# 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 27, 2026 to August 01, 2026* |
| *First Term Examination* | *:* | *September 16, 2026 to September 30, 2026* |
| *Unit Test - 2* | *:* | *December 14, 2026 to December 19, 2026* |
| *Final Term Examination* | *:* | *March 01, 2027 to March 17, 2027* |

# 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.*

| Month | Concepts / Contents | Skills<br>The student will be able to |
|---|---|---|
| April | • Short Story / The Village School | • Infer how individuals can make a difference to the society they live in.<br>• Infer fhow determination and passion can help realize dreams.<br>• Draw a character-sketch. |
| | • Letter of Complaint | • Write a letter to a firm for replacement of faulty product. |
| | • Functional Grammar (Tenses, Simple, Compound and Complex Sentences) | • Use various types of tenses in their day-to-day language.<br>• Identify Simple, Compound and Complex Sentences<br>• Use correct sentence structure in a sentence. |
| | • Vocabulary | • Make use of 'movement' words in sentences. (eg:tiptoed,roam,dart,etc.) |
| | • LSRW Skills | • Listen to a story to complete its summary with suitable words or phrases. |
| June | • Travelogue /The Great Wall of Rishikesh | • Read and understand essential elements of travel article.<br>• Appreciate humour in the text.<br>• Make a travel brochure. |
| | • Report Writing | Write a news report on events and celebrations. |
| | • Functional Grammar (Modals) | • Make use of modals correctly in their sentences. |
| | • Vocabulary | • Use compound adjectives related to heart and eye<br>• (Eg: Eye-catching, heart-breaking, etc.) |
| | • LSRW Skills | • Listen to a travelogue and identify the main purposes of a travelogue. |
| July | • Lyrical Poem /Solitary Reaper | • Read the Lyrical poem with elements of philosophy.<br>• Identify elements of lyrical poem. |
| | • Speech Writing | • Draft a speech for school assembly - introduce the topic clearly, organize ideas, concepts and information into broader categories. |
| | • Vocabulary | • Understand and identify Figures of speech-Imagery, Hyperbole, Personification, Rhetorical Questions, Simile and Metaphor. |
| | • Functional Grammar Practise ( Phrases and Clauses, Adverbial Phrase and Adjectival Phrase) | • Differentiate between phrase and clause.<br>• Make use of Adverbial Phrases and Adjectival Phrases. |
| | • LSRW Skills | • Listen to another sonnet or lyrical poem and appreciate it. |
| | **Unit Test - I** | |

| Month | Concepts / Contents | Skills<br>The student will be able to |
|---|---|---|
| August | • Anecdote/ The Unusual Spectator | • Read and infer to inspect the elements of writing an anecdote.<br>• Share an anecdote to develop real and imaginary experience or events using effective techniques, such as relevant descriptive details and well - structured event sequences. |
| | • Narrative Poem /Missed | • Read to understand the contextual meanings of the poetic expressions and the central idea to write critical appreciation.<br>• Recite a narrative poem with required intonation, modulation and stress.<br>• Identify the poetic devices; interpret and explain them.<br>• Paraphrase the poem with more abstract ideas. |
| August | • Diary Entry | • Write a diary entry on personal account. |
| | • Vocabulary | • Make use of prefix-suffix to enhance vocabulary. |
| | • Functional Grammar Practise (Subject-Verb Agreement) | • Understand how subject agrees with the verb and use it correctly. |
| | • LSRW Skills | • Listen to a narrative poem and answer the given questions. |
| September | Revision | |
| | **First Term Examination** | |
| October | • Short Story /Singing By the Rivers | • Read the story and determine how a story unfolds in a series of episodes and how plot progresses.<br>• Understand the talent, hardwork and sacrifice that goes behind the composition of music. |
| | • Article-Writing | • Write an article on abstruse ideas. |
| | • Vocabulary | • Use cooking words in writing recipe. (eg: sprinkle, simmer, grate etc.) |
| | • Functional Grammar Practise (Conditional Clauses) | • Make use of various types of Conditional Clauses in their sentences. |
| | • LSRW Skill | • Share homorous experiences. |
| November | • Narrative Poem / Courage!Courage!Courage! | • Read to understand the contextual meaning of the poetic expressions and the central idea to write critical appreciation.<br>• Identify the poetic devices; interpret and explain them. |
| | • Vocabulary | • Make use of words related to character traits. (eg: block-headed, strong-headed, etc.) |
| | • Functional Grammar Practise (Relative Clauses) | • Make use of Relative Clauses in the language. |
| | • LSRW Skills | • Listen to a poem to summarize it. |

| *Month* | *Concepts / Contents* | *Skills*<br>*The student will be able to* |
|---|---|---|
| *December* | • *Short Story /A Farmer's Greatest Treasure* | • *Infer the 'life line' in the particular community in the story.*<br>• *Deduce how a selfless act benefits the community.*<br>• *Read to know about the elements of a play.*<br>• *Develop sensitivity towards diverse environments.* |
| | • *Story Writing* | • *Write a story using opening lines.* |
| | • *Functional Grammar Practise (Determiners and Articles)* | • *Make use of different determiners in the passage*<br>• *Learn to edit the passage.*<br>• *Make use of correct articles in the sentences.* |
| | • *Vocabulary* | • *Make use of Homonyms to enhance vocabulary.* |
| | ***Unit Test-2*** | |
| *January* | • *Short Story /The Humming Bird That Lived Through Winters* | • *Read the story followed by sequencing its events.*<br>• *Discuss the art of characterization.*<br>• *Read the short story and describe the setting, plot progression of the story and characterization of main characters.* |
| | • *Optimistic Poem /The Bridge Builder* | • *Infer that we can make this world a better place through selflessness anmd wisdom.*<br>• *Recognise the poetic devices presented in the poem.* |
| | • *Formal Letter to the Editor* | • *Write a letter to the Editor.* |
| | • *Message Writing* | • *Draft messages based on the conversation..* |
| | • *Functional Grammar Practise (Passive Voice)* | • *Rewrite process in passive voice.*<br>• |
| | • *Vocabulary* | • *Use phrasal verbs related to hand and come.* |
| | • *LSRW Skills* | • *Write the story 'The Vanishing Lunchboxes' in the form of a play..* |
| *February* | *Revision* | |
| *March* | ***Final Term Examination*** | |

# 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 exponents and utilize them to solve the problems.*
- *Classify different types of algebraic expressions.*
- *Solve the linear equations in one variable.*
- *Derive the formula for simple interest and apply it to problems.*
- *Prove the angle sum property of a 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.*

| *Month* | *Concepts / Contents* | *Skills*<br>*The student will be able to* |
|---|---|---|
| *April* | • *Integers*<br>• *Properties of Integers*<br>• *Fractions and Type of Fractions* | • *Discuss and explain integers with different properties.*<br>• *Represent integers on the number line.*<br>• *Multiply and divide integers.*<br>• *Solve complex problems related to integers.*<br>• *Discuss and create definitions of all kinds of fractions.*<br>• *Draw comparison of two fractions.* |
| *June* | • *Rational Numbers*<br>• *Operations on Rational Numbers* | • *Evolve concepts of rational numbers with the help of different examples.*<br>• *Distinguish between fractions and rational numbers.*<br>• *Express rational numbers in standard form.*<br>• *Represent rational numbers on the number line.*<br>• *Represent rational numbers as decimals.*<br>• *Compare rational numbers.*<br>• *Find rational numbers between two given rational numbers.*<br>• *Interpret and solve word problems related to rational numbers.* |
| *July* | • *Decimals* | • *Apply four fundamental operations on decimals.*<br>• *Interpret and solve word problems related to decimals.*<br>• *Co-relate fractions and decimals.* |
| | • *Exponents*<br>• *Laws of Exponents* | • *Express a number in the exponential form.*<br>• *Compare exponents.*<br>• *Apply laws of exponents.*<br>• *Convert exponents into standard form.* |
| | ***Unit Test - 1*** | |
| *August* | • *Symmetry and its types.*<br>• *Rotational Symmetry*<br>• *Visualizing solid shapes*<br>• *Data Handling*<br>• *Probability*<br>• *Ratio and Proportion*<br>• *Unitary Method*<br>• *Percentage*<br>• *Application of percentage in Commercial Mathematics* | • *Describe symmetry and rotational symmetry.*<br>• *Calculate number of lines of symmetry.*<br>• *Calculate the order of rotation and angle of rotation of 2D figures*<br>• *Examine different symmetrical figures.*<br>• *Distinguish between plane figures and solid shapes.*<br>• *Explain faces, edges and vertices of 3D objects.*<br>• *Classify different solid shapes.*<br>• *Draw nets for different solid shapes.*<br>• *List the observations in the form of data.*<br>• *Analyze the given data.*<br>• *Form the frequency table.*<br>• *Calculate mean, median and mode for any ungrouped data.*<br>• *Represent data through bar graph and vice-versa.*<br>• *Find the probability for different events.*<br>• *Determine the range of probability.*<br>• *Write given numbers in the form of ratio.*<br>• *Compare ratios.*<br>• *Set up more examples of ratios from daily life.*<br>• *Formulate proportions from the given numbers.*<br>• *Solve word problems with the help of proportion and unitary method.*<br>• *Determine percentage for different data.*<br>• *Convert fractions and decimals to percentage and vice-versa.*<br>• *Interpret and solve real life problems of percentage.*<br>• *Find profit% and loss% with the help of C.P and S.P. in different situations.* |

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| | | • *Interpret and solve problems which are related to interest and discount.* |
| ***Month*** | ***Concepts / Contents*** | ***Skills***<br>***The student will be able to*** |
| *September* | *Revision* | |
| | ***First Term Examination*** | |
| *October* | • *Algebraic Expressions*<br>• *Linear Equations in one variable* | • *Form algebraic expressions.*<br>• *Identify constants, coefficients and powers.*<br>• *Explain terms and types of algebraic expressions.*<br>• *Generate Algebraic expression involving one or two variable.*<br>• *Distinguish between like and unlike terms.*<br>• *Differentiate polynomials and algebraic expressions.*<br>• *Add and subtract algebraic expressions.*<br>• *Find the value of an algebraic expression.*<br>• *Explain patterns using algebraic expression.*<br>• *Form linear equations for word problems.*<br>• *Solve equations by different methods.*<br>• *Interpret and solve complex real life problems based on linear equations.* |
| *November* | • *Lines and angles.*<br>• *Construction of triangles* | • *Discuss and set different examples of all types of lines.*<br>• *Explain complementary and supplementary angles.*<br>• *Explain the adjacent angles and vertically opposite angles.*<br>• *Identify the types of angles made by transversal.*<br>• *Describe different conditions for lines to be parallel.*<br>• *Discuss properties of parallel lines.*<br>• *Construct triangles with given conditions.*<br>• *Construct perpendicular and perpendicular bisector.* |
| *December* | • *Triangles and its properties* | • *Classify different types of triangles.*<br>• *Justify all the properties of triangle.*<br>• *Explain Pythagoras theorem.*<br>• *Solve complex problems regarding different properties of triangles.* |
| | ***Unit Test - 2*** | |
| *January* | • *Perimeter and area*<br>• *Congruence*<br>• *Different conditions for congruence in triangles and simple geometrical shapes.* | • *Describe the perimeter and area of different figures.*<br>• *Solve problems related to perimeter and area using formula of different figures.*<br>• *Identify congruent figures.*<br>• *Examine different conditions for congruent triangles.* |
| *February* | *Revision* | |
| *March* | ***Final Term Examination*** | |

# SCIENCE

***OVERVIEW***

*Today we are in an age of explosion of information. In this context, memorisation 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:***

- *Observe and analyse types of physical and chemical changes with the help of day-to-day examples.*
- *Explain various kinds of motion as change in position with time and co-relate with daily life.*
- *Conduct the experiments related to transpiration, translocation and presence of starch.*
- *Explain how the process of respiration occurs throughout different parts of the plant.*
- *Differentiate between types of nutrition and analyse nutrition in humans and ruminants and also link it with transport and respiration in animals.*
- *Analyse and classify the elements as metals and non-metals, differentiate and compare metals and non-metals on their physical and chemical properties.*
- *Classify substances into acidic, basic and neutral as well as identify them by using indicators.*
- *Differentiate between conduction, convection and radiation and link it with day-to-day usage.*
- *Describe the process of water cycle in nature and identify the sources of surface and ground water.*
- *Identify and explain the various endocrine glands, discuss their location, hormones secreted by them, and their functions.*
- *Describe mood swings, analyse and examine the causes and effects of malnutrition, recommend the ways for keeping nutrition healthy and also create awareness against drug abuse during puberty.*

| ***Month*** | ***Concepts / Contents*** | ***Skills*** <br> ***The student will be able to*** |
|---|---|---|
| *April* | • ***Changes Around Us : Physical and Chemical*** <br> • *Reversible and Irreversible changes* <br> • *Physical and Chemical changes* <br> • *Combustion* <br> • *Desirable and Undesirable Changes* <br> • *• Slow Natural changes* | • *Identify reversible and irreversible changes in given real-life situations.* <br> • *•Distinguish between physical and chemical changes by comparing their observations to a list of clues to recognize types of changes.* <br> • *Define combustion and state the essential conditions required for it to occur.* <br> • *Examine the impact of desirable and undesirable changes on human life and the environment.* <br> • *Describe slow and gradual natural changes with appropriate examples.* |

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| *June* | ***Measurement of Time and Motion***<br>• *Measurements and standard units*<br>• *Motion and its types*<br>• *Speed*<br>• *Uniform and Non-uniform motion* | • *Develop the skills of measuring distance in various units, its comparison with the earlier units of measuring distance and time.*<br>• *Discuss and define the types of motion.*<br>• *Define speed and analyse numerical problems to identify known and unknown quantities before computation.*<br>• *Interpret distance-time graph for uniform motion.* |
| *July* | ***Life Processes in Plants***<br>• *Autotrophic Nutrition – Photosynthesis*<br>• *Transport of Food and Water in plants*<br>• *Respiration in plants* | • *Describe the process of photosynthesis in green plants.*<br>• *Conduct laboratory experiments to infer conditions required for photosynthesis.*<br>• *Analyse the role of xylem and phloem in the transportation of substances in plants.*<br>• *Differentiate between breathing and respiration.*<br>• *Relate respiration in plants to energy release for growth and maintenance.* |
| | ***Unit Test-1*** | |
| *August* | ***Life Processes in Animals***<br>• *Digestive system in humans, ruminants and birds*<br>• *Respiration in humans* | • *Identify and explain different organs of human digestive system and their functions.*<br>• *List the types of human teeth and relate their structure with the functions, which will help them to adopt healthy dental practices.*<br>• *Relate the structure of the digestive system to the type of food consumed by ruminants and birds.*<br>• *Create a working model of lungs for better learning of how the respiratory system works.*<br>• *Describe the interaction between the respiratory and circulatory system.*<br>• *Identify and describe the complex processes involved in seemingly simple actions of the human body.* |
| *September* | ***Revision*** | |
| | ***First Term Examination*** | |
| *October* | ***The world of Metals and Non-Metals***<br>• *Physical properties of metals and non-metals*<br>• *Chemical properties of metals and non-metals*<br>• *Alloys*<br>• *Corrosion of Metals* | • *Compare the physical and chemical properties of metals and non-metals.*<br>• *Demonstrate the chemical properties of metals with experiments.*<br>• *Relate it in daily life and apply it.*<br>• *Define alloys and compare the composition, uses and the properties of some common alloys.*<br>• *Define corrosion and identify the conditions under which it occurs.*<br>• *Analyse the effectiveness of various methods used to prevent corrosion, such as painting, galvanisation, oiling, and alloying.* |

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| November | ***Exploring substances: Acidic Basic and Neutral***<br>• *Acids- their properties, types and uses*<br>• *Bases- their properties, types and uses*<br>• *Indicators and its types*<br>• *Acids and bases in everyday life.*<br>• *Neutralisation reaction and its applications in daily life* | • *Define indicators.*<br>• *Identify and classify the common household substances as acids, bases or salts with the help of natural indicators.*<br>• *Compare the properties and uses of acids, bases and salts.*<br>• *With the help of laboratory experiments understand the neutralization reaction and its application in day-to-day life.*<br>• *Analyse experimental observations to draw conclusions about the nature of substances using natural and synthetic indicators.* |
| December | ***Heat Transfer in Nature***<br>• *Thermal energy*<br>• *Transfer of heat- Conduction, convection, radiation and their practical applications*<br>• *Water cycle* | • *Define thermal energy and identify the effects of heat.*<br>• *Explore and categorise various modes of heat transfer into conduction, convection and radiation.*<br>• *Assess why particular characteristics are necessary for effective heat transfer.*<br>• *Illustrate land and sea breeze with well -labelled diagrams.*<br>• *Describe how water cycle occurs in nature.*<br>• *Identify the sources of surface water and ground water.* |
| | ***Unit Test - 2*** | |
| January | ***Adolescence: A stage of Growth and Change***<br>• *Hormones and endocrine glands*<br>• *Adolescence and puberty*<br>• *Secondary sexual characters*<br>• *Role of hormones in health problems*<br>• *Changes that indicate reproductive capability*<br>• *Making adolescence a joyful experience* | • *Explain puberty and adolescence.*<br>• *Describe the physical and mental changes occurring in boys and girls during puberty.*<br>• *Differentiate between exocrine and endocrine glands.*<br>• *List hormones secreted by endocrine glands and their functions.*<br>• *Analyse the changes occurring in females during menstrual cycle.*<br>• *Evaluate the impact of balanced nutrition and personal hygiene practices on adolescent health and well-being.*<br>• *Identify how to use social media mindfully.* |
| February | *Revision* | |
| March | ***Final Term Examination*** | |

# 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.*

| Month | Concepts / Contents | Skills<br>The student will be able to |
|---|---|---|
| April | **The Medieval Period**<br>• Visiting the past, Importance of Medieval History, Historians and their sources | • Analyze the timeline and major developments of the medieval period.<br>• Distinguish between the three stages of Indian history- ancient, medieval and modern.<br>• Explain the two stages of the medieval period in Indian history.<br>• Discuss the sources of history for the medieval period in India.<br>• Recognize the developments that took place in the medieval period. |
| | **Inside the Earth**<br>• Interior of the Earth, Rocks and Minerals, Types of Rocks | •<br>• Explain the structure of the Earth.<br>• Distinguish between the different types of rocks.<br>• Explain the rock cycle.<br>• Describe the interior of the earth and its importance. |
| June | **Our Changing Earth**<br>• Volcanoes, Kinds of Earthquake, How to measure earthquake, distribution of earthquake-prone areas | •<br>• Recall the internal and external forces of the Earth.<br>• Define tectonic plates and explain their movements.<br>• Explain the Continental Drift Theory.<br>• Discuss the formation of various landforms by the internal and external forces of the Earth.<br>• Discuss and analyze volcanic and earthquake occurrence and their safety measures. |
| July | **The Age of New Kingdoms**<br>• Regional conflicts in the North, The Gurjara Pratiharas, The Rashtrakutas, The Palas, Administration of new Kingdoms, Foreign invasions | • Name the new kingdoms that emerged in India in the medieval period before the arrival of the Mughals.<br>• Discuss the regional conflicts that took place between different kingdoms.<br>• Explain the foreign invasions that came about during the period of turmoil in India.<br>• Discuss the contribution of the Cholas. |
| | **Democracy and Equality**<br>• Inequality, Discrimination against differently abled persons, Equality in Indian Democracy | • Recall the basic principles of democracy.<br>• Explain how democracy promotes equality.<br>• Discuss the various forms of equality democracy promotes.<br>• Understand that in spite of all efforts inequality still exists in our society in different forms. |
| | **Unit Test - 1** | |

| | | |
|---|---|---|
| *August* | ***The State Government***<br>• *Legislative Council, Legislative Assembly* | • *Distinguish between the states and union territories.*<br>• *Discuss the importance and functions of the state government.*<br>• *Explain why India is called a federal country.*<br>• *Discuss the vertical power sharing among the various levels of government in India.*<br>• *Explain the formation of state governments in India.* |
| | ***Water***<br>• *Water cycle, Distribution of water bodies, Salinity of oceans, major oceans, Waves, Tides, Ocean Currents* | • *Explain the water cycle.*<br>• *Show the location and explain the distribution of the major water bodies of the world.*<br>• *Explain the various movements that occur inside the ocean.*<br>• *Discuss the formation of tides.*<br>• *Explain the formation of the ocean currents.* |
| *September* | *Revision* | |
| | ***First Term Examination*** | |
| *October* | ***The Atmosphere***<br>• *Composition of the atmosphere, significance, Greenhouse effect, structure of the atmosphere* | • *Explain the importance of the atmosphere on the Earth.*<br>• *Explain the composition of the atmosphere.*<br>• *Explain the structure of the atmosphere.*<br>• *Describe the Greenhouse effect.* |
| | ***Advertising***<br>• *Advertising and media, All about brands, Brand values and social values, The role of advertising in democracy* | • *Recall the role of the media in a democracy.*<br>• *Explain how the advertisements influence the buyers.*<br>• *Describe how the advertisements are created.*<br>• *Explain the impact of advertisements on society.* |
| *November* | ***Markets***<br>• *Weekly Markets, Neighbourhood shops, Shopping Complexes and malls, other markets, markets and inequality* | • *Analyze and compare different types of markets and their relation to everyday life.*<br>• *Explain the market chain.*<br>• *Discuss the functioning of different types of markets.* |
| | ***Tribal Communities***<br>• *Tribe, tribal societies* | • *Explain the gradual process by which some foreigners and tribals were absorbed into the main society.*<br>• *Understand that some of the tribes resisted this absorption and faced wars.*<br>• *List some aspects of the tribal societies in different parts of India.* |
| *December* | ***Natural Vegetation and Wildlife***<br>• *Forests, Grasslands, Deserts, Wildlife* | • *Describe natural vegetation and an ecosystem.*<br>• *Explain forests and types of forests.*<br>• *Describe grasslands and types of grasslands.*<br>• *Elaborate deserts and the types of deserts.* |
| | ***Unit Test - II*** | |

| *Month* | *Concepts / Contents* | *Skills*<br>*The student will be able to* |
|---|---|---|
| *January* | ***Arrival of Regional Cultures***<br>● *Malayalam literature, The Religious traditions of Odisha, Development of language, Dance, Painting, Music, Developments in Bengal* | ● *Identify the different languages, festivals, music, dance, customs and traditions of India.*<br>● *Appreciate the literature and art which flourished during that period.*<br>● *Outline the development of language during the medieval period.*<br>● *Identify the different dance forms and music traditions that developed during the period.* |
| *February* | *Revision* | |
| *March* | ***Final Term Examination*** | |

# ADDITIONAL LANGUAGE

**प्रस्तावनाः**

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।

**उद्देश्यः**

**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 सुचारू 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<br>श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|---|---|---|
| अप्रैल | • **वीर रस कविता (हमें न बाँधों प्राचीरों से)** | • शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• पशु–पक्षियों की देखभाल कैसे ?<br>• आजादी के महत्व पर चर्चा।<br>• यदि आप पक्षी होते तो क्या–क्या करते ?<br>• पराधीन सपने हुँ सुख नाहीं ? पंक्ति का भाव पल्लवन। |
| | • वाचन कौशल | • शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | • लेखन कौशल | • पत्र लेखन (अनौपचारिक), वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • वीर रस कविता (एक) |
| | • **संवेदना प्रधान संस्मरण (गौरा)** | • शिक्षार्थी संस्मरण का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• गाय करुणा की कविता है – विचार लेखन।<br>• पालतू के रख–रखाव एवं उनके प्रति व्यवहार पर चर्चा।<br>• महादेवी वर्मा की सहृदयता पर विचार लेखन।<br>• पशु–पक्षी स्नेह की भाषा एवं संवेदनाओं को समझते हैं – 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 | • पत्र लेखन (अनौपचारिक), वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • पशु–पक्षियों का दैनिक जीवन में महत्व |
| जून | • **शांत रस प्राचीन कविता (कबीर के दोहे)** | • शिक्षार्थी दोहों का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• वैज्ञानिक युग में समाज में अराजकता एवं अंधविश्वास जीवित है – चर्चा।<br>• गुरु की महिमा–चर्चा।<br>• बाह्य आडंबरों का विरोध–चर्चा।<br>• ईश्वर के स्मरण के विविध रूपों पर 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 | • दैनंदिनी लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • प्राचीन कवियों की फोटो एवं दोहे (दो) |
| जुलाई | • **पत्र (जापान से मित्र को पत्र)** | • शिक्षार्थी पत्र का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• जापनियों के दिमाग में स्पीड इंजन लगा हुआ रहता है चर्चा।<br>• जापानियों की टी–सेरेमनी पर चर्चा।<br>• मानसिक तनाव हमारे शरीर पर दुष्प्रभाव डालता है–चर्चा।<br>• वर्तमान, भूत, भविष्यकाल में जीवन जीने की अनुभूति पर 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 | • दैनंदिनी लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • रसोईघर में मदद का अनुभव |

| माह | अवधारणा | कौशल<br>श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|---|---|---|
| जुलाई | • **विचार प्रधान निबंध (खान–पान की बदलती संस्कृति)** | • शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• भारतीय एवं पाश्चात्य खान–पान – तर्कपूर्ण विचार<br>• खान–पान की मिश्रित संस्कृति के गुण–दोषों से परिचित।<br>• जंक फूड हानिकारक है–चर्चा।<br>• खान–पान की शुद्धता एवं गुणवत्ता पर 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 | • विज्ञापन लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • पौष्टिक भोजन एवं जंकफुड तालिका |
| | ***Unit Test I*** | |
| अगस्त | • **भाव प्रधान कहानी (चाओबी मौसी की पेंशन)** | • शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• कहानी के पात्रों का चरित्र–चित्रण।<br>• कहानी में वर्णित मूल समस्या पर चर्चा।<br>• जीवन एक संघर्ष है। पंक्ति का भाव पल्लवन।<br>• विपदग्रस्त व्यक्ति की मदद पर 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 | • अनुच्छेद लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • कहानी कथन |
| | • **सामाजिक एकांकी (बहू की विदा)** | • शिक्षार्थी एकांकी का वाचन कर उसके उद्देश्यों को समझ सकेंगे ।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• दहेज प्रथा अभिशाप–चर्चा।<br>• नारी सशक्तिकरण के प्रति हमारा दृष्टिकोण–चर्चा।<br>• सामाजिक समस्याओं के उन्मूलन के उपायों पर चर्चा।<br>• लड़का–लड़की एक समान–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 | • अनुच्छेद लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • सामाजिक समस्याओं एवं सुधार के उपाय एवं समाज सुधारक |
| सितंबर | • 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 – संपूर्ण प्रथम सत्र पाठ्यक्रम।** | |
| | ***First Term Examination*** | |

| माह | अवधारणा | कौशल<br>श्रवण कौशल –कथन कौशल–पठन कौशल– लेखन कौशल |
|---|---|---|
| अक्टूबर | • **शांत रस प्राचीन कविता (मीरा के पद)** | • शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• श्रीकृष्ण भक्ति पदों का भाव सौंदर्य।<br>• श्रीराम एवं श्रीकृष्ण के रूप की समानता पर चर्चा।<br>• सत्संग का हमारे जीवन पर प्रभाव चर्चा।<br>• सुगण–निर्गुण भक्ति पर 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 | • पत्र लेखन(औपचारिक), वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • कृष्ण भक्त कवियों के नाम, चित्र एवं पद (दो) |
| नवंबर | • **विचार प्रधान निबंध (मित्रता)** | • शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• मित्रता की परिभाषा समझ सकेंगे।<br>• मित्र बनाते समय क्या–क्या सावधानियाँ–चर्चा।<br>• सच्चे मित्रों की सहायता पर चर्चा।<br>• काजल की कोठरी में कैसो ही सयानो जाए– पंक्ति का भाव पल्लवन। |
| | • वाचन कौशल | • शिक्षार्थी अपठित गद्यांशों / पद्यांशों तथा पठित गद्यांशों / पद्यांशों को पढ़कर बोधात्मक प्रश्न एवं संदेश तथा शिक्षा संबंधी प्रश्नोत्तर कर सकेंगे। |
| | • लेखन कौशल | • अनुच्छेद लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • मित्रता वृक्ष |
| दिसंबर | • **संवेदना प्रधान कहानी (नचिकेता)** | • शिक्षार्थी कहानी का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• कहानी के पात्रों का चरित्र–चित्रण।<br>• आत्मा परमात्मा के गूढ़ रहस्य एवं आत्मा अमर है–चर्चा।<br>• दान देने की प्रवृत्ति की सावधानियाँ एवं महादानी का उदाहरण।<br>• यमराज द्वारा आत्मा के रूपक पर 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 | • उद्घोष लेखन, वाक्य रचना। |
| | • व्यावहारिक व्याकरण अभ्यास | • पाठानुगत व्याकरण अभ्यास एवं वर्तनीगत – मात्रागत शब्द सुधार अभ्यास। |
| | • रचनात्मक गतिविधि | • भारत के आदर्श बालक (परिचय) |
| | ***Unit Test – II*** | |
| जनवरी | • **वीर रस कविता (हिमालय की चोटी पर)** | • शिक्षार्थी कविता का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• कविता का मूलभाव<br>• श्रम और पुरूषार्थ के समक्ष सभी कठिनाई तुच्छ है – चर्चा<br>• संघर्ष जीवन का अनिवार्य सत्य–चर्चा।<br>• मानव–गरिमा एवं निर्माण सर्वोपरि हे – 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 | • अनुच्छेद लेखन, वाक्य रचना। |

| माह | अवधारणा | कौशल<br>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 (भारतीय संस्कृति)** | • शिक्षार्थी निबंध का वाचन कर उसके उद्देश्यों को समझ सकेंगे।<br>• शब्द संपदा एवं वाक्य रचना द्वारा उनके शब्द भंडार में वृद्धि होगी।<br>• संस्कृति के मूल तत्वों को समझना एवं आत्मसात करना।<br>• सभ्यता एवं संस्कृति के अंतर को स्पष्ट करना।<br>• भारतीय संस्कृति की मुख्य विशेषताओं पर चर्चा।<br>• 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 | • 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.*

| Month | Concepts | Contents | Skills<br>The student will be able to | Activities |
|---|---|---|---|---|
| April | • Leçon-1 On y va! | • Le verbe <<aller>><br>• Les prépositions avant les villes et les pays<br>• Vocabulaire: Moyen de<br>• Transport<br>• Les verbes ger et cer | • Conjugate aller.<br>• understand how to use prepositions<br>• use vocabulary of modes transportation.<br>• Learn ger and cer verbs | • Post Card writing<br>• Listening |
| June | • Leçon-2 Je Vous invite! | • Comprendre une invitation<br>• Le verbe en ir<br>• Les pluriel des noms<br>• Les Articles défini et indéfini | • Understand invitation writing<br>• Learn ir ending verbs<br>• make plurals for nouns<br>• Learn usage of definite and indefinite articles | • Listening<br>• Invitation writing |
| July | Leçon-3 Avec plaisir! | • Repondre à une invitation<br>• Les verbes pouvoir,vouloir,devoir<br>• Comprendre le verbe + infinitif | • Reply to an invitation<br>• Conjugate the verbs vouloir,pouvoir,devoir<br>• understand verb +infinitive form | • Acceptance and Refusal of invitation<br>• Listening |
| | **Unit Test–1** | | | |
| August | • Leçon-4 À gauche ou à droite?<br><br>Leçon-5 Va -et-vient | • Les directions<br>• Les articles contractés<br>• Vocabulaire : Les lieux où sortir<br>• Impératif<br>• Les verbes irréguliers<br>• Les adjectives demonstratives<br>• Vocabulaire: Les vêtements | • use contracted articles.<br>• Learn how to give directions<br>• Learn imprerative<br>• Learn irregular verbs and demonstrative adjectives<br>• use the vocabulary of clothes. | • Listening<br>• Name the places you like to visit using suitable contracted articles and why?<br>• Role play (buying clothes) |
| | **Révision** | | | |
| | **First Term Examination** | | | |

| Month | Concepts | Contents | Skills<br>The student will be able to | Activities |
|---|---|---|---|---|
| October | • Leçon-6 C'est dans l'air! | • Les pays et les nationalites.<br>• Les saisons en Europe<br>• Quel temps fait-il?<br>• Pronom Sujet <<on>><br>• Les prepositions de lieu<br>• Les nombres ordinaux | • identify the names of coutries, nationalities and prepositions of countries in French<br>• learn about seasons in Europe<br>• learn about pronom sujet on and preposition of places<br>• know about ordinal numbers | • Describe your favorite season |
| November | • Leçon-7 Tous les gouts sont dans la nature | • Alimentation<br>• Les articles partitifs<br>• Les fruits et légumes | • use the vocabulary related to food<br>• Learn fruits and vegetables<br>• Know how to use irregular verbs.<br>• learn about partitive articles and use them. | • Listening<br>• Role play |
| December | Leçon-8 À votre santé | • Apprendre à faire des achats<br>• Les types de commerces<br>• Les adverbs de quantité<br>• Interrogation | • Learn about buying and selling and types of commerce<br>• Define quantity in French..<br>• Interrogation | • Role play(buying and selling) |
| | Unit Test – 2 | | | |
| January | • Leçon-9 Oui mais….Non. | • Commander un repas<br>• Le futur proche<br>• Interrogation<br>• Apprendre à repondre en utilisant<<oui>>,<<Non>> et <<si>><br>• Évaluation<br>• Sample paper of DELF A1 | • Learn how to order in a restaurant<br>• learn the future proche tense<br>• Learn how to reply using oui,non and si | • Role play (how to order in a restaurant ) |
| February | Révision | | | |
| March | Final Term Examination | | | |

# SANSKRIT

**प्रस्तावना**

**संस्कृतिः संस्कृताश्रिताः**

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 ।

**उद्देश्यः**

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

- शिक्षार्थी गद्याशों 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<br>श्रवण - कौशल, कथन - कौशल, पठन - कौशल, लेखन - कौशल |
|---|---|---|
| अप्रैल | • वंदेभारतमातरम्<br>• लकार परिचय: | • पठनम्, भाव बोधनम् ,अर्थ लेखन च ।<br>• प्रश्नानाम उतराणि, एकपदेन-पूर्ण वाक्येन, प्रश्न - निर्माणं, विभक्ति वचनं च।<br>• लट्-लङ्-लृट्-लोट् आदि लकारा परिचय: । |
| जून | • नित्यम् पिबाम: सुभाषितरसम्<br>• तीर्थ स्थल परिचय: | • श्लोकानां पठनं, सस्वर वाचनम् अर्थबोधनं लेखनम् च। प्रश्नानाम् उत्तराणि । पर्याय पदानि ।<br>• अयोध्या – मथुरा – हरिद्वार – काशी । |
| जुलाई | • मित्राय नमः<br>• सूर्य नमस्कार परिचय:<br>• न लभ्यते चेत् आम्लं द्राक्षाफलम् | • पठनम, अवबोधनं प्रश्नानाम् उत्तराणि एकपदेन – पूर्णवाक्येन, वाक्य रचना।<br>• योगासन ।<br>• पठनम्, सस्वर वाचनं, अवबोधनं प्रश्नानाम् उत्तराणि, क्रियापदानि च। |
| | **Unit Test-1** | |
| अगस्त | • सेवा हि परमो धर्म:<br>• क्रीडाम वयं श्लोकान्त्याक्षरीम् | • पठनम्, भावबोधनं, प्रश्नानाम् उत्तराणि ।<br>• लिंग परिवर्तनम् ।<br>• वाक्य पूर्तिम् ।<br>• पठनम्, सस्वर वाचनम्, अर्थबोधनं च ।<br>• एकपदेन – पूर्णवाक्येन उत्तराणि, प्रश्ननिर्माणं । |
| सितम्बर | ग्रन्थ-परिचय: | पंचतंत्र |
| | पुनरावृत्ति | |
| | **First Term Examination** | |

| माह | अवधारणा | कौशल<br>श्रवण - कौशल, कथन - कौशल, पठन - कौशल, लेखन - कौशल |
|---|---|---|
| अक्टूबर | • ईशावास्यम् इदं सर्वम्<br>• हितं मनोहारि च दुर्लभं वच: | • पठनम् अवबोधनं प्रश्नानाम् उत्तराणि<br>• प्रश्ननिर्माणं, संधि ।<br>• काल-परिवर्तनम्<br>• पठनम्, अवबोधनं विवेचनम् च।<br>• प्रश्नानाम् उत्तराणि ।<br>• 'आम 'न', प्रश्ननिर्माणं च ।<br>• मेलनं, समानार्थकं पदम् । |
| नवम्बर | • अन्नाद् भवन्ति भूतानि | • पठनम् अवबोधनं च । प्रश्नानाम् उत्तराणि<br>• वचन-परिवर्तनम्, प्रश्ननिर्माणं । |
| दिसम्बर | • दशम: क:?<br>• द्वीपेषु रम्य: द्वीपोऽडमान: | • पठनम् अवबोधनं च ।<br>• प्रश्नानाम् उत्तराणि ।<br>• पठनम् अवबोधनं च । प्रश्नानाम् उत्तराणि,<br>• प्रश्ननिर्माणं । वाक्यरचना । |
| | **Unit Test-2** | |
| जनवरी | • वीरांगना पन्नाधाय | • पठनम् अवबोधनं च प्रश्नानाम् उत्तराणि वचन परिवर्तनं, संधि, लकार- परिवर्तनं च । |
| फ़रवरी | पुनरावृत्ति | |
| | **Final Term Examination** | |

# COMPUTER SCIENCE

***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:***

- *Explain cybercrime.*
- *Discuss various cyber security measures.*
- *Convert decimal number to binary number*
- *Apply different functions in a range of cells.*
- *Create Excel charts..*
- *Implement series and parallel circuit using Tinkercad*
- *Add layers in Krita*
- *Use conditional statements in Python*
- *Insert tables in a webpage.*
- *Describe the types of apps and their uses.*

| Month | Contents / Concepts | Skills<br>The student will be able to | Sample Activities |
|---|---|---|---|
| April | Digital Defenders | • Cyber crime<br>• Cyber security<br>• Number System | • Design a poster on ' Stop Cyberbullying'. |
| June<br>+<br>July | Function and Graphical Excellence in Excel | • Working with formulas<br>• Working with functions<br>• Types of Charts<br>• Sorting and Filtering data | • Create your marksheet and calculate max and min function on the marks obtained.<br>• Represent the tabular data into a column chart |
| | **UnitTest 1** | | |
| August | The language of Bot | • Working of NLP<br>• Applications of NLP<br>• Components of NLP | • Analysing the statements and classifying into various categories. |
| September | Circuit drawing in Tinkercad | • Introduction to circuit<br>• Types of circuits | • Creating a series and parallel circuit |
| | **First Term Examination** | | |
| October | Layers and Motion in Krita | • Showing and hiding layers<br>• Working with multiple layers<br>• Creating animations in Krita | • Create a poster on 'Wildlife conservation in India'<br>• Creatin Racing car using animation and multiple layers in Krita |
| November | Control flow in Python | • Operators<br>• Types of operators<br>• Control statements<br>• Conditional statements | • Cretae a python code to check whether a number entered by the user is even or odd.<br>• Create a program to find if the entered year is leap year or not. |
| December | Lists, Tables and Images in HTML | • Lists<br>• Tables<br>• Table properties<br>• Inserting images in a Table | • Creating a web page on 'Solar System' by inserting images.<br>• Creating a list on Parts of a plant |
| | **Unit Test – 2** | | |
| January | Introductio to App development | • Apps<br>• Types of Apps<br>• Creating an app in Code.org | • Creating a 'calculator' app. |
| February | **Revision & Evaluation** | | |
| March | **Final Term Examination** | | |