |

| <i>Month</i> | <i>Concepts / Contents</i> | <i>Skills</i> <i>The student will be able to</i> |
|-----------------|--|---|
| <i>January</i> | <i>Tribal Communities</i> <ul style="list-style-type: none"> • <i>Tribe, Tribal Societies</i> | <ul style="list-style-type: none"> • <i>Explain the gradual process by which some foreigners and tribals were absorbed into the main society.</i> • <i>Understand that some of the tribes resisted this absorption and faced wars.</i> • <i>List some aspects of the tribal societies in different parts of India.</i> |
| <i>February</i> | <i>Revision</i> | |
| <i>March</i> | <i>Final Term Examination</i> | |

ADDITIONAL LANGUAGE HINDI

प्रस्तावना:

शिक्षार्थियों को राष्ट्रभाषा हिंदी का अध्यापन साहित्यिक, सांस्कृतिक, सौंदर्यात्मक एवं व्यावहारिक भाषा के रूप में इस प्रकार करवाया जाएगा ताकि शिक्षार्थियों की पहचान बन सके, उनमें आत्मविश्वास हो, हिंदी भाषा उनके विचार-विमर्श की भाषा बन सके। विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक रूप से मौखिक अभिव्यक्ति में भी सक्षम हो सकें, इतना ही नहीं वे विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से परिचित हो सकें। शिक्षार्थी हिंदी भाषा में दक्ष होकर अन्य विषयों के साथ अंतर्संबंध स्थापित करके वैश्विक क्षितिज तक पहुँच सकें।

उद्देश्य:

शिक्षार्थी सत्रांत तक हिंदी विषय के निम्न उद्देश्यों को समझ सकेंगे।

- शिक्षार्थी गद्य की विधाओं – कहानी, लेख, एकांकी, संस्मरण, निबंध को पढ़कर उनसे मिली शिक्षा को समझने लगेंगे।
- शिक्षार्थी पद्य की विधाओं– कविता एवं दोहों के अर्थ एवं संदेश को समझने लगेंगे।
- शिक्षार्थियों को विषयपरक प्रश्न, मूल्यपरक प्रश्न, समस्या समाधान प्रश्न, उच्च बौद्धिक स्तरीय क्षमता प्रश्नों के उत्तर सुचारु रूप से अपने शब्दों में संक्षिप्त में लिखने आ जाएँगे।
- शिक्षार्थी मौखिक भाषिक अभ्यास के लिए –कविता, कहानी, वाद-विवाद, अभिनय, भाषण आदि को बोल एवं समझ कर वर्णन कर सकेंगे।
- शिक्षार्थियों को लिखित भाषिक अभ्यास के लिए– संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया विशेषण, वचन, लिंग, प्रत्यय उपसर्ग, विलोम शब्द, पर्यायवाची शब्द, अलंकार, तत्सम-तद्भव शब्द, अनेकार्थी शब्द, वाक्यांश के लिए एक शब्द, विराम चिह्न, संधि, समास, कारक, वाक्य आदि को उदाहरण सहित लिखना आ जाएगा।
- शिक्षार्थियों में पत्र लेखन, अनुच्छेद लेखन, दैनंदिनी लेखन, विज्ञापन लेखन, संवाद लेखन, सूचना लेखन द्वारा लेखन एवं सृजन कौशल की अभिवृद्धि होगी। जिससे वे अपने विचार प्रकट करने में सक्षम हो जाएँगे।
- शिक्षार्थियों में पाठ्यक्रम के अतिरिक्त अपठित अवतरणों एवं काव्यांशों के माध्यम से भाषा बोध-भाव बोध का विस्तार एवं संवर्धन होगा साथ ही उनमें पठन एवं वाचन के प्रति रुचि जाग्रत होगी।
- शिक्षार्थी सुलेख, श्रुतलेख, अनुलेख द्वारा वर्तनीगत एवं मात्रागत अशुद्धियों को ठीक कर शुद्ध लेख लिख सकेंगे।

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|--------|---|--|
| अप्रैल | <ul style="list-style-type: none"> शांत रस कविता | <ul style="list-style-type: none"> शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। कविता का मूलभाव एवं संदेश पर विचार व्यक्त करना। इच्छाओं की पूर्ति हेतु प्रयासों पर चर्चा। कविता के शीर्षक की सार्थकता पर चर्चा। विपत्तिकाल में धैर्यवान बनकर आत्मविश्वास एवं पुरुषार्थ की सीख–चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> पत्र लेखन (अनौपचारिक), वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> स्वरचित शांत रस कविता (एक) |
| | <ul style="list-style-type: none"> संवेदना प्रधान संस्मरण | <ul style="list-style-type: none"> शिक्षार्थी संस्मरण का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। गाय करुणा की कविता है, विचार लेखन। पालतू के रख–रखाव एवं उनके प्रति व्यवहार पर चर्चा। महादेवी वर्मा की सहृदयता पर विचार लेखन। पशु–पक्षी स्नेह की भाषा एवं संवेदनाओं को समझते हैं – चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> पत्र लेखन (अनौपचारिक), वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास रचनात्मक गतिविधि | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। छायावाद की काव्य जानकारी |
| जून | <ul style="list-style-type: none"> शांत रस प्राचीन कविता | <ul style="list-style-type: none"> शिक्षार्थी दोहों का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। वैज्ञानिक युग में समाज में अराजकता एवं अंधविश्वास जीवित है – चर्चा। गुरु की महिमा–चर्चा। बाह्य आडंबरों का विरोध–चर्चा। ईश्वर के स्मरण के विविध रूपों पर चर्चा |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> दैनंदिनी लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> प्राचीन कवियों की फोटो एवं दोहे (दो) |
| जुलाई | <ul style="list-style-type: none"> पत्र | <ul style="list-style-type: none"> शिक्षार्थी पत्र का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। जापनियों के दिमाग में स्पीड इंजन लगा हुआ रहता है चर्चा। जापानियों की टी–सेरेमनी पर चर्चा। मानसिक तनाव हमारे शरीर पर दुष्प्रभाव डालता है चर्चा। वर्तमान, भूत, भविष्यकाल में जीवन जीने की अनुभूति पर चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> दैनंदिनी लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> रसोईघर में मदद का अनुभव |

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|--------|---|---|
| जुलाई | <ul style="list-style-type: none"> विचार प्रधान निबंध | <ul style="list-style-type: none"> शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। भारतीय एवं पाश्चात्य खान–पान – तर्कपूर्ण विचार खान–पान की मिश्रित संस्कृति के गुण–दोषों से परिचित। जंक फूड हानिकारक है–चर्चा। खान–पान की शुद्धता एवं गुणवत्ता पर चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> विज्ञापन लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> पौष्टिक भोजन एवं जंकफुड तालिका |
| | Unit Test I | |
| अगस्त | <ul style="list-style-type: none"> भाव प्रधान कहानी | <ul style="list-style-type: none"> शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। कहानी के पात्रों का चरित्र–चित्रण। कहानी में वर्णित मूल समस्या पर चर्चा। जीवन एक संघर्ष है। पंक्ति का भाव पल्लवन। विपदग्रस्त व्यक्ति की मदद पर चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> अनुच्छेद लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> कहानी का नाट्य रूपांतरण |
| | <ul style="list-style-type: none"> सामाजिक एकांकी | <ul style="list-style-type: none"> शिक्षार्थी एकांकी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। दहेज प्रथा अभिशाप–चर्चा। नारी सशक्तिकरण के प्रति हमारा दृष्टिकोण–चर्चा। सामाजिक समस्याओं के उन्मूलन के उपायों पर चर्चा। लड़का–लड़की एक समान चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> अनुच्छेद लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> सामाजिक समस्याओं एवं सुधार के उपाय एवं समाज सुधारक |
| सितंबर | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> लेखन अभिव्यक्ति अभ्यास |
| | पुनरावृत्ति – संपूर्ण प्रथम सत्र पाठ्यक्रम। | |
| | First Term Examination | |

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|-----------------------|---|---|
| अक्टूबर | <ul style="list-style-type: none"> शांत रस प्राचीन कविता | <ul style="list-style-type: none"> शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। श्रीकृष्ण भक्ति पदों का भाव सौंदर्य। श्रीराम एवं श्रीकृष्ण के रूप की समानता पर चर्चा। सत्संग का हमारे जीवन पर प्रभाव चर्चा। ज्ञानमार्ग एवं भक्ति मार्ग पर चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> पत्र लेखन(औपचारिक), वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> कृष्ण भक्त कवियों के नाम, चित्र एवं पद (दो) |
| नवंबर | <ul style="list-style-type: none"> विचार प्रधान निबंध | <ul style="list-style-type: none"> शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। मित्रता की परिभाषा समझ सकेंगे। मित्र बनाते समय क्या-क्या सावधानियाँ चर्चा। सच्चे मित्रों की सहायता पर चर्चा। काजल की कोठरी में कैसो ही सयानो जाए- पंक्ति का भाव पल्लवन। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> अनुच्छेद लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> आदर्श मित्रता के सचित्र उदाहरण (तीन) |
| दिसंबर | <ul style="list-style-type: none"> संवेदना प्रधान कहानी | <ul style="list-style-type: none"> शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। कहानी के पात्रों का चरित्र-चित्रण। आत्मा परमात्मा के गूढ़ रहस्य एवं आत्मा अमर है-चर्चा। दान देने की प्रवृत्ति की सावधानियाँ एवं महादानी का उदाहरण। यमराज द्वारा आत्मा के रूपक पर चर्चा। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों/पद्यांशों तथा पठित गद्यांशों/पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> उद्घोष लेखन, वाक्य रचना। |
| | <ul style="list-style-type: none"> व्यावहारिक व्याकरण अभ्यास | <ul style="list-style-type: none"> पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | <ul style="list-style-type: none"> रचनात्मक गतिविधि | <ul style="list-style-type: none"> गीतासार |
| <i>Unit Test - II</i> | | |
| जनवरी | <ul style="list-style-type: none"> वीर रस कविता | <ul style="list-style-type: none"> शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे। शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। कविता का मूलभाव लेखन। नर हो न निराश करो मन को – पंक्ति का भाव – पल्लवन प्रकृति से धैर्यवान बनने की सीख – चर्चा कुछ भी बन, बस कायर मत बन कविता से सीख। |
| | <ul style="list-style-type: none"> वाचन कौशल | <ul style="list-style-type: none"> शिक्षार्थी अपठित गद्यांशों/पद्यांशों तथा पठित गद्यांशों/पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | <ul style="list-style-type: none"> लेखन कौशल | <ul style="list-style-type: none"> अनुच्छेद लेखन, वाक्य रचना। |

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|-------|---|---|
| जनवरी | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • आशावादी कविता (एक) |
| | • भाव प्रधान निबंध | • शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे। • शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी। • संस्कृति के मूल तत्वों को समझना एवं आत्मसात करना। • सभ्यता एवं संस्कृति के अंतर को स्पष्ट करना। • भारतीय संस्कृति की मुख्य विशेषताओं पर चर्चा। • भारतीय संस्कृति विश्व में सर्वश्रेष्ठ संस्कृति है चर्चा। |
| | • वाचन कौशल | • शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | • लेखन कौशल | • संवाद लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • भारतीय संस्कृति भाषण |
| फरवरी | • वाचन कौशल | • शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | • लेखन कौशल | • लेखन अभिव्यक्ति अभ्यास। |
| | पुनरावृत्ति – वार्षिक परीक्षा पाठ्यक्रम | |
| मार्च | Final Term Examination | |

FRENCH

OVERVIEW

Learning a new language develops brain and also improves adaptability for new challenges. In foreign language French, there is an integration of all the four skills i.e. Listening, Speaking, Reading & Writing. In addition to this appropriate and correct expression of language is reinforced by understanding grammar.

OBJECTIVES

By the end of Grade 7, students will be able to:

- *know about french culture.*
- *pose questions in french and answer them.*
- *read sentences in French.*
- *use the vocabulary of their surroundings.*
- *use types of articles and adjectives.*
- *express their interests, choices and preferences.*
- *write small paragraph with the help of sentences making good use of vocabulary, preposition and articles.*
- *conjugate french verbs (regular and irregular).*
- *frame negative sentences.*

| <i>Month</i> | <i>Concepts</i> | <i>Contents</i> | <i>Skills</i> <i>The student will be able to</i> | <i>Activities</i> |
|---------------|--|---|--|---|
| <i>April</i> | <ul style="list-style-type: none"><i>Leçon-1 On y va!</i> | <ul style="list-style-type: none"><i>Le verbe <<aller>></i><i>Les prépositions avant les villes et les pays</i><i>Vocabulaire: Moyen de Transport</i><i>Les verbes ger et cer</i> | <ul style="list-style-type: none"><i>Conjugate aller.</i><i>understand how to use prepositions</i><i>use vocabulary of modes transportation.</i><i>Learn ger and cer verbs</i> | <ul style="list-style-type: none"><i>Post Card writing</i><i>Listening</i> |
| <i>June</i> | <ul style="list-style-type: none"><i>Leçon-2 Je Vous invite!</i> | <ul style="list-style-type: none"><i>Comprendre une invitation</i><i>Le verbe en ir</i><i>Les pluriel des noms</i><i>Les Articles défini et indéfini</i> | <ul style="list-style-type: none"><i>Understand invitation writing</i><i>Learn ir ending verbs</i><i>make plurals for nouns</i><i>Learn usage of definite and indefinite articles</i> | <ul style="list-style-type: none"><i>Listening</i><i>Invitation writing</i> |
| <i>July</i> | <i>Leçon-3 Avec plaisir!</i> | <ul style="list-style-type: none"><i>Repondre à une invitation</i><i>Les verbes pouvoir, vouloir, devoir</i><i>Comprendre le verbe + infinitif</i> | <ul style="list-style-type: none"><i>Reply to an invitation</i><i>Conjugate the verbs vouloir, pouvoir, devoir</i><i>understand verb +infinitive form</i> | <ul style="list-style-type: none"><i>Acceptance and Refusal of invitation</i><i>Listening</i> |
| | <i>Unit Test–1</i> | | | |
| <i>August</i> | <ul style="list-style-type: none"><i>Leçon-4 À gauche ou à droite?</i><i>Leçon-5 Va -et-vient</i> | <ul style="list-style-type: none"><i>Les directions</i><i>Les articles contractés</i><i>Vocabulaire : Les lieux où sortir</i><i>Impératif</i><i>Les verbes irréguliers</i><i>Les adjectives démonstratives</i><i>Vocabulaire: Les vêtements</i> | <ul style="list-style-type: none"><i>use contracted articles.</i><i>Learn how to give directions</i><i>Learn imprerative</i><i>Learn irregular verbs and demonstrative adjectives</i><i>use the vocabulary of clothes.</i> | <ul style="list-style-type: none"><i>Listening</i><i>Name the places you like to visit using suitable contracted articles and why?</i><i>Role play (buying clothes)</i> |
| | <i>Révision</i> | | | |
| | <i>First Term Examination</i> | | | |

| <i>Month</i> | <i>Concepts</i> | <i>Contents</i> | <i>Skills The student will be able to</i> | <i>Activities</i> |
|-----------------|---|---|--|--|
| <i>October</i> | <ul style="list-style-type: none"> <i>Leçon-6 C'est dans l'air!</i> | <ul style="list-style-type: none"> <i>Les pays et les nationalités.</i> <i>Les saisons en Europe</i> <i>Quel temps fait-il?</i> <i>Pronom Sujet <<on>></i> <i>Les prepositions de lieu</i> <i>Les nombres ordinaux</i> | <ul style="list-style-type: none"> <i>identify the names of countries, nationalities and prepositions of countries in French</i> <i>learn about seasons in Europe</i> <i>learn about pronom sujet on and preposition of places</i> <i>know about ordinal numbers</i> | <ul style="list-style-type: none"> <i>Describe your favorite season</i> |
| <i>November</i> | <ul style="list-style-type: none"> <i>Leçon-7 Tous les goûts sont dans la nature</i> | <ul style="list-style-type: none"> <i>Alimentation</i> <i>Les articles partitifs</i> <i>Les fruits et légumes</i> | <ul style="list-style-type: none"> <i>use the vocabulary related to food</i> <i>Learn fruits and vegetables</i> <i>Know how to use irregular verbs.</i> <i>learn about partitive articles and use them.</i> | <ul style="list-style-type: none"> <i>Listening</i> <i>Role play</i> |
| <i>December</i> | <i>Leçon-8 À votre santé</i> | <ul style="list-style-type: none"> <i>Apprendre à faire des achats</i> <i>Les types de commerces</i> <i>Les adverbs de quantité</i> <i>Interrogation</i> | <ul style="list-style-type: none"> <i>Learn about buying and selling and types of commerce</i> <i>Define quantity in French..</i> <i>Interrogation</i> | <ul style="list-style-type: none"> <i>Role play(buying and selling)</i> |
| | Unit Test – 2 | | | |
| <i>January</i> | <ul style="list-style-type: none"> <i>Leçon-9 Oui mais....Non.</i> | <ul style="list-style-type: none"> <i>Commander un repas</i> <i>Le futur proche</i> <i>Interrogation</i> <i>Apprendre à répondre en utilisant<<oui>>,<<Non>> et <<si>></i> <i>Évaluation</i> <i>Sample paper of DELF A1</i> | <ul style="list-style-type: none"> <i>Learn how to order in a restaurant</i> <i>learn the future proche tense</i> <i>Learn how to reply using oui,non and si</i> | <ul style="list-style-type: none"> <i>Role play(how to order in a restaurant)</i> |
| <i>February</i> | <i>Révision</i> | | | |
| <i>March</i> | Final Term Examination | | | |

SANSKRIT

प्रस्तावना

संस्कृति: संस्कृताश्रिता:

संस्कृत भाषा संस्कृति की प्राण है। यह भाषा न केवल भारत की अपितु विश्व की प्राचीनतम भाषा है।

यह समस्त संस्कारों का आधार है । संस्कृत भाषा न केवल मनुष्य की जीवन दिशा को परिवर्तित करती है, अपितु विश्वव्यापी समस्याओं से भी राहत दिलाती है ।

उद्देश्य:

शिक्षार्थी सत्रांत तक संस्कृत विषय के निम्न उद्देश्यों को समझ सकेंगे ।

- शिक्षार्थी गद्यांशों को शुद्ध उच्चारित करके उनका अर्थ समझ सकेंगे ।
- शिक्षार्थी श्लोकों का शुद्ध उच्चारण कर अनुवाद समझ सकेंगे ।
- शिक्षार्थी विषयवस्तु को समझ सकेंगे ।
- शिक्षार्थी मौखिक अभ्यास के लिए कथा कथन, चित्रवर्णन, अभिनय, श्लोकोच्चारण आदि के माध्यम से शुद्ध उच्चारण कर सकेंगे ।
- शिक्षार्थियों को लिखित, भाषिक अभ्यास के लिए वर्णमाला, संज्ञा, सर्वनाम, लकार, शब्दरूप, वचन, लिंग कारक, काल, प्रत्यय, उपसर्ग, विलोम शब्द, पर्यायवाची शब्द, वर्ण-संयोजन, वर्ण-वियोजन, संधि आदि को लिखकर संस्कृत लेखन को समझ सकेंगे ।
- शिक्षार्थी पत्र-लेखन, अनुच्छेद लेखन, चित्रवर्णन आदि सृजनात्मक कार्यों की अभिव्यक्ति को प्रकट कर सकेंगे ।
- शिक्षार्थी सुलेख, श्रुतलेख के माध्यम से संस्कृत की अशुद्धियों को शुद्ध कर सकेंगे ।

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|--------|--|--|
| अप्रैल | <ul style="list-style-type: none"> मंगलम् | <ul style="list-style-type: none"> पठनाय, गानाय, स्मरणाय च । |
| | <ul style="list-style-type: none"> वर्ण विचारः | <ul style="list-style-type: none"> वर्णमालालेखन । वर्णसंयोजन – वियोजन, उच्चारण स्थानानि । |
| | <ul style="list-style-type: none"> सुभाषितानि | <ul style="list-style-type: none"> श्लोकानाम् पठनम्, गानम्, सस्वर वाचनम् । प्रश्नानाम् उत्तराणि । प्रश्ननिर्माणम्, धातुलेखनम् । श्लोकानाम् भावार्थाभिव्यक्ति । |
| | <ul style="list-style-type: none"> दुर्बुद्धिः विनश्यति | <ul style="list-style-type: none"> कथायाः, पठनम्, भावबोधनम्, अर्थलेखनम् च । प्रश्नानाम् उत्तराणि, एकपदेन, पूर्णवाक्येन च । क्रियापदं योजनम् । |
| जून | <ul style="list-style-type: none"> स्वावलंबनम् | <ul style="list-style-type: none"> पठनम्, अवबोधनम् च । प्रश्नानाम् उत्तराणि लेखनम् । संख्याः (1–100) |
| | <ul style="list-style-type: none"> मासानां ऋतुनां नामानि | <ul style="list-style-type: none"> परिचयः । |
| | <ul style="list-style-type: none"> समासपरिचयः | <ul style="list-style-type: none"> तत्पुरुष, द्वंद्व, द्विगु समासानाम् परिचयः प्रयोगः । |
| जुलाई | <ul style="list-style-type: none"> हास्यबाल कवि सम्मेलनम् | <ul style="list-style-type: none"> पठनम्, श्लोकानाम्, अर्थावबोधनम् च, प्रश्नानाम् उत्तराणि । कथायाः पूर्तिः । समानार्थक–पदानि, अव्यय–पदानि । |
| | <ul style="list-style-type: none"> पण्डिता रमाबाई | <ul style="list-style-type: none"> जीवनवृत्तः पठनम्, अवबोधनम् च । प्रश्नानाम् उत्तराणि, रिक्तस्थानानि धातुरूपं । प्रश्ननिर्माणम् । समयज्ञानम् । |
| | <ul style="list-style-type: none"> कवि परिचयः | <ul style="list-style-type: none"> वेद व्यासः । |
| | <i>Unit Test - I</i> | |
| अगस्त | <ul style="list-style-type: none"> सदाचारः | <ul style="list-style-type: none"> श्लोकानाम्, सस्वर वाचनम्, अर्थाभिव्यक्ति, प्रश्नोत्तर लेखनम् च । प्रश्ननिर्माणं । अव्ययपद–चयनं । वाक्य रचना । |
| | <ul style="list-style-type: none"> संकल्पः सिद्धिदायकः | <ul style="list-style-type: none"> नाटकस्य पठनम्, अवबोधनम्, प्रश्नोत्तर लेखनम् च । धातुप्रयोगः, स्मप्रयोगः, लङ्गलकार प्रयोगः । |
| सितंबर | <ul style="list-style-type: none"> ग्रंथपरिचयः | <ul style="list-style-type: none"> महाभारत । |
| | <ul style="list-style-type: none"> पुराणपरिचयः | <ul style="list-style-type: none"> नामानि विषयवस्तु च । |
| | पुनरावृत्ति | |
| | <i>First Term Examination</i> | |

| माह | अवधारणा | कौशल श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|---------|---|---|
| अक्टूबर | <ul style="list-style-type: none"> त्रिवर्णः ध्वजः | <ul style="list-style-type: none"> पाठस्य पठनम्, अर्थबोधनम्, प्रश्नानाम् उत्तराणि च । प्रश्ननिर्माणम् । शब्द रूप लेखनम्, उचित–मेलनम् च । |
| | <ul style="list-style-type: none"> अहमपि विद्यालयं गमिष्यामि | <ul style="list-style-type: none"> पाठस्य पठनम्, अर्थबोधनम्, प्रश्नानाम् उत्तराणि च । प्रश्ननिर्माणम् । संधि–विच्छेद, समानार्थक पदानि मेलनम्, विलोमपदानि, विशेषण–विशेष्य च । |
| | <ul style="list-style-type: none"> वेदपरिचयः | <ul style="list-style-type: none"> चतुर्णां वेदानाम् विषय वस्तुनाम् ज्ञानम् । |
| नवंबर | <ul style="list-style-type: none"> विश्वबधुत्वम् | <ul style="list-style-type: none"> पाठस्य पठनम्, अवबोधनम्, प्रश्नानाम् उत्तराणि च । श्लोकस्य अर्थम्, अशुद्धि संशोधनम् च । विभक्ति वचनम् च रिक्तस्थानानि पूर्तिं च । कारक – विभक्तिः प्रयोगश्च । |
| | <ul style="list-style-type: none"> समवायो हि दुर्जयः | <ul style="list-style-type: none"> कथापठनम्, पाठनम् च । अर्थबोधनम्, प्रश्नानाम् उत्तराणि क्रियापदचयनम् च । ‘‘स्म निपातस्य प्रयोगः’’, लृट्लकारस्य प्रयोगः । |
| | <ul style="list-style-type: none"> नदीनाम् परिचयः | <ul style="list-style-type: none"> भारतस्य प्रमुखानाम् नदीनाम् नामानि, तासाम् उत्पत्तिः कथा च । |
| दिसंबर | <ul style="list-style-type: none"> विद्याधनम् | <ul style="list-style-type: none"> श्लोकानाम्, सस्वर वाचनम्, प्रश्नानाम् उत्तराणि । प्रश्न निर्माणं । विभक्ति वचनं च । आम्/न च । |
| | <ul style="list-style-type: none"> अमृत संस्कृतम् | <ul style="list-style-type: none"> पाठस्य पठनम्, अवबोधनम्, प्रश्नानाम् उत्तराणि च । प्रश्ननिर्माणं । विभक्ति वचनं च । आम्, /न च । |
| | Unit Test - II | |
| जनवरी | <ul style="list-style-type: none"> अनारिकायाः जिज्ञासा | <ul style="list-style-type: none"> पाठस्य पठनम्, अवबोधनम्, प्रश्नोत्तर लेखनम्, प्रश्ननिर्माण, वाक्यरचना च । ऋकारन्त शब्दरूपः । |
| | <ul style="list-style-type: none"> लालनगीतम् | <ul style="list-style-type: none"> श्लोकानाम् सस्वर, वाचनम्, भावार्थ अबोधनम्, प्रश्नोत्तर लेखनम् च । प्रश्न निर्माणम्, विलोमपदानि, समानार्थकपदं च । |
| | <ul style="list-style-type: none"> रस परिचयः | <ul style="list-style-type: none"> नवरसानाम् नामानि । चित्राधारित लेखनम्, अनुच्छेदलेखनम् । |
| फरवरी | पुनरावृत्ति | |
| मार्च | Final Term Examination | |

COMPUTER SCIENCE

OVERVIEW

As English is the medium of instruction, development

OVERVIEW

In this age of information technology, computers are being used in almost every aspect of human existence. Incorporating computer education in schools can inspire students to undertake careers in technology and enhance their understanding of how computer technology impacts people's daily lives. Furthermore, computer education provides students with a grounding in computer related software and activities, such as using Office Suite, programming languages and creating data sheets. Students can apply these skills to a range of occupations later in life.

OBJECTIVES

By the end of Grade 7, students will be able to:

- *Draw geometrical figures with Qbasic programming.*
- *Design HTML page.*
- *Describe elements of Movie Maker Interface.*
- *Insert video effects to a movie.*
- *Design programs using the looping construct.*
- *Modify photographs using editing tools.*
- *Describe GUI based programming environment.*
- *Apply Animations on the objects.*

| <i>Month</i> | <i>Contents / Concepts</i> | <i>Skills The student will be able to</i> | <i>Sample Activities</i> |
|------------------------------------|----------------------------------|---|---|
| <i>April</i> | <i>HTML- Lists in HTML</i> | <ul style="list-style-type: none"> • <i>Types of Lists</i> • <i>Attributes of List Tag</i> | <ul style="list-style-type: none"> • <i>Create a webpage showing the science experiment using list Tag.</i> • <i>Design a café menu by using various types of nested list.</i> |
| <i>June + July</i> | <i>Tables in HTML</i> | <ul style="list-style-type: none"> • <i>Table Tag</i> • <i>The attributes of table tag</i> • <i>The table row tag</i> • <i>The table column tag</i> • <i>RowSpan and Col Span Tags</i> | <ul style="list-style-type: none"> • <i>Create a webpage showing the personal information of the student in the form of a table.</i> • <i>Create your class time table in HTML in the form of a table.</i> |
| <i>August</i> | <i>More about CSS</i> | <ul style="list-style-type: none"> • <i>Properties of CSS and their functions</i> • <i>Advantage of CSS</i> • <i>Inserting CSS in HTML document</i> | <ul style="list-style-type: none"> • <i>Create a webpage on save water using CSS elements.</i> |
| <i>September + October</i> | <i>Python- I</i> | <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Data types in python</i> • <i>Variables in python</i> • <i>Using Operators</i> • <i>Sequential Programming</i> | <ul style="list-style-type: none"> • <i>Make a program to print a message in Python.</i> • <i>Make a program to calculate sum of two numbers.</i> • <i>Make a program to calculate simple interest.</i> |
| <i>November + December</i> | <i>Python -II</i> | <ul style="list-style-type: none"> • <i>Conditional Programming in Python.</i> | <ul style="list-style-type: none"> • <i>Create a python code to check whether a number entered by the user is even or odd.</i> |
| <i>January</i> | <i>Strings in Python</i> | <ul style="list-style-type: none"> • <i>Declare various string functions.</i> • <i>Differentiate between various string functions.</i> • <i>Use various string functions.</i> | <ul style="list-style-type: none"> • <i>Make a program to print the length of your school name.</i> • <i>Make a program to reverse the spelling of your name.</i> • <i>Make a program to replace any text from a string.</i> |
| <i>February</i> | <i>Revision & Evaluation</i> | | |