



Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST for Class – VII (2026–27)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

SUBJECTS	NAME OF THE BOOKS	PUBLISHERS
English	Textbook Poorvi – Textbook of English for Grade 7 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	NCERT
	Supplementary Books a. 21 st Century English for Grade-7 (Literature Reader) b. 21 st Century English for Grade-7 (Coursebook) c. Climb with Cornerstone (Revised & upgraded) – 7 d. Collins Cobuild Learner's Illustrated Dictionary e. My Reading Log f. Learner's Comate	Burlington English Burlington English Pearson Longman Collins Eternal Publication Eternal Publication
	Textbook Malhar – Textbook of Hindi for Class 7 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	NCERT
Hindi	Supplementary Books a. Madhushree Hindi Paathmala Text-cum-Task 7 b. Vyakaran Sambodh- 7 (Part 1 and 2) c. Bal Mahabharat Katha (Purak Pustika) – VII d. Learner's Comate	Madhuban Madhuban Rachna Sagar Pvt. Ltd. Eternal Publication
Maths	Textbook a. Ganita Prakash Part I & II Textbook of Mathematics for Grade 7	NCERT
	Supplementary Books a. Mathematics for class 7 (R.S. Aggarwal) b. Learner's Comate	Bharti Bhawan Eternal Publication
Social Science	Textbook a. Exploring Society : India and Beyond (Part I & II) Social Science Textbook for Grade 7	NCERT
	Supplementary Books a. The Orient Blackswan School Atlas b. Learner's Comates separate for History, Civics and Geography	Orient BlackSwan Eternal Publication
	Ref. Books : Landmark Integrated Social Sciences- VII	Oxford

Science	Textbook Curiosity Textbook of Science for Grade 7 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	NCERT
	Supplementary Books a. Prachi Science – 7 Part 1 & 2 (Based on the latest NCERT Science Text books Curiosity) b. The Language of Chemistry or Chemical Equations (Tuli & Soni) c. My Inquiry Journal – Curriculum Integrated Hands – on Science (Grade 7)	Prachi S. Chand & Co. Tinker Village (XPLRN Pvt. Ltd.)
	d. Learner's Comates combined for Physics, Chemistry and Biology (Term I & II)	Eternal Publication
	Ref. Book - Awareness Science for Seventh Class (Lakhmir Singh & Manjit Kaur)	S. Chand
	Revised Quizcraft – Put the facts together 7 (Aligned with NCF)	Blueprint Edu.
G.K.	My Confidence Diary for Seniors (Classes VI-X) (Revised Edition)	Marina Publications
Life Skills	My Cinema Book - VII	Edumedia India Pvt. Ltd.
Computer Science	Code Buddies - 7 Empowering NexGen with AI Robotics and Coding	KIPS Learning Pvt. Ltd.
Sanskrit (only for students who have opted for Sanskrit)	Text Book Deepkam Text book of Sanskrit for Grade 7 (Online soft copy of the NCERT book will be accessed by the students and teachers.)	NCERT
	Supplementary Books a. Suprabhatam – Sanskrit Pathmala – 7(App 24x7) b. Learner's Comate	Cordova Pub. Pvt. Ltd. Eternal Publication
French (only for students who have opted for French)	a. Flambeau - Methode de francais 3 (NEP 2020) (Core schools)	Unisec Pub.
	b. Larousse (Dictionary in French) (Core schools)	Goyal Publishers & Distributors P. Ltd.
Drawing	Art Exploration Grade - 7 (for Bgn, Sct, Ing & Knowledge Partners) (for Anp, Lht, Snt & Vrn - only for students who have opted for drawing)	S. Chand School
Reading for Pleasure	Varanasi... Eternal Sunshine in Our Heart (Half Yearly & Annuals)	Quill Club Writers
Song Book	Swaranjali – Songs for Sunbeams	Eternal Pub.
Logical Reasoning & Olympiads	Enrichment Booklet	Eternal Pub.
Personal Growth & Self Awareness	My Dream Journal Classes 6 to 8	Headword

Please note: Parents are requested to download the online soft copy of the NCERT books from the official website <https://ncert.nic.in>. These books will be downloaded, discussed and done in the respective classes

Reference Book Note

Dear Parents

The books suggested in **the Reference section** of the booklist are purely recommendations and are **not at all compulsory to buy**.

In keeping with parental requests for additional study/practice materials, we have suggested the same.

Picking them up is **purely on parental discretion**. School will not ask for the same during the classes at any point.

STATIONERY LIST - Class – VII

English	Single lined notebooks (1 for Literature & 1 for Language)	60 pages
Hindi	Single Lined notebooks (1 for Literature, 1 for Language & 1 for Bal Mahabharat Katha)	60 pages
Maths	Single Lined Register (2 for CW & 1 for HW)	100 pages
	1 Revisional Notebook	60 pages
	Practical File	60 pages
Physics	Single Lined notebook	60 pages
Chemistry	Single Lined notebook	60 pages
Biology	Single Lined notebook	60 pages
Science Practical	Bound Practical Register	60 pages
History	Single Lined notebook	60 pages
Civics	Single Lined notebook	60 pages
Geography	Single Lined notebook	60 pages
Computer Science	Single Lined notebook	60 pages
Sanskrit	Single Lined notebook	40 pages
ATL	Bound Practical Register	60 pages
Stationery	Gel Pen (Blue), White board marker (any colour)	1
Drawing	Drawing notebook	1
	Camel Water Colours Tube with inbuilt palette and brush	1 set of 15 shades
	Round Brush (No.2, 4, 6 & 8)	1 each
	Camlin Brush Pen (A set of 6) (for Anp, Lht, Snt, Vrn & Knowledge Partners)	1 set
	Shading Pencil (2B, 4B & 6B)	1 each
	Fevicol (25 gm) Tube Pack	1
KPL Learning Kit	Slate Map - India Physical & India Political (9.5 inches x 8 inches)	
	Slate Map - World Political & World Physical (9.5 inches x 8 inches)	
Geometry Box + File (for Filing Unit Test Papers & Open Door Assessments)		1

Please Note :

1. Stainless Steel Rulers are **not allowed** in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to **save paper**. If needed all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
6. Parents are requested to buy the books at the earliest before the stock is sold.
7. Reference books mentioned (if any) are **optional** to buy.
8. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School **VISION**

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Sunbeam
Group of Educational Institutions

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A WORD TO THE PARENTS

Dear Parents

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children.

The precept is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept. We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the PTM and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

**Educationally yours,
Sunbeam Group of Educational Institutions.**

Value additions to the Sunbeam Precept

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

Art Integrated Learning (AIL)	Classes I - XII
Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.	
Artificial Intelligence (AI)	Nursery to Class XII
The school is redefining education by transitioning from traditional teaching methods to a dynamic, new-age learning ecosystem powered by Artificial Intelligence (AI). It recognizes that education today must extend beyond textbooks and rote learning to prepare learners for a rapidly evolving, technology-driven world. By integrating AI into everyday classroom practices, the teaching-learning process has become more personalized, interactive, and data-driven. Instruction is no longer one-size-fits-all. AI-enabled tools support educators in identifying learning patterns, monitoring progress, and addressing learning gaps through targeted interventions and meaningful feedback. AI platforms facilitate adaptive assessments, real-time analytics, and immersive instructional strategies. Complex concepts are enriched through simulations, visualizations, and technology-supported experiential learning methodologies. Beyond implementation, the school also emphasizes responsible and ethical engagement with AI, fostering awareness of issues such as bias, privacy, accountability, and digital responsibility. The school is shaping a future-ready learning environment aligned with global standards.	

Chetna	Nursery - Classes XII
Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.	
Clicker	Classes III - X
Our classrooms are equipped with clickers that function as powerful real-time formative assessment tools, redefining how learning is measured and supported. As part of our innovative pedagogy, clickers are an integral component of the teaching–learning process, seamlessly embedding into everyday classroom instruction. Through Clicker teachers can immediately analyze comprehension levels, identify misconceptions, and address learning gaps within the teaching timeframe itself. Clickers enable continuous, competency-based evaluation and data-informed instructional decisions. Real-time analytics and immediate feedback strengthen conceptual clarity, build confidence, and ensure that progress remains measurable, timely, and meaningful for every learner.	
Digital Health and Wellness Curriculum for new age citizens	Classes I - XII
Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.	
Dream Journal	Classes III -XII
The Dream Journal is a structured and transformative life-skills and reflective learning journal designed to promote personal growth and self-awareness. It has been thoughtfully developed to nurture self-awareness, critical thinking,	

goal setting, emotional intelligence, and holistic development through guided classroom engagement.

The journal encourages students to think deeply, express their ideas with clarity, set realistic goals, and take ownership of their personal and academic journeys. It provides a safe and purposeful space for students to explore their aspirations, values, strengths, and challenges, thereby fostering confidence and independent thinking.

The Dream Journal empowers students to become mindful, responsible, and purpose-driven individuals—prepared not only for academic success but also for lifelong learning.

Entrepreneurship and Financial Literacy

Nursery – Class X

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

My Enquiry Journal Hands On Science

Classes VI-VIII

An innovative component of the Science curriculum for Classes VI–VIII is *Experiential Learning: My Enquiry Journal Hands-On Science* in association with Tinker Village. This structured, inquiry-based component is designed to develop scientific temperament through observation, hypothesis formation, analysis, application, and self-reflection.

The journal moves students beyond memorization toward competency-based, real-world learning. Through guided inquiry tasks, they observe, ask investigable questions, form hypotheses, conduct hands-on activities, analyze results, and draw logical conclusions.

This experiential approach enables students not only to learn scientific concepts but to apply and evaluate them in practical contexts, strengthening scientific aptitude, curiosity, confidence, and independent thinking.

Graphic Novel	Classes I - XII
Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment. It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable. It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.	

HPC Integrated with AIL	Classes VI – VIII
The Holistic Progress Card (HPC) is a CBSE-recommended assessment approach that focuses on students' overall development by evaluating academic performance along with skills and competencies. It promotes reflection, growth, and holistic learning. In alignment with this approach, the school integrates some Art-Integrated Learning (AIL) activities with structured Self, Peer and Teacher Assessment practices. Through this approach students reflect on their learning, give constructive feedback to peers, and receive teacher guidance through clear rubrics, fostering ownership of learning and continuous improvement. Through HPC, students develop critical thinking skills, self-awareness, confidence, respectful communication, and the ability to collaborate effectively.	

Information for Internet Usage	Nursery – Class XII
Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.	

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

JODO GYAN

Nursery – Class VIII

The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the Jodo Gyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. Jodo Gyan is an integral part of Math curriculum.

Khan Academy

Nursery – Class X

Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching. Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept.

Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.

Open Door

Classes III - X

We, at Sunbeam, believe that the child learns by thinking as they are natural thinkers. They are curious and ask many questions. Keeping this in mind, we introduce '**Open Door Assessment**' a series of thought-provoking assessments which test critical thinking and application skills followed by immediate feedback. It is a competency based assessment that will encourage your ward to become deep thinkers.

This assessment will give your ward an insight of his concepts of **Mathematics and Science**. Each student will be given an individual feedback and the process of assessment not only will involve learning, but also **Relearning** where difficult concepts will be revisited.

Pronunciation Lab	KG II - Class VIII
Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, silent letter etc. Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) in Science & Social Science.	
Parivartan	Classes V – XI
Parivartan curriculum is specially designed for girls (class V upwards) and boys (class VI upwards) to make them aware of hygiene and biological changes which happens in adolescence.	
Prayag Sangeet Samiti (Optional)	Classes III - XII
Prayag Sangeet Samiti provides a unique method of learning. It's emphasizes on creating an environment to nurture and encourage creativity. It awards diploma and certificate programs in Vocal Music, Instrumental Music as well as Classical Dance. It is an integral part of our curriculum enhancing the child's creativity in the field of music and dance. The major aim of this program is to upgrade and enhance the various streams of performing art.	
Quality Circle Time (QCT)	Nursery - Class XII
Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment. Four QCT sessions are held in a term for the students.	
Reading for Pleasure	Classes I- IX
Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. There is no substitute for books in the life of a child, and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure (RFP) books have been incorporated into the syllabus to inculcate a love for reading and to develop a regular reading habit. These books are meant to be read independently by the child for the sheer joy of reading, and not merely for examinations or marks. Children need to enjoy	

the experience, and if, in the process, they fall in love with reading, the larger purpose of including RFP in the syllabus is fulfilled.

In school, we do not follow the traditional method of assessing RFP. Instead, it is evaluated through group presentations or gamification activities to engage students in the joy of reading.

Please take note of the following:

- Reading is fun. Children who read often and widely become better readers. Reading exercises the brain and improves concentration.
- Reading teaches children about the world around them, thereby building confidence and enhancing their ability to engage in social conversations.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children develop empathy.
- Children who read consistently tend to achieve greater success in life. Reading also strengthens language skills, thereby improving understanding and comprehension across all subjects.

“He that loves reading has everything within his reach.” — William Godwin

Portfolio and E-Portfolio	Nursery to Class XII
A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.	
Sustainable Development Goals	Nursery – Class XII
Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.	

SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1. All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals .

The idea behind SDG immersion in the Precept is to :

- Support and Promote the global principles of SDGs.
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

Day-to-day practices to achieve Sustainability	Nursery - Class XII
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In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference. Here are some practical steps:

Water Conservation: 1. Turn off taps while brushing teeth, shaving or soaping hands. 2. Take shorter showers (5-10 minutes). 3. Fix leaky faucets, taps, and pipes promptly. 4. Use water-efficient appliances. 5. Supply water in glasses instead of bottles.	Energy Efficiency: 1. Switch off lights, fans, ACs etc. and electronics when not in use. 2. Use LED bulbs. 3. Adjust thermostat settings to save energy. 4. Unplug chargers and devices on standby. 5. Regulate the AC temperature to 25° Celsius
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Waste Reduction: 1. Carry reusable bags for shopping. 2. Refuse single-use plastics (straws, cutlery, etc.). 3. Segregate waste into wet and dry wastes for disposing them 4. Compost food waste. 5. Recycle paper, plastic, glass, and metal.	Food Sustainability: 1. Plan meals to reduce food waste. 2. Buy local, seasonal produce. 3. Use reusable containers for takeout. 4. Avoid single-use water bottles/paper glasses etc.
Transportation: 1. Use public transport for long trips 2. Practice walking or bi-cycling for short trips. 3. Carpool or share rides. 4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.). 5. Consider electric or hybrid vehicles.	Home and Garden: 1. Use eco-friendly cleaning products. 2. Plant trees, herbs, or vegetables. 3. Reduce paper usage, go for digital documents, bills). 4. Repurpose or up-cycle old items. 5. Use reusable materials for wiping hands/face etc.
Lifestyle Changes: 1. Avoid fast fashion, animal-based textiles and impulse buying 2. Reduce air travel or offset carbon emissions. 3. Support renewable energy projects. 4. Choose organic & sustainable products as far as possible. 5. Boycott products that endanger wildlife.	Daily Habits: 1. Bring reusable coffee cups or water bottles. 2. Avoid using disposable utensils. 3. Use rags instead of paper towels/tissues. 4. Drive less, Drive green. 5. Use resources wisely to minimize carbon footprint.

SUNBEAM KI TRAFFIC PAATHSHALA TRAFFIC SAFETY AWARENESS DRIVE	Nursery – class VIII
Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.	
Sui-Dhaga	Classes VI - VIII
In our school, we have implemented Sui-Dhaga, a sewing activity designed to cultivate '<i>Shitsuke</i>', the Japanese concept of discipline, while refining a child's ability to focus on intricate details. The repetitive stitching process demands sustained attention, allowing children to practice mindfulness, develop patience, and complete tasks with precision. As they concentrate on threading needles, creating uniform stitches, and following patterns, their attention span improves significantly. This, in turn, enhances cognitive development, strengthens neural pathways associated with sustained focus, and fosters problem-solving skills.	
Sanskrit Shlok	Nursery – Class X
Children's intellects are sharpened through chanting of the Sanskrit shlok. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.	
tGELF	Classes VI - IX
The Global Education & Leadership Foundation (tGELF) is a programme whose vision is to nurture young ethical leaders that will be future agents of change. tGELF has a unique value based curriculum for our students. In an effort to further cultivate values in our students, the school has introduced the tGELF curriculum Skilling & Knowhow Initiative for Lifelong Leadership Development (SKILLD) programme.	

Using Bloom's Taxonomy to Enhance Learning

Nursery - Class XII

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



Veer Gatha – Gallantry Award Winners Stories of Param Vir Chakra Awardees

Classes V - IX

To honour the acts of bravery and sacrifice of the officers / personnel of the Armed Forces, the life stories of these brave-hearts (Veer Gatha) will be narrated and discussed, with the students during '**Reading Mahotsava**' **First Term** and '**Indian Army Day**- **Second Term**.

Students will be motivated through story narration in an interesting way followed by the Quiz (Asynchronous mode) to make children learn and understand about the Gallantry Award winners. Stories to be narrated through different techniques with voice modulation, facial expressions, gestures, props, puppets etc. as per the level of the students along with the photographs of respective gallantry award winners to identify the awardees.

Virtual Escape Room	Nursery – Class VIII
To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are 1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective. 2) Helpful for revising the concepts of every chapter. Links of Escape Room in English, Maths, Science and Social Science will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.	

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

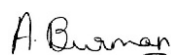
● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman
Director

Weight of Bags

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Keeping this in mind some books are split into two parts as Book-A/Book-B for the convenience of students. Please ensure that your ward carries either one of the books (as per the time table) and not both parts in order to not add to the burden of his/her bag.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children–

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards

Sunbeam School

Understanding children

No two kids are alike, especially when it comes to hitting developmental benchmarks. But it helps the Parents and Teachers to have a rough idea of the skills the child needs to develop at this stage. Developmental milestones at these age of 10/12 years revolve around physiological changes, the need for independence and a desire to be accepted by peers. Children at this age are full of ideas and they like to explain their ideas. They enjoy working, cooperating and become engrossed in the activity at hand.

As it is often said, “a real genius is not one who knows all the answers, it is one who has the curiosity to find every answer”. Students possess the same curiosity and enthusiasm. They relate more to the subject matter and the teacher. They look for explanations of facts, how things work and why things happen as they do.

There are remarkable changes in their social and emotional life, at this stage they develop a better sense of responsibility and are helpful and caring. In addition to this, their ability to deal with multiple variables emerges. They become better at making decisions and solving problems.

The kids are increasingly independent from family and have a growing interest in their friends. They are generally truthful and dependable. The Precept is designed in such a way so as to build confidence, fluency in subjects, improvise on oratory skills, enhance curiosity and to boost up their self-esteem so that they become stronger individuals capable of taking up challenges of class.

Learning includes.....

ENGLISH

The children are the most versatile and enthusiastic of all age groups. Students at this age start building language. They start using it as a tool of expressing views and thoughts. They are able to form their own opinion, present their point of view and actively participate in discussions with others. Our precept tries to strike a perfect balance so as to develop the four main pillars of language namely :

- a) Listening and Speaking Skills-** We believe that a good speaker needs to be a good listener too. Therefore for developing listening and speaking skills, students are engaged effectively in a range of collaborative discussions with diverse partners thus helping to build and express on their ideas. Multiple activities have been incorporated to develop their listening and speaking skills. – Listening Skill Development Assignments, Group discussions Role Plays, Story Telling, Volunteer Teaching, Debates, Speeches, Elocutions and Poem Recitation. Listen and Speak Activity at the end of every chapter in the New Broadway Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.

- b) Reading Skill-** A book is a gift you can open again and again and our precept presents this gift to every child. Under the umbrella of having the perfect reading habit, we keep a watch on bringing out the correct pronunciation, voice modulation, pauses etc. In order to develop the reading skills amongst our students we have : Chapters meant only for reading, *Reading Mahotsav*, *Reading for Pleasure book*, *Reading Logs*, *Comprehension Passage and Poems in Learner's Comate*.
- c) Writing Skill-** Writing is an art and the one who encompasses it, is no less than an artist. In Class, students develop their own writing style where their understanding of grammatical function is clearly visible. They will be learning to write Paragraph, Story Review, Picture Composition, Formal and Informal Letters. They will learn to analyze characters, plots and settings as well as able to recognize the author's purpose for writing the story. Project Work, Creative Writing, Genius At Work, Comprehension Passages and Poems in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts with aids like grammar games and grammar corners.

HINDI

बच्चों के भाषा ज्ञान की नींव इसी आयु में पड़ती है। आधुनिक युग के चंचल और जिज्ञासु बच्चों के व्यवहार की विविधता को ध्यान में रखते हुए हमने अपने पाठ्यक्रम में रोचक एवं मूल्यपरक कहानियाँ, कविताएँ, नाटक, जीवनी, गिनती, भाषा एवं व्याकरण को शामिल किया है, जिससे बच्चों में निम्नलिखित कौशलों का विकास किया जा सके।

पठन कौशल – छात्रों में पठन कौशल विकसित करने के लिए कक्षा में पाठ का आदर्श वाचन कराते समय शुद्ध उच्चारण एवं विराम चिह्नों का विशेष ध्यान रखा जाता है। पाठ्यक्रम में कबीर एवं रहीम के दोहों को शामिल कर उनका लयात्मक वाचन कराया जाता है।

लेखन कौशल एवं विश्लेषणात्मक कौशल – छात्रों में लेखन कौशल विकसित करने के लिए उनके पाठ्यक्रम में अनुच्छेद लेखन, स्वलेखन, पत्र लेखन, वाक्य प्रयोग, रचनात्मक अभिव्यक्ति, सुलेख प्रतियोगिता को शामिल किया गया है, जिसके अन्तर्गत छात्र विभिन्न विषयों पर कक्षा में चर्चा करने के उपरान्त स्वयं लिखते हैं। पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे छात्रों में विश्लेषणात्मक कौशल का विकास होता है।

श्रवण एवं वाक् कौशल – छात्रों में श्रवण वाक् एवं तार्किक कौशल के विकास के लिए वाद-विवाद के विभिन्न विषयों को पाठ्यक्रम में शामिल किया गया है। साथ ही रचनात्मक अभिव्यक्ति में 'चर्चा करो' के माध्यम से छात्रों को अपना विचार प्रस्तुत करने का अवसर प्रदान किया जाता है।

चिंतन, क्रियात्मक एवं खोज कौशल – पाठ्यक्रम में (HOTS) प्रश्नों, परियोजना कार्यों, क्रियात्मक गतिविधियों एवं मनोरंजक गतिविधियों को शामिल कर छात्रों में चिंतन, क्रियात्मक एवं खोज कौशल का विकास किया जाता है।

अभिनय, दृश्य एवं गणितीय कौशल – डी.जी. कन्टेन्ट द्वारा व्याकरण एवं साहित्य के पाठों एवं अभ्यासों को दिखा कर उनके दृश्य कौशल को विकसित किया जाता है। पाठ्यक्रम में एकांकी को शामिल कर तथा छात्रों को कक्षा में उस एकांकी के अभिनय का अवसर प्रदान कर उनके अभिनय कौशल को विकसित किया जाता है। हिन्दी में गिनती को शामिल कर छात्रों में भाषा कौशल के साथ-साथ गणितीय कौशल का भी विकास किया जाता है।

नैतिक मूल्यों का विकास – छात्रों में नैतिक मूल्यों के विकास के लिए पाठ्यक्रम में मूल्यपरक पाठों का समावेश किया जाता है। प्रत्येक पाठ की समाप्ति पर उससे संबंधित जीवन कौशलों पर चर्चा की जाती है। उन्हें उन कौशलों पर अपने विचार व्यक्त करने की स्वतंत्रता दी जाती है तथा मूल्यपरक प्रश्नों को लर्नर्स कोमेन्ट में भी शामिल किया गया है।

MATHS

Maths has been an integral part of our teaching and learning process since the beginning. The curriculum which we follow aims to make a child a logical thinker. The central idea behind this approach is to help the child to apply it in the real world. All the topics which are covered in the curriculum focuses to bring out some of the vital skills namely Problem Solving, Understanding, Applying Logical, Visual and above all analysing in the following ways –

Mathematical and Logical Skills – These skills are being developed from the base level, dealing with the basic mathematical operations (Addition, Subtraction, Multiplication and Division), Implementation of these operations are further dealt in Fractions and Decimals.

Visual and Spatial Skills - Recognition of different shapes, Concept of symmetrical objects and identification of fractions with the help of different shapes and figures. Students also learn the interpretation of graphs.

Measurement and Estimation – The child starts learning from concepts of different Measuring Units, Conversion of Units, Perimeter and Area. Time based conversions and problems too are covered in the curriculum. All these concepts are poured into practical usage through Maths Walk and Maths Lab Activities.

Critical Thinking – Word Problems Assignments and More Challenging Questions.

SCIENCE

Science is simply the word we use to describe a method of organizing our curiosity. Every child has a lot of curiosity and the Science curriculum which we follow tries to answer a curious mind. A child comes across many knows and hows which at this age is answered in the best possible way as we make students do hand on Science and explore the world outside. Under the outline of our curriculum, we trigger some thought provoking topics namely food, digestion, teeth and microbes, photosynthesis, reproduction in animals, force-work and energy, planets and the solar system.

All these topics give a fruitful outcome as a child learns predicting, inferring, classifying, communicating and observing changes, logical thinking and analysing.

We focus not just on the facts given in the book, we even touch the cause and effects through number of HOTS questions, Science Lab Activities, Demonstrations and Project Based Learning. All with an agenda to make learning beyond the classroom walls.

SOCIAL SCIENCE

Knowing about the world is always fun and interesting. The curriculum of Social Science has been planned to bring a child closer to the history and its happenings, geographical location and position and same major events that defined human existence. Skills like researching, understanding, debating, critical and logical thinking, collecting and comparing information and social skills are put in the front while teaching our topics.

The child learns about India in detail, they get a glimpse of Landforms and climatic features of their country as well.

To make the teaching and learning more life-like, we have incorporated activities like Gallery Walk, Project Based Learning, Map Making, Diagram Making, Group Discussion and in order to give a critical touch to our students understanding, discussion of HOTS questions are also done on regular intervals. Students are also motivated to create their own question bank for each chapter. We also try to give the right values to our students with the help of Value Based Questions.

ICT (COMPUTERS)

Living in the world of technology, we understand the importance and essence of focussing on a well planned Computer precept. The students are well versed about Internet Hygiene with an objective to make the child smart enough to handle computer independently.

The children are introduced to the features of Input and output devices, Windows 7, MS Word and Ms Power Point. Students also learn types of memory and storage. Projects and quizzes are also done and discussed at the end of every chapter. This boosts their creativity and application.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and the most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

- Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.
- Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

- Demonstrate a positive attitude about education to your children.
- Attend Parent-Teacher Meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the SunbeamApp.

Notebook Maintenance

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks:

1. It is not necessary to cover the notebook as it wastes paper. *Let's save paper.*
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading / chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf /drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. Neatness should be maintained.
14. Write answers in legible and neat handwriting. Neat and tidy notebooks is a pleasure to check and see.
15. Folding top corners of notebooks must be avoided. Bookmarks can be used.
16. Eating and drinking around notebooks should be avoided so there is no stain on them.

- Enjoy Learning -

WEBSITES FOR REFERENCE

English	Hindi	Sanskrit	Science
www.englishgrammar.org www.mygreatlearning.com www.studyrankers.com www.kidsworldfun.com www.vocabulary.com	www.khanacademy.org/teacher/khanmigo-tools www.hindikiduniya.com/essay www.laghukatha.com www.hindigrammar.in www.pustak.org	www.gosanskrit.com www.kosha.sanskrit.today www.learnsanskrit.org www.sanskritschool.in www.sa.m.wiktionary.org	www.khanacademy.org www.educatorstechnology.com www.scibd.com www.topperslearning.com www.chemnetbase.com www.learner.org www.chemguide.co.uk www.ck12.org
Maths	S.St.	Computer	
www.khanacademy.com www.ck12.org www.splashlearn.com www.brilliant.org www.mathsway.com	www.mycbseguide.com www.mapsofindia.com www.studyrankers.com www.khanacademy.org	www.computerhope.com www.w3schools.com www.ecomputernotes.com www.slideshare.net www.python.org	
G.K.	Drawing	Games	For All Subjects
www.gktoday.in www.factmonster.com www.quizmoz.com www.quizax.com	www.colorhunt.com www.autodraw.com www.drawasaurus.org	www.funbrain.com www.foxsports.com www.sikids.com www.funbrain.com	www.courseera.com www.alison.com www.meritnation.com www.sololearn.com

FREE EDUCATIONAL APPS	
English	BBC Learning: listening and speaking skill TED Ed: Short educational videos library, with subtitles. Kindle app: For book reading DeepL: Used for translation Hindu : For comprehensive reading skill development. Grammarly: for grammar correction Quizlet: For Vocabulary and exam preparation.
Hindi & Sanskrit	Swayam: online learning platform from classes 9 – till college Sanskrit Primer: For pronunciation guide and word and sentence Hindi Number - 123 -Helps to read, remember, pronounce and write Hindi number.
Math	Best Vedic Math: Fast maths using ancient Indian teachings called Veda. Desmos: Specifically used in graphing calculator, in statistics, algebra, Calculus. Mathway: Compute problems in Statistics, Pre-Algebra, Pre-calculus, Calculus, Finite Math, Linear Algebra, Trigonometry, Chemistry, Algebra and Basic Math. Wolfram Alpha: Allows users to find the answers to problems for various subjects-maths, physics and music.
Social Science	Learnflix: has 28000 videos, quizzes, revision notes, assessments, sample papers e – books from renowned authors. History : To get historical information ranging from great speeches to facts about this day in history-documentary programs and historical fiction series of History Channel. Britannica: Explore the world's rainforests and the unique animals, plants, and people which inhabit them in a fun and engaging way. A variety of games like Memory Match, Jigsaw Puzzles, and the Magic Square etc are also available.
Science	Go Conqr : App allows student and teachers to create discover and share learning resources. Khan academy : Offers videos, exercises, tests, in science, aligned with CBSE. Live Science AR : Covers scientific breakthroughs, research ventures and odd facts from around the world in an online newsmagazine format and website features groundbreaking developments in science, space and technology. Science News Daily: For breaking scientific news and the latest scientific discoveries.
Drawing	Draw Easy : designed to help users learn drawing or tracing Quora : A place to gain and share knowledge. It's a platform to ask questions and connect with people who contribute Unique insights and quality answers.
G.K.	Logo Quiz 2025- trivia game where you guess the brand names of thousands of logos from popular companies, featuring multiple levels, helpful hints, and daily rewards to test and improve your brand knowledge. Evernote: For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. Quizizz: Daily quiz fun games. Jagran Josh Current Affairs & GK App: for updated current affairs in English and Hindi
Educational Apps To Make Learning Easy	Udemy: Delivers engaging and Personalised learning EdX : Huge online course provider. Website offers 3,500 High Quality courses for learners around the world. Dropbox: An online storage system for storing assignments, essay, photos, videos in a secure and protected location. Instapaper-Saves web pages as text which makes them extremely easy to read even on your mobile phone. WikiWand: Wikipedia articles available for several popular web browsers as a free browser extension or mobile app. Crash Course: Video Series App encompasses all videos from Crash Course Team arranged as playlists. Subjects are: World History, Biology, Literature, Ecology, Chemistry, Psychology and Educational YouTube channel. DIKSHA App : National platform for school education offers teachers, students and parents engaging learning materials relevant to the prescribed school curriculum (NCERT).

VI-VIII

EXAMINATION PATTERN (Anp, Ing, Lht, Snt, Vrn & Knowledge Partners)

Subject	I Term								II Term									
	(Best one will be considered) A (10)				Notebook + Subject Enrichment Act. (B) (10)	Total (20) (A+B)	Half Yearly Exam (C)	Grand Total (A+B+C)	Duration (Hr.)	(Best one will be considered) A (10)				Notebook + Subject Enrichment Act. (B) (10)	Total (20) (A+B)	Annual Exam (C)	Grand Total (A+B+C)	Duration (Hr.)
	PT-1	Weightage	PT-2	Weightage						PT-3	Weightage	PT-4	Weightage					
English	30	10%	30	10%	5+5	20	80	100	3	30	10%	30	10%	5+5	20	80	100	3
Hindi	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Maths	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Science	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
Social Science	30	10%	30	10%	5+5	20	80	100		30	10%	30	10%	5+5	20	80	100	
G.K.	20	—	—	—	—	20(A)	80	100	1	20	—	—	—	—	20(A)	80	100	1
Comp. Sci. (Th+Pr.)	20	—	—	—	—	20(A)	50 (Th) 30 (Pr.)	100	1+1	20	—	—	—	—	20(A)	50 (Th) 30 (Pr.)	100	1+1
Sanskrit/ French	20	—	—	—	—	20(A)	60 (Th)+ 20(Viva)	100	1.5	20	—	—	—	—	20(A)	60 (Th)+ 20 (Viva)	100	2

Note

Note:

- H.Y. exam will be conducted at the end of the 1st term and Annual exam at the end of the 2nd term.
- There will be Unit Tests of English, Hindi, Maths, Science & Social Science (2 per term) and Unit tests of G.K., Computer, Sanskrit & French (1 per term) will be conducted
- Best one of the two unit test (per term) will be taken as final marks to be entered in the report for 20% internal assessment (only for main subjects).
- Both the unit test marks will be reflected in the report card.

There will be two projects.

- Grades will be awarded for the projects.
 - These projects will be evaluated by respective subject teachers.
- Is an Interdisciplinary project which involves combining of five major subjects- English, Hindi, Maths, Science and Social Science into one activity. It is about integrating and connecting a topic to various subjects so as to make the concepts clear (in I Term).
 - Class Project (2nd Term)

- Students will be graded on 8 point grading scale.
- Half Yearly & Annual Examination will be out of 80 marks in which students need to secure 40%. Student has to secure 40% marks out of overall 20 marks earmarked for internal assessment in each subject.
- Unit test of English, Hindi, Maths, Science (10 marks each for Phy, Chem & Bio) and Soc Sci. (10 marks each for History, Civics and Geography) Comp Sci., Sanskrit/French and G.K. will be of 20 marks each
- *Internal Assessment comprises of Periodic Tests (30 Marks), Notebook Maintenance (5 Marks) and Subject Enrichment Activities (5 Marks) out of which student need to secure 40%.**
- Listening Skills Development (VI & VII) and Assessment of Speaking & Listening (VIII) English and Hindi will be conducted twice in a year.
- The Co-scholastic areas i.e. Work Education, Visual & Performing Art Education and Health & Physical Education will also be graded on a three point grade scale.
- Grades will be given for discipline which will include attendance, sincerity, behaviour, values, tidiness, respectfulness and for rules and regulations.**
- Reading for Pleasure exam will be taken in both the terms and marks will be allotted.
- In English, Hindi, Maths, Science & Social Science there will be 3 marks out of 80 which will be based on values in the question paper.
- Marks will be deducted for spelling mistakes in Science & Social Science.
- Subject Enrichment Activities as part of internal assessment will comprise of Listening Skills Development (LSD) for classes VI & VII in English & Hindi and Assessment of Speaking & Listening (ASL) for class VIII in English & Hindi & Practical activities (Maths & Science) which will be conducted throughout the year**
- Subject enrichment activity as Map Work in Social Science will be a part of the half yearly and annual exam question paper so the paper will be for 80+5 (map work).**

General Instructions

- 75% attendance is necessary for students to appear in their Half Yearly as well as Annual Exam as per CBSE rules.**
- Medical certificate & prescription from a qualified registered doctor is to be submitted on prolonged illness on the first day of re-joining/within a week in case the child for some medical reasons does not attend the classes on the first 3 days of session beginning.
- Maintenance of practical / project / activity record is compulsory for all students.
- 40% marks in each subject is necessary in Exam as well as internal assessment.**
- English conversation, discipline, uniform, regularity, maintenance of note-books, involvement in co-curricular activities, punctuality etc. will be taken into consideration for **Grades**.

EXAMINATION PATTERN - (BGN & SCT)

(VII - VIII)

Sl. No.	Subjects	Term I				Term II			
		Internal Assessment			Half - yearly (80)	Internal Assessment			Annual (80)
		UT 1 (Max. Marks)	Weight age	Note Book + Subject Skill (10)		UT 2 (Max. Marks)	Weight age	Note Book + Subject Skill (10)	
1	English	30	10	5+5	80	30	10	5+5	80
2	Hindi	30	10	5+5	80	30	10	5+5	80
3	French/Sanskrit	30	10	5+5	80	30	10	5+5	80
4	Maths	30	10	5+5	80	30	10	5+5	80
5	Science	30	10	5+5	80	30	10	5+5	80
6	Soc. Science	30	10	5+5	80	30	10	5+5	80
		Additional Sub.							
7	Gen. Know.	15	10	-	40	15	10	-	40
8	Computer	15	15	5+30	50	15	15	5+30	50

Note:

- Internal Assessment includes Unit Test + Note Book + Subject Skills.
- Unit Test will be of 30 marks which will be reduced to 10 marks. Note Book & Subject skills are of 5 marks each. Subject Skills in English & Hindi will have ASL, Maths & Science will have practicals and Social Science will have MAP/Project.
- Subject skill in French/Sanskrit will orals and Computer will have practical.
- Grades will be awarded for the Additional Subjects.
- Grades will be awarded for Interdisciplinary Projects which involves combining of 5 major subjects into one activity. It is about integrating and connecting a topic to various subjects so as to make the concept clear.
- Reading for pleasure will be taken in both the term and Grades will be awarded on 5 point scale.
- The Co-scholastic areas include Work Education, Art Education, Physical & Health Education, students will awarded grade on five point scale.
- Students will be awarded five point grade in Discipline (Attendance, Sincerity, Behaviour & Values).
- The student have to secure minimum 40% marks in Grand total of each subject.

General Instructions:

- Minimum 75% attendance is necessary for a child to appear in their Annual Examination
- Medical certificate from a qualified registered doctor is to be submitted on prolonged illness on the first day of re-joining/ within a week.
- Maintenance of practical record is compulsory for all students.

HALF YEARLY

Art Integrated Multi-Disciplinary Individual Project (Based on SDG-5 “Gender Equality” and SDG-6 “Clean Water and Sanitation)

General Guidelines :

1. A single file to be made for all subjects
2. The first page of the report file will have the following description

Name
Class/Sec.
Roll No.
Session

The 5 points grading scale	
Grade	Grade Point
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0
The qualifying grade is D.	

Subject	Page No.	Maximum Marks	Marks Obtained	Teacher's Sign
English		8		
Hindi		8		
Maths		8		
Science/Ev.S. Project		8		
Social Studies/Disaster Management		8		
Viva		10		
Total		50		
Average	Marks Obtained ÷ 10			

3. The second page will have acknowledgment, the list of websites, book referred etc.
4. Arrange the A4 size sheets of respective subjects in the order given in the file.
5. Grades will appear in the report card
6. **Topics :** For Art Integrated Multi Disciplinary Project are as follow :

Subject	Specific Guidelines	Art Form
English	Express your opinion in today's scenario on gender equality. Create a motivational story/poem based on gender equality (word limit : 300 words) (Based on SDG-5 “Gender Equality”).	Creative Writing
Hindi	विभिन्न समाचार पत्रों/पत्रिकाओं से भूमिगत जल स्तर में गिरावट/जल-जमाव से संबंधित खबरों को चित्र के साथ इकट्ठा करके बक्ससंहम के माध्यम से एक चार्ट पेपर पर प्रस्तुत कीजिये। उपर्युक्त समस्याओं के समाधान पर अपने विचार भी एक अनुच्छेद के माध्यम से उसी चार्ट पेपर पर व्यक्त करें। (Based on SDG-6 “Clean Water and Sanitation”)	Art & Craft & Creative Writing
Maths	Find the ratio of male representatives to the female representatives of the present Lok-Sabha. Depict the ratio in a creative manner on a chart paper using a slogan or a tag-line to spread awareness about the gender equality. (Based on SDG-5 “Gender Equality”).	Drawing & Creative Writing

Science/ Ev.S Project	Make a Sway/Wakelet/PPT/Collage etc. using your original drawings on the topic "The challenges faced by the people who are deprived of the basic necessities of clean water and sanitation. Also suggest the probable solution to the same challenge". (Based on SDG-6 "Clean Water and Sanitation") Note : To be checked by the Chemistry teacher.		Creative Writing & Drawing
Social Sci./ Disaster Management	Disaster Management (Based on SDG-6 "Clean Water and Sanitation") Prepare a project report on the given topic using pictures, original drawings and illustration.		Drawing & Creative Writing
	Floods		
	Roll No.	Topic	
	1 - 15	Causes and effects of flood in India	
	16 - 30	Types of Floods in India	
	31 onwards	Tips to mitigate flood damage	
	Note : To be checked by the Geography teacher.		

7.CRITERIA FOR VIVA (Multidisciplinary Individual Project)

Roll No.	Name of the Students	Criteria for Assessment					
		Questions assessing global comprehension (2 M)	Questions assessing innovative thinking (3 M)	Questions assessing Multidisciplinary knowledge (3 M)	File Presentation (2 M)	Total Marks (10 M)	Teachers Name, Sign & Date

HALF-YEARLY

Art Integrated Class Project (June - July)– Group Work (Based on SDG 11 – Sustainable Cities & Communities)

Topic : How the Land Becomes Sacred (Class VII - History)

- As Experiential Learning and Art Integrated Learning have become an integral part of the learning process, this project provides students an opportunity to deeply understand how land, nature, rivers, forests, mountains, and pilgrimage centres become sacred through beliefs, traditions, and historical practices.

(This topic is taken as class project. It will not be assessed for Unit Test and Half Yearly Examination but the class project will be graded and grade will be reflected in the report card.)

List of the Suggested Activities for Art Integrated Class Project



Criteria for Class Project – Group Work

Roll No.	Name of the Students	Criteria for Assessment					
		Research work (10 M)	Team Effort (10 M)	Participation / Involvement (10 M)	Creativity (10 M)	Presentation (10 M)	Total Marks (50)

Total	50
Average	Marks obtained ÷ 10
Overall Grade	

The 5 points grading scale	
Grade	Grade Point
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0
The qualifying grade is D.	

Annapurna, Indiranagar, Lahartara, Sarnath, Varuna & Knowledge Partners

UNIT TEST SCHEDULE

HALF-YEARLY

Dear Parents,

For the convenience of the guardians and students we are providing a detailed schedule of the Unit tests. Henceforth, weekly notices regarding Unit tests will not be given. Parents will be notified incase there is a change of the date or syllabus of Unit test.

UNIT TEST - I

Date	Day	Subject	Syllabus
25.04.26	Sat	English	A Horseman in the Sky, Figures of Speech, Type-1, Adjectives, Notice Writing, Autobiography and Comprehension
02.05.26	Sat	Hindi	(क) आत्मचिंतन, (ख) देश-गीत (कविता), संज्ञा, सर्वनाम, पत्र-लेखन और अपठित गद्यांश
09.05.26	Sat	History	New Beginnings: Cities and States
		Civics	From the Rules to the Ruled: Types of Governments
		Geog	Geographical Diversity of India, Know Your County: General Information (9 points) regarding states, Union Territories & their capitals, NCR etc.
16.05.26	Sat	Physics	Electricity: Circuits and their components
		Chem	Additional Topic Given in LC: Some Basic Concepts of Chemistry
		Biology	Life Processes in Plants
27.06.26	Sat	G.K.	Quiz Craft -7:- Page no. 9-25 (except 18, 19, 20, 21) Calendar Dates and Current Affairs
04.07.26	Sat	Maths	Large Numbers Around Us, Finding Common Grounds, Operations with Integers
10.07.26	Fri	Sanskrit	क्रोधी मण्डूकः - कथा (लङ्कालंकारः - प्रथमपुरुषः) शब्दरूप, शरीर के अंगों के नाम, रंगों के नाम, सन्धि, अपठित गद्यांश।
		French	Ma Journée, A Paris et à Delhi.
18.07.26	Sat	Computer Science	Code Buddies-7 :- Digital De-addiction, Ch. 1: From Sketch to Motion, Ch.4: Mission: Food Rescue

UNIT TEST SCHEDULE

UNIT TEST - II

Date	Day	Subject	Syllabus
25.07.26	Sat	English	The Elroom, If (Poem), Adverbs, Articles, Simple Tenses, Continuous Tenses, Perfect Tenses, Type-II, Story Writing, Formal Letter and Comprehension.
01.08.26	Sat	Hindi	पाठ- मेरा बचपन, अंतिम कक्षा, आदि पर्व, सभा पर्व, विशेषण, क्रिया, अनुच्छेद लेखन एवं अपठित गद्यांश।
07.08.26	Fri	History	The Rise of Empires
		Civics	The State, The Government & You
		Geog	India and Her Neighbours, Know Your Country: States and Capitals (1-13-Uttar Pradesh to Maharastra-Northern, Eastern & Western region).
14.08.26	Fri	Physics	Heat Transfer in Nature, Earth, Moon & the Sun
		Chem	Exploring Substances: Acidic, Basic and Neutral
		Biology	Life Processes in Animals (Pg. 173 - Pg. 180)
22.08.26	Sat	Maths	Working With Fractions, A Peek Beyond The Point, Another Peek Beyond The Point, Parallel and Intersecting Lines

UNIT TEST SCHEDULE

**ANNUAL
UNIT TEST - III**

Date	Day	Subject	Syllabus
31.10.26	Sat	English	The Two Miler, Subject-Verb Agreement, Prepositions, Type-IV, Biography, Message Writing and Comprehension.
04.11.26	Wed	Hindi	घृणा का गान, बाबा जसवंत, संधि, अनुच्छेद लेखन एवम् अपठित गद्यांश।
21.11.26	Sat	History	The Gupta Era: An Age of Tireless Creativity
		Civics	From Barter to Money
		Geog	The Story of Indian Farming, Know Your Country: Indian States, Union Territories and their capitals.
25.11.26	Wed	Physics	Measurement of Time and Motion
		Chem	The World of Metals and Non-Metals
		Biology	Life Processes in Animals (Pg. 180 - 186)
28.11.26	Sat	Maths	Arithmetic Expressions, Expressions Using Letter Numbers, Finding the Unknown
02.12.26	Wed	G.K.	Pg No. 49-65, (except 50) Calendar Dates and Current Affairs
05.12.26	Sat	Sanskrit	विद्यायाः महत्त्वम्-मधुरवचनानि, धातुरूप, वस्त्रों के नाम, अनाजों के नाम, शब्दरूप, क्रीड़ा महोत्सव:-संवाद (उपसर्गाः) एवं अपठित गद्यांश।
		French	Les fêtes en France, La Plincesse Veut se marier, Une omelette faite par les ustensiles

UNIT TEST SCHEDULE

UNIT TEST - IV

Date	Day	Subject	Syllabus
11.12.26	Fri	English	The Story of Bitaram, Conjunctions, Punctuation, Direct and Indirect Speech, Book Review and Comprehension.
19.12.26	Sat	Computer Science	Net Hygiene, Exploring Text and Statistical Data & The Digital Dilemma
23.12.26	Wed	Hindi	कोई नहीं पराया, भीष्मपर्व, द्रोणपर्व, कर्णपर्व, अलंकार, विलोम, पत्र-लेखन, अपठित गद्यांश।
16.01.27	Sat	History	Empires & Kingdoms: 6 th to 10 th Centuries, Turning Tides: 11 th to 12 th Centuries
		Civics	Understanding Markets (Upto Wholesale and Retail Markets)
		Geog	Infrastructure: Engine of India's Development, Banks and the Magic of Finance, Know Your Country: Indian States, Union Territories and their Capitals ; Neighboring Countries.
23.01.27	Sat	Physics	Light, Shadows and Reflections
		Chem	Changes Around Us - Physical and Chemical
		Biology	Adolescence : A Stage of Growth and Change
27.01.27	Wed	Maths	Geometric Twins, Constructions and Tilings, A Tale of Three Intersecting Lines

Sunbeam English School, Bhagwanpur & Sunbeam Suncity

Class- VII

1st Unit Test Schedule : (2026-27)

DATE	Day	Subjects	Content
13.7.2026	Monday	History	New beginnings, Cities and states, The rise of empires
		Civics	From the rules to the ruled: Types of governments, The state the government and you.
		Geography	Geographical diversity of India, India and her neighbours.
14.7.2026	Tuesday	Hindi	आत्म चिंतन, देशगीत (कविता)। पाठ— मेरा बचपन। महाभारत— आदि पर्व (पाठ 1 से 13 तक), व्याकरण— संज्ञा, सर्वनाम, अपठित गद्यांश, पत्र लेखन, अनुच्छेद।
15.7.2026	Wednesday	Maths	Large numbers around us, Finding common ground, Operation with integers
16.7.2026	Thursday	English	Horseman in the Sky, The Elroom, Notice Writing, Unseen Passage, Adjective, Adverb, Articles.
17.7.2026	Friday	Physics	Electricity: Circuits & Their Components
		Chemistry	Some basic concepts in Chemistry- Language of Chemistry (Comate)
		Biology	Life Processes in Plants
18.7.2026	Saturday	Sanskrit	पाठ: क्रोधी मण्डूकः, शरीर के अंगों के नाम: शब्द रूप: (साधु), धातु रूप: ('भू' लट्, लृट् एवं लङ् लकार), संधि: रंगों के नाम।
		French	Lec-1: Ma journée Lec-2: À Paris et à Delhi Lec-3: La famille Chevalier
20.7.2026	Monday	Computer	Digital De-addiction (From Precept) Ch. 1: Sketch to Motion Ch. 4: Mission Food Rescue
		G.K.	Page no. 7 to 21, Current Affairs, Calendar Dates.

Sunbeam English School, Bhagwanpur & Sunbeam Suncity

Class- VII

2nd Unit Test Schedule : (2026-27)

DATE	Day	Subjects	Content
3.12.2026	Thursday	History	The Gupta Era: An age of tireless creativity
		Civics	From Barter to Money
		Geography	The story of Indian Farming
4.12.2026	Friday	Hindi	पाठ- हार! यह क्या बला है, घृणा का गान (कविता), बाल महाभारत- भीष्म पर्व (पाठ 22 से 31), व्याकरण: संधि, विलोम, अलंकार, अपठित गद्यांश, पत्र-लेखन, अनुच्छेद।
5.12.2026	Saturday	Maths	Arithmetic Expressions, Expression using letter numbers, Find the unknown, Geometric twins.
7.12.2026	Monday	English	The Two Miller, Story of Bitaram, Biography Writing, Unseen Passage, Sub-Verb Agreement, Preposition, Conjunctions.
8.12.2026	Tuesday	Physics	Measurement of time and motion
		Chemistry	World of metals & non-metals
		Biology	Life processes in animals (Respiration)
9.12.2026	Wednesday	Sanskrit	पाठ- विद्यायाः महत्त्वम्, क्रीडा महोत्सवः, शरीर के अंगों के नाम, वस्त्रों एवं अनाजों के नामए शब्दरूप-(‘किम्’ पुल्लिङ्ग); धातुरूप-‘पठ्’; (लट्, लङ् एवं लृट् लकार)।
		French	Leçon-6: Les fêtes en France Leçon-7: La princesse veut se marier Leçon-8: Une omelette faite par les ustensiles
10.12.2026	Thursday	Computer	Net Hygiene (from precept) Ch. 7: Exploring Text and Statistical Data Ch.9: The Digital Dilemma
		G.K.	Page - 49 to 62, Current Affairs, Calendar Dates.

Details of Learner's Comate

ENGLISH : - 1 Comate (Term I & Term II) It contains - • Grammar, Language & Literature Assignments • 'British vs American' Assignment • 'Make Your Question' Assignment • Kaushal Bodh Project	Subjected for Assessment
• 'Chetna' Assignments • SDG Reflection Sheet • Career Awareness Assignment	Not Subjected for Assessment
• Model Question Papers : Computer, French & GK	For Practice
HINDI : - 1 Comate (Term I & Term II) It contains - • 'Grammar, Language & Literature' Assignments • Hindi Counting 1 to 100 • Name of the Months • Music Assignment	Subjected for Assessment
MATHS : - 1 Comate (Term I & Term II) It contains - • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
SCIENCE (Physics, Chemistry, Biology) : 2 Comates (Term I & Term II) It contains - • Revisional Chapter Specific Assignments • 'Make Your Question' Assignment • Practicals (By Mr. Abhinav Singhal)	Subjected for Assessment
• ATL Assignments (BGN, LHT, SCT, VRN) • 'Robotics' Assignments (Only for ANP, ING & SNT)	Not Subjected for Assessment
SOCIAL SCIENCE : - 3 Comates (Term I & Term II) It contains - History : • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
• Maps for practice • 'Bhagwad Geeta' Assignment • 'Sikh Guru & Their Teachings' Assignment • 'Know More About Banaras' Assignment	Not Subjected for Assessment
Civics : • Chapter Specific Assignments • 'Make Your Question' Assignment	Subjected for Assessment
• 'Entrepreneurship & Financial Literacy' Assignment (Civics) • 'The Constitution of India' and tGELF Assignment	Not Subjected for Assessment
Geography : • Chapter Specific Assignments • 'Make Your Question' Assignment • Maps for practice • Information of 'Know Your Country'	Subjected for Assessment
SANSKRIT : - 1 Comate (Term I & Term II) It contains - • Grammar, Language & Literature Assignments	Subjected for Assessment
Note : Questions on SDGs given in the Learner's Comate (English, Hindi, Maths, Science & Social Studies) are subjected to discussion & corrections. (Not subjected to Assessment)	

Details of Enrichment Booklet

Enrichment Booklet is a combined practice booklet which comprises of

- i) Maths Enrichment Sheets
- ii) Cyber assignments
- iii) Asset assignments
- iv) Logical Reasoning assignments

- ❖ There will be only 1 booklet for both the terms.
- ❖ Maths Enrichment sheets are to be done chapter wise along with the respective chapters.
- ❖ Asset Enrichment sheets will include questions of English, Maths, Science and Social Science.

General instructions :

1. The Enrichment sheets given in Booklet is for practice and not subjected to correction.
2. Maths Enrichment sheets is for additional practice for students.
3. Asset Enrichment sheets is for additional practice for students.
4. Cyber Olympiad Practice Sheets will be discussed and done in the class for practice.
5. Logical Reasoning Enrichment Sheets will be done as Holiday Home Work in Summer Vacation.

ENGLISH Books

- | | |
|---|---------------------|
| 1. 21st Century English Literature Reader-7 | Burlington |
| 2. 21st Century English Coursebook-7 Second Edition | Burlington |
| 3. Climb with Cornerstone (Revised and Upgraded)- 7 (Subjected to Correction) | Pearson Longman |
| 4. Collins Cobuild Learner's Illustrated Dictionary | Collins |
| 5. My Reading Log | Eternal Publication |
| 6. Learner's Comate | Eternal Publication |

Note books to be maintained

- English - 1- Language Notebook (subjected to correction)
- 1 - Literature Notebook (subjected to correction)
- Learner's Comate (subjected to correction)

Introduction:

1. **21st Century English Literature Reader** aims to introduce young learners to the beautiful world of literature. It helps inculcate a love for reading, while honing their comprehension skills and instilling an appreciation for the various literary devices that inform the reading text. The gradual gradation of themes, stories, characters and contexts exposes the learners to the various aspects of literary discourse.
2. **21st Century English Coursebook** is an English book where lessons are thematically linked to facilitate integrated skills development and feature a wide variety of interesting texts, carefully selected from both Indian and world literature. Vocabulary sections are graded to ensure accessibility and provide a range of drills and practice activities. Listening and Speaking sections build learner fluency in real-world situations with a focus on effective communication. Writing syllabus includes a variety of formats and features scaffolding language and pre-writing support to help ensure success. The course also contains Stretch Your Mind and Growth Mindset sections, which promote English as a life skill and encourage learners to collaborate, carry out research, think critically, and stretch their cognitive abilities.
3. **Burlington English Grammar: An Eclectic Approach** is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use. We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for correction, unit test or examination.
4. **Climb with Cornerstone** is designed to help learners climb up the ladder of language understanding and application. Apart from including a wide range of contextualised exercises and activities that focus on individual practice and encourage collaborative learning. The application of language rules in day-to-day contexts is facilitated.

General Instructions :

1. Some exercises of Cornerstone are to be done in the book itself and some will be done in the language notebook. Corrections will be done as per the instructions given in the precept.
2. From the 21st Century English Course Book, global questions connected to the chapters taught may come in the exam.
3. Revisional assignments are provided in the English Learner's Comate.
4. Figures of Speech will be done as per the syllabus.

5. Question Bank to be made per chapter of 21st Century English Literature Reader in the notebook.
6. Make Your Question will be practiced after each chapter in the Learner's Comate. Parents must give their child for the practice at home. Questioning skills will be assessed in the Unit Test.
7. All Exercises of 21st Century English Literature Reader and 21st Century English Course Book will be discussed by the English teachers in the classroom itself.
8. All the questions and the exercises given at the end of the chapter will be done by the students themselves after the discussion in the class.
9. Teacher will play the audios for prose and poems for all the prescribed chapters.
10. The exercise listening, speaking and writing of Burlington (Coursebook) will be done to enhance the listening and speaking abilities.
11. Assignments on British vs. American spellings of the suggestive words will be done in the Learner's Comate for students to understand that both spelling are correct and acceptable.
12. **AIL**-Art integrated Learning to be done in the Second Term.
13. Questions on **SDGs** given in the Learner's Comate are subjected to discussion (not subjected for assessment).
14. E-content will be shown for all the topics through IFP in the class.
15. Topic wise **Asynchronous tasks** in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back at home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
16. **Virtual Escape Room** - Links of Escape Room will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
17. **Pronunciation Plus: Pronunciation Lab** - The digital pronunciation practice materials feature an integrated pronunciation element - the Burlington Speech Trainer. It listens to learners practicing vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. Speech trainer is available anytime, anywhere, and on any device.
18. For better understanding and additional practice students must download the online resources of Burlington through the given link of the app.
<https://app.burlingtonenglish.com>.
Steps to Access the Online Resources.
 - Log on to <https://app.burlingtonenglish.com>.
 - Enter the coupon code.
 - Follow the onscreen instructions to access the online resources.
19. **Holiday Homework**- Task from 21st Century English Coursebook will be assigned in Summer as Holiday Homework and a task from Climb with Cornerstone will be assigned in Winter as Holiday Homework.

Reading for Pleasure (RFP)

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers."

At our school, we strongly believe that there is no substitute for books in a child's life. One of the most valuable skills a child can develop is a genuine passion for reading. To nurture this habit, **Reading for Pleasure (RFP)** has been incorporated into the school curriculum.

RFP books are meant to be read **independently by students for the sheer joy of reading**, and not merely for examinations or marks. The objective is to help students enjoy reading and gradually develop a lifelong love for books.

Classroom discussions related to RFP books are conducted not to teach the text, but to stimulate thinking, encourage reflection, and promote meaningful discussion and deliberation.

Exam Details for First Term & Second Term

First Term Exam Details – Group Presentation

For the First Term, the RFP assessment will be conducted through a **Group Presentation** to encourage collaborative learning, creativity, and deeper engagement with the text.

Group Details

- Students will be divided into **groups of 8–10 members**.
- Each group will be **allotted a topic in advance**.
- Based on the allotted topic, group members will **plan, prepare, and present collaboratively**.

Presentation Formats (Any One)

Dramatization, Skit, Character Presentation (connecting one character with others from the book), Story Retelling, Book Review, Group Discussion, Mock Interview, Panel Discussion, Talk Show or any Creative Interpretation (any innovative format aligned with the book).

Marks Distribution

Component	Marks
Understanding of Characters & Central Theme	5
Critical Thinking & Interpretation	5
Content Organization & Presentation Clarity	5
Communication & Expression	5
Collaboration & Teamwork	5
Creativity & Originality	5
Total	30

Note:

- Assessment will focus on **understanding of the text, individual contribution within the group, and overall presentation quality**.
- Group presentation rubric** will be shared with students **along with the half yearly report card**.

Second Term Assessment – Offline & Online

Mode: Offline- Pen-and-paper assessment (20 Marks)

- Conducted during school hours

Mode: Online- Escape Room (Google Form) (10 Marks)

- Assessment through gamification using puzzles and challenges.
- Assessment will be conducted in the evening on the day of RFP exams.

Marks Distribution

Classes	Marks
Offline	20
Online	10
Total	30

The RFP assessment will be conducted in **both Offline and Online modes, and all students must appear for both assessments on the same day**.

Note to Parents

We request parents to encourage and motivate their children to explore the world of books, beginning with Reading for Pleasure. Your support in helping them become independent readers will play a vital role in their academic and personal growth. "He that loves reading has everything within his reach."

— William Godwin

To be memorized

The following table must be memorised by the students. Questions based on the concept will be asked in Unit Tests as well as HY and Annual Examination.

Simple Present	Simple Past	Past Participle
arise	arose	arisen
awake	awoke	awaken
deal	dealt	dealt
grow	grew	grown
hang	hung/hanged	hung/hanged
lend	lent	lent
light	lit/lighted	lit/lighted
lose	lost	lost
shake	shook	shaken
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
wake	woke	woken
write	wrote	written
steal	stole	stolen
strike	struck	stricken
leap	leapt/Leaped	leapt/leaped
forgive	forgave	forgiven
forget	forgot	forgotten
keep	kept	kept
make	made	made
tear	tore	torn
leave	left	left
think	thought	thought
say	said	said
fight	fought	fought
cost	cost	cost
buy	bought	bought
see	saw	seen

CONTENTS

Phoneme Chart (English Vowel)

Vowel Phonemes

1	/ɪ/	<u>pit</u>	bliss, din, fig, grit, flip
2	/e/	<u>pet</u>	met, set, net, pest, fresh, sell
3	/æ/	<u>pat</u>	hat, bat, mat, chat, clad
4	/ɒ/	<u>pot</u>	cot, log, jog, blot, knot, plot
5	/ʌ/	<u>luck</u>	duck, thud, rug, fun, lump, pluck
6	/u:/	<u>too</u>	hood, should, wood, food
7	/ə/	<u>ago</u>	adore, alas, aghast, amazed
8	/i:/	<u>meat</u>	beat, treat, feed, sleep, ream (large quantity)
9	/ɑ:/	<u>car</u>	star, war, park, bar, plead, bleak, steam
10	/ɔ:/	<u>door</u>	pour, sore, bore, core, explore, ignore
11	/ɜ:/	<u>girl</u>	pearl, dirt, thirst, flirt, pert, blur
12	/ʊ/	<u>good</u>	cool, boon, stool, school, tooth, croon.
13	/eɪ/	<u>day</u>	pray, sleigh, say, whey, gay
14	/aɪ/	<u>sky</u>	why, shy, sky, ply, try, high, rely
15	/ɔɪ/	<u>boy</u>	joy, coy, troy, destroy
16	/ɪə/	<u>beer</u>	clear, steer, tear, rear, jeer, snear
17	/eə/	<u>bear</u>	hair, flare, gear, swear, dare, wear
18	/ʊə/	<u>tour</u>	poor
19	/əʊ/	<u>go</u>	slow, flow, brow, so, pro, know
20	/aʊ/	<u>cow</u>	Couch, trout, plough, sprout, crown, brown

Note : Refer to the above chart while reading the dictionary

1st TERM

21st Century English - Literature Reader

S.No.	Name of the Chapter	No. of iBLD
1.	Ch-1 A Horseman in the Sky	01
2.	Ch-2 The Elroom	01
3.	If (Poem)	01
4.	Ch-3 Why I Write	01

21st Century English - Coursebook

S.No.	Name of the Chapter	No. of iBLD
1.	Ch-1 Fun & Entertainment - The Lottery Ticket	01
2.	Ch-3 Our Planet - An Unusual Holiday	01
3.	Ch-4 The Mind - The Last Leaf	01
4.	The Brook (Poem)	01

Climb with Cornerstone (Revised & Upgraded) -7 Grammar Book, Learner's Comate and 21st Century English Coursebook

S.No.	Name of the Unit
1.	Figures of Speech
2.	Ch-4 - Adjectives
3.	Ch-5 - Adverbs
4.	Ch-6 – Articles
5.	Ch-7 – Simple Tenses
6.	Ch-8 – Continuous Tenses
7.	Ch-9 – Perfect Tenses
8.	Ch-10 – Modals and Auxiliaries
9.	Ch-11 – Non-finite Verbs
10.	Ch-12 – Transitive and Intransitive Verbs
11.	Ch-13 – Active and Passive
12.	Autobiography
13.	Notice Writing
14.	Story Writing
15.	Formal Letter
16.	Report Writing
17.	Email Writing
18.	Diary Writing
19.	Newspaper Report Writing
20.	Type- 1, 2 & 3
21.	Proverbs

Month	Content
April 24 Days	21st Century English - Literature Reader No. of IBLD-1 Ch-1 A Horseman in the Sky Starter-Background, About the author and Story Brief (C.W. pg. 5) Warm up - to be done as an opener (C.W. pg. 6) Reading & Explanation: to be done in the class (C.W. pg 6-11) Word Power - to be discussed (C.W. pg. 11 & 12) Vocabulary - Ex. A & B to be done in the book. (C.W. pg. 12) Literary Analysis - Genre : Q.1 & 2 to be done in the notebook (H.W. pg. 13) Characters : Q.1, 2 & 3 to be done in the notebook (H.W. pg. 13) Setting : Q.1, 2 & 3 to be done in the Burlington App (H.W. pg. 13), Q. 4 to be done in the notebook (H.W. pg. 13) Plot : Q.1 & 2 to be done in the notebook (H.W. pg. 14) Theme : Q.1, 2 & 3 to be done in the notebook (H.W. pg. 14) Pronunciation Lab - to be discussed and shared
	21st Century English - Literature Reader No. of IBLD-1 Ch-2 The Elroom Starter-About the Story, About the Author & Story Brief (C.W. pg. 15) Warm up - to be done as an opener (C.W. pg. 16) Reading & Explanation: to be done in the class (C.W. pg 16-24) Word Power - to be discussed (C.W. pg. 25) Vocabulary - Ex. A & B to be done in the book (C.W. pg. 25 & 26) Literary Analysis - Genre : Q.1 to be done in the Burlington App (H.W. pg 26) & Q2 to be done in the notebook (H.W. pg. 26) Setting : to be done in the notebook (H.W. pg. 26) Plot : to be done in the notebook (H.W. pg. 27) Characters : Q.1, 2, 3 & 4 to be done in the notebook (H.W. pg. 27) Theme : Q.1 & 2 to be done in the notebook (H.W. pg. 27) Pronunciation Lab : to be discussed and shared

Month	Content
April 24 Days	21st Century English - Coursebook No. of IBLD-1 Ch-1. Fun and Entertainment - The Lottery Ticket Critical Thinking - to be done as an opener (C.W. pg. 9) Vocabulary 1 : to be done in the Burlington App (H.W. pg. 10) Reading and Explanation - to be done in the class (C.W. pg. 10 to 13) Comprehension : Ex. A, B & C to be done in the Burlington App (H.W. pg. 16), D, E & F to be discussed (C.W. pg.15) Vocabulary 2 : Ex. A, B, C, D & E to be done in the Burlington App (H.W. pg. 15 & 16) Vocabulary 3 : Ex. A, B & C to be done in the Burlington App (H.W. pg. 18 & 19)
	LSD-1- Immersive Data Listening : Ex. A & B to be discussed in the class and to be done in the Burlington App (H.W. pg 20) Speaking : Ex. A, B, C & D to be discussed (C.W. pg. 21)
	<u>Climb with Cornerstone</u> <u>Ch-4 Adjectives</u> Ex. A, B, C, D & F (to be done in book & subjected to correction) Ex. E (to be done in notebook and subjected to correction) <u>Ch-5 Adverbs</u> Ex. A, B, D & E (to be done in book & subjected to correction) Ex. C (to be done in notebook and subjected to correction)
	Reading Skill Factual Passage - Escape Pg. no. 100-101 of Cornerstone (for practice and not subjected to correction)
	<u>Learner's Comate : Assignment-I</u> Reading Skill Literary Passage-I (Poem) Figures of Speech – Alliteration, Hyperbole, Metaphor, Simile, Personification, Imagery & Apostrophe Note : * The “Figures of Speech” will be revised throughout the year. The teacher will connect these to Literature – Prose & Poetry and Grammar Concepts. *Questions on Figures of Speech in Test/Exams will be based on the Figures of Speech included in the syllabus only.

Month	Content
April 24 Days	<u>Integrated Grammar Exercise</u> Type-I (to be done in Learner's Comate) <u>Writing Skill -</u> 1. Autobiography - Format and points to remember to be discussed. Autobiography on 'Ten Rupee Coin' to be done in Learner's Comate. 2. Notice Writing - Format & points to remember to be discussed from pg. 15 - 17. Your Task :- To be done in the Learner's Comate (H.W. pg. 16, 17)
May 19 Days	<u>21st Century English - Coursebook</u> The Brook (Poem) No. of IBLD-1 Recitation & Explanation: is to be done in the class (C.W. pg 83) Understanding the Poem - Ex. A & B to be discussed (C.W. pg. no. 84) Appreciation - to be discussed and to be done in the Burlington App (H.W. pg. no. 84) <u>Climb with Cornerstone</u> <u>Ch-6 Articles</u> Ex. A, C & D (to be done in book and subjected to correction) Ex. B (to be done in notebook and subjected to correction) <u>Writing Skill- Story Writing - 21st Century English Course book</u> Format & points to remember to be discussed from pg. 35 & 36 Your Task :- E- to be done in the Language Notebook (H.W. pg. 36) <u>Learner's Comate : Assignment-II</u> <u>Reading Skill</u> Literary Passage-II (Poem) <u>Summer Holiday Homework</u> Enrichment Activities-1 (pg. 47) 21st Century English Coursebook Students will be divided into teams. They will research about how life on Mars is different to life on Earth. They will present what are the things they would miss/ not miss back on Earth. Refer pg. 51 in 21st Century English Coursebook. <u>Reading for Pleasure : Read The RFP book "Varanasi... Eternal Sunshine in Our Heart"</u> (from the unit 'Culture' to 'The City') for Reading for Pleasure examination to be held in July.

**June+July
4+27
= 31 days**

21st Century English - Literature Reader

Ch- If (Poem)

No. of IBLD-1

Starter - About the Poet and About the Poem (C.W. pg. 37)

Recitation & Explanation: is to be done in the class
(C.W. pg 38, 39)

Word Power - to be done in the class (C.W. pg. 40)

Understanding the Poem - Ex. A Q.1, 2, 3, 4, 5 & 6 to be done in the notebook (H.W. pg. 40), Ex. B for discussion only (C.W. pg. 41)

Appreciation - to be discussed and Q.1, 2, 3, 4 & 5 to be done in the notebook (H.W. pg. 41)

Pronunciation Lab - to be discussed and shared

21st Century English - Coursebook

No. of IBLD-1

Ch-3. Our Planet : An Unusual Holiday

Initiative - to be done as an opener (C.W. pg. 38)

Vocabulary 1 : Ex. A & B to be done in the **Burlington App**
(H.W. pg.no. 39)

Reading & Explanation: to be discussed in the class
(C.W. pg 40 & 41)

Comprehension : Ex. A & B to be done in the **Burlington App**
(H.W. pg 42), Ex C, D & E to be discussed (C.W. pg. 43)

Vocabulary 2 : Ex. A, B & C to be done in the **Burlington App**
(H.W. pg. no. 43 & 44)

Vocabulary 3 : Ex. A, B, C & D to be done in the
Burlington App (H.W. pg. no. 45 & 46)

LSD-2- Saving the Gorillas

Listening : Ex. A & B to be discussed in the class and to be done in the **Burlington App** (H.W. pg 47)

Speaking: Ex. A, B, C, D & E to be discussed (C.W. pg. 47 & 48)

Climb with Cornerstone

Ch- 7 Simple Tenses

Ex. A, B & C (to be done in book and subjected to correction)

Ch-8 Continuous Tense

Ex. A & B (to be done in book and subjected to correction)

Ch-9 Perfect Tenses

Ex. B, C & E (to be done in book and subjected to correction)

Ex. A, D & F (to be done in notebook and subjected to correction)

June+July
4+27
= 31 days

Climb with Cornerstone (Revised Edition)

Ch-10 Modal & Auxiliaries

Ex A & B (to be done in book and subjected to mass correction)

Ex C & D (to be done in book and subjected to correction)

Ch-11 Non-Finite Verbs

Ex A, D, G, H, J & K (to be done in book and subjected to mass correction)

Ex B, E, I & L (to be done in book and subjected to correction)

Ex C & F (to be done in notebook and subjected to correction)

Learner's Comate : Assignment-III

Proverbs : to be discussed and done from Learner's Comate

1. Barking dogs seldom bite.
2. Little drops of water make the ocean.
3. Empty vessels make much noise.
4. To throw dust in one's eye.
5. Birds of the same feather flock together.

Integrated Grammar Exercise

Type-II to be done in Learner's comate

Writing Skill -

1. Formal Letter - 21st Century English Course book

Format & points to remember to be discussed from pg. 49 & 50.

Your Task :-

E- to be done in the Language Notebook (H.W. pg. 50)

2. Report Writing

to be practiced from the Cornerstone (pg. 146) - Ex. B & C

3. E-mail Writing - 21st Century English Course book

Format & points to remember to be discussed from pg. 66 & 67.

Your Task :-

G- to be done in the Language Notebook (H.W. pg. 67)

August
25 days

21st Century English - Literature Reader

Ch-3 Why I Write

No. of IBLD-1

Starter-Background, About the Writer and Essay Brief (C.W. pg. 28)

Warm up - to be done as an opener (C.W. pg. 29)

Reading & Explanation: is to be done in the class (C.W. pg 29-33)

Word Power - to be discussed (C.W. pg. 33 & 34)

Vocabulary - Ex. A & B to be done in the **Burlington App** (H.W. pg. 35)

Literary Analysis - Genre : Q.1 & 2 to be done in the notebook (H.W. pg. 35)

Theme : Q.1 & 2 to be done in the notebook (H.W. pg. 36)

Motive : Q.1, 2, 3, 4 & 5 to be done in the notebook (H.W. pg. 36)

Pronunciation Lab: to be discussed and shared

21st Century English - Coursebook

No. of IBLD-1

Ch-4 The Mind - The Last Leaf

Critical Thinking : to be done as an opener (C.W. pg. 54)

Vocabulary 1 : to be done in the **Burlington App** (H.W. pg. 55)

Reading & Explanation: to be done in the class (C.W. pg 55 to 58)

Comprehension : Ex. A & B to be done in the **Burlington App** (H.W. pg 59), Ex C, D & E to be discussed (C.W. pg. 59)

Vocabulary 2 : Ex. A, B & C be done in the **Burlington App** (H.W. pg. 60 & 61)

Vocabulary 3 : Ex. A, B, C & D to be done in the **Burlington App** (H.W. pg. 62 & 63)

LSD-3- People talking in different situations

Listening : Ex. A & B to be discussed in the class and to be done in the **Burlington App** (H.W. pg 65)

Speaking Activity: Ex. A1, A2,A3, B, C & D to be discussed (C.W. pg. 64)

Climb with Cornerstone (Revised Edition)

Ch-12 Transitive and Intransitive Verbs

Ex. B & C (to be done in book and subjected to correction)

Ex. A (to be done in notebook and subjected to correction)

Ch. 13 Active & Passive Voice

Ex. A, D & E (to be done in book and subjected to correction)

Ex. B & C (to be done in notebook and subjected to correction)

August 25 days	<u>Learner's Comate : Assignment-IV</u> <u>Reading Skill -</u> <u>Discursive Passage</u> (to be done in Learner's Comate for practice and not subjected to correction) <u>Integrated Grammar Exercise</u> Type-III (to be done in Learner's Comate).
	<u>Writing Skill</u> 1. Diary Writing - 21st Century English Course book
	Format & points to remember to be discussed from pg. 22 & 23 Your Task :- F- to be done in the Language Notebook (H.W. pg. 23)
	2. Newspaper Report Writing- 21st Century English Course book Format & points to remember to be discussed from pg. 80 & 81. Your Task :- G- to be done in the Language Notebook (H.W. pg. 81)
September 24 days	Revision + Half Yearly Examination

2nd TERM

21st Century English - Literature Reader

S.No.	Name of the Chapter	No. of iBLD
1.	Ch-4 The Two-Miler	01
2.	Ch-5 The Story of Bitaram	01
3.	Ch-6 Julius Caesar (Play)	01
4.	O Captain! My Captain! (Poem)	01

21st Century English - Coursebook

S.No.	Name of the Chapter	No. of iBLD
1.	Ch-7 The Senses - An Uncomfortable Bed	01
2.	Ch-8 Adventures - The Second Voyage of Sindbad the Sailor	01
3.	Mother to Son (Poem)	01
4.	Ch-10 Dreams - A Midsummer Night's Dream (Play)	01

Climb with Cornerstone (Revised Edition) - 7 Grammar Book, Learner's Comate & 21st Century English Coursebook

S.No.	Name of the Unit
1.	Ch-14 Subject- Verb Agreement
2.	Ch-15 – Prepositions
3.	Ch-16 – Conjunctions
4.	Ch-18 – Punctuation
5.	Ch-19 – Direct and Indirect Speech
6.	Ch-20 – Transformation of Sentences
7.	Ch- 21 – Kinds of Phrases
8.	Ch- 22 – Clauses
9.	Ch- 23 – Kinds of Clauses
10.	Biography
11.	Message Writing
12.	Book Review
13.	Speech Writing
14.	Essay Writing
15.	Type- 4, 5 & 6
16.	Idioms

Note : Revision of **Tenses, Modals and Auxiliaries, and Active and Passive Voice** (To be subjected for Annual Examination)

October
21 days

21st Century English - Literature Reader

Ch-4 The Two-Miler

No. of IBLD-1

Starter - About the Story, About the Author and Story Brief (C.W. pg. 42)

Warm up- to be done as an opener (C.W. pg. 43)

Reading & Explanation: to be done in the class (C.W. pg 43-50)

Word Power - to be discussed (C.W. pg. 50 & 51)

Vocabulary - Ex. A to be done in the Burlington App (H.W. pg 51), Ex B & C to be done in the notebook (H.W. pg. 52)

Literary Analysis - Genre : Ex. 1 to be done in the **Burlington App** (H.W. pg 52), Ex. 2 to be done in the notebook (H.W. pg. 52)

Characters : Q.1, 2, 3, 4, 5 & 6 to be done in the notebook (H.W. pg. 53)

Climax : Q.1, 2 & 3 to be done in the notebook (H.W. pg. 53)

Purpose : to be done in the notebook (H.W. pg. 53)

Pronunciation Lab: to be discussed and shared.

Art Integrated Learning (Note: HPC will be integrated with this AIL)	
Chapter	Activities
Ch- 04 The Two-Miler	After participating/watching any of your favourite sport, prepare a 'Ted-Talk' on any one of the following • Role of sports in one's life • Importance of team building in sports • Win at any cost' attitude • Treating opponents with respect

21st Century English - Coursebook

No. of IBLD-1

Ch. 7 The Senses - An Uncomfortable Bed

Self Awareness: to be done as an opener (C.W. pg. 98)

Vocabulary 1 : Ex. A & B to be done in the Burlington App (H.W. pg. 99)

Reading & Explanation: to be done in the class (C.W. pg 100 to 102)

Comprehension : Ex. A to be done in the **Burlington App** (H.W. pg 103), Ex B, C & D to be discussed (C.W. pg. 103)

Vocabulary 2 : Ex. A, B & C to be done in the **Burlington App** (H.W. pg 104)

Vocabulary 3 : Ex. A, B, C, D & E to be done in the **Burlington App** (H.W. pg. 106 & 107)

October
21 days

LSD-1 - The Senses and Animals

Listening : to be done in the **Burlington App** (H.W. pg. 108)

Speaking : Ex. A, B, C, D1, D2 & E to be discussed
(C.W. pg. 108, 109)

Climb with Cornerstone

Ch-14 Subject - Verb Agreement

Ex. A, B & C (to be done in book & subjected to correction)

Ex. D (to be done in notebook & subjected to correction)

Ch-15 Prepositions

Ex. A, B & C (to be done in book & subjected to mass correction)

Ex. D (to be done in book & subjected to correction)

Note: Graphic Novel link to be shown and shared in Google Classroom

Ch-16 Conjunctions

Ex. B & F (to be done in book & subjected to mass correction)

Ex. A (to be done in book & subjected to correction)

Ex. C, D & E (to be done in notebook & subjected to correction)

Writing Skill -

1. Biography Writing - 21st Century English Course book

Format & points to remember to be discussed from pg. 96 & 97.

Your Task :-

G- to be done in the Language Notebook (H.W. pg. 97)

Learner's Comate : Assignment-V

Reading Skill

Literary Passage (to be done in Learner's Comate)

Integrated Grammar Exercise

Type-IV (to be done in Learner's Comate)

Message Writing -

Format & Points to Remember to be discussed

Your Task :-

To be done in Learner's Comate (H.W.)

Reading for Pleasure : Read the book **Varanasi... Eternal Sunshine in Our Heart** (from the Unit 'Places' to 'People') for Reading for Pleasure examination to be held in November.

November 19 days	21st Century English - Literature Reader Ch-5 The Story of Bitaram No. of IBLD-1 Starter - Folk Tale, About Santhals and Story Brief (C.W. pg. 54) Warm up : to be done as an opener (C.W. pg. 55) Reading & Explanation: to be done in the class (C.W. pg 55-60) Word Power : to be discussed (C.W. pg. 60 & 61) Vocabulary - Ex. A & B to be done in the Burlington App (H.W. pg. 61 & 62) Literary Analysis - Genre : Q.1 & 2 to be done in the notebook (H.W. pg. 62) Setting : Q2 to be done in the Burlington App (H.W. pg. 62) Q.1 & 3 to be done in the notebook (H.W. pg. 62) Characters : Q2 to be done in the Burlington App (H.W. pg. 62) Q.1, 3 & 4 to be done in the notebook (H.W. pg. 63) Plot : Q.1, 2 & 3 to be done in the notebook (H.W. pg. 63) Theme : Q.1 & 2 to be done in the notebook (H.W. pg. 63) Pronunciation Lab : to be discussed and shared
	21st Century English - Coursebook No. of IBLD-1 Ch-8 Adventures - The Second Voyage of Sindbad the Sailor Self Awareness: to be done as an opener (C.W. pg. 112) Vocabulary 1 : Ex. A & B to be done in the Burlington App (H.W. pg. 113) Reading & Explanation: to be done in the class (C.W. pg 113 to 116) Comprehension : Ex. A & B to be done in the Burlington App (H.W. pg 117), Ex. C, D & E to be discussed (C.W. pg. 117) Vocabulary 2 : Ex. A & B to be done in the Burlington App (H.W. pg. 118) Vocabulary 3 : Ex. A, B, C, D to be done in the Burlington App (H.W. pg. 120 & 121)
	LSD-2- Choosing the correct picture Listening : Ex. A & B to be discussed in the class and to be done in the Burlington App (H.W. pg 122) Speaking : Ex. A, B, C, D & E to be discussed (C.W. pg. 122 & 123)

November 19 days	<u>Climb with Cornerstone</u> <u>Ch-18 Punctuation</u> Ex. A, B & C (to be done in book & subjected to correction) Ex. D (to be done in notebook and subjected to correction) <u>Ch-19 Direct and Indirect Speech</u> Ex. A, C, D & E (to be done in book & subjected to correction) Ex. B (to be done in notebook & subjected to correction) <u>Reading Skill</u> Woodman, Spare that Tree! (Pg. no. 189-190 of Cornerstone)_(for practice and not subjected to correction) <u>Writing Skill</u> <u>1. Book Review - 21st Century English Course book</u> Format & points to remember to be discussed from pg. 124 & 125. Your Task :- G- to be done in the Language Notebook (H.W. pg. 125) <u>Learner's Comate : Assignment-VI</u> <u>Reading Skills</u> Factual Passage- (to be done in Learner's Comate) <u>Integrated Grammar Exercise</u> Type - V (to be done in Learner's Comate)
December 25 days	<u>21st Century English - Literature Reader</u> Ch-6 Julius Caesar No. of IBLD-1 Starter - About the Play, About the Playwright and Brief (C.W. pg. 64) Warm up - to be done as an opener (C.W. pg. 65) Reading & Explanation: to be done in the class (C.W. pg 65-76) Word Power - to be discussed (C.W. pg. 76 & 77) Vocabulary - Ex. A & B to be done in the Burlington App (H.W. pg. 77) Literary Analysis - Genre : Q.1 to be done in the Burlington App (H.W. pg. 78), Q2 & 3 to be done in the notebook (H.W. pg. 78)

December 25 days	Characters : Q.1, 2, 3, 4, 5, 6 & 7 to be done in the notebook (H.W. pg. 78) Plot, Setting & Allusion : to be done in the notebook (C.W. pg. 78 & 79) Pronunciation Lab : to be discussed and shared <u>21st Century English - Coursebook</u> Mother to Son (Poem) No. of IBLD-1 Recitation & Explanation: to be done in the class (C.W. pg 158) Understanding the Poem - Ex. A & B to be discussed (C.W. pg. 159) Appreciation - to be discussed (C.W. pg. 159)
	<u>Climb with Cornerstone</u> <u>Ch- 20 Transformation of Sentences</u> Ex. A (to be done in book and subjected to correction)
	<u>Reading Skills -</u> How Beautiful is the Rain!, Pg. no. 166 of Cornerstone
	Learner's Comate: Assignment-VII <u>Idioms (Learner's Comate) :</u> 1. Much ado about nothing 2. To kill two birds with one stone 3. Bone of contention 4. To blow one's own trumpet 5. To be in one's good book Note: Meanings and usage of these Idioms through sentence making will be taught in the class and will be subjected for examination.
<u>Holiday Homework-</u> to be discussed and to be done in the Language Notebook <u>Winter Holiday Homework</u> Enrichment Activities-2 (pg. 126) <u>21st Century English Coursebook</u> Students will choose a scientist of their own choice. They will research about him/ her in details. They will use the information to prepare the biographical report (include pictures) Then, create cue cards based on the biographical report. Refer pg. 126 in 21st Century English Coursebook	

January 21 days	<u>Writing Skill -</u> <u>1. Speech Writing (Learner's Comate)</u> Format and Points to Remember to be explained from Learner's Comate. Write a speech on topic " Role of Movies in our Life" (to be done in language notebook.)
	<u>21st Century English - Literature Reader</u> No. of IBLD-1 Ch- O Captain! My Captain ! (Poem) Starter - About the Poet and About the Poem (C.W. pg. 80) Recitation & Explanation: to be discussed (C.W. pg 80 & 81) Word Power - to be discussed (C.W. pg. 82) Understanding the Poem - Ex. A & B to be done in the notebook (H.W. pg. 82 & 83) Appreciation - to be discussed and done in the notebook (H.W. pg. 83) Pronunciation Lab - to be discussed and shared
	<u>21st Century English - Coursebook</u> No. of IBLD-1 Dreams: A Midsummer Night's Dream (Play) Growth Mindset: to be done as an opener (C.W. pg. 141) Vocabulary 1 : to be done in the Burlington App (H.W. pg 142) Reading & Explanation: to be discussed (C.W. pg 142- 147) Comprehension : Ex. A & B to be done in the Burlington App (H.W. pg 148) Ex. C, D & E to be discussed (C.W. pg. 148) Vocabulary 2 : Ex. A, B & C to be done in the Burlington App (H.W. pg. 149 & 150) Vocabulary 3 : Ex. A, B, C & D to be done in the Burlington App (H.W. pg. 151 & 152)
	<u>LSD-3- Interview</u> Listening : Ex. A1 & A2 to be done in the Burlington App (H.W. pg. 153) Speaking : Ex. A, B, C & D to be discussed (C.W. pg. 154)
	<u>Climb with Cornerstone</u> <u>Ch- 21 Kinds of Phrases</u> Ex. A, D & F (to be done in notebook and subjected to correction) Ex. B, C, E, G, H, I & J (to be done in book and subjected to mass correction) <u>Ch- 22 Clauses</u> Ex. A (to be done in book and subjected to correction) Ex. B (to be done in notebook and subjected to correction) <u>Ch- 23 Kinds of Clauses</u> Ex. A, B, C, D, E, F, G & H (to be done in book and subjected to mass correction)

January 21 days	Learner's Comate: Assignment-VIII <u>Reading Skills</u> 1. Discursive Passage - (to be done in Learner's Comate) <u>Integrated Grammar Exercise -</u> Type - VI (to be done in Learner's Comate) Writing Skills – <u>1. Essay & Descriptive Essay Writing -</u> <u>21st Century English Course book</u> Format & points to be remember to be discussed from pg. 139, 140 & 155, 156. Your Task :- H- to be done in the Language Notebook (H.W. pg. 144) Your Task G- to be done in the Language Notebook (H.W. pg. 160)
February + March 23+19= 42 days	Revision + Annual Examination
<u>SUGGESTED READING</u> This is a list of suggested reading for the children to enhance their reading skills, vocabulary and imagination. Parents are requested to encourage their children to read books of their level either from the list or any other book. The respective teachers will keep on recommending books on various topics from time to time as per the subject requirement. 1. Arabian Nights 2. 20,000 Leagues under the Sea 3. Adventures of Sherlock Holmes 4. Round the Moon 5. Tales from Shakespeare (Charles + Mary Lamb) 6. Enid Blyton's Famous Five Series 7. Letters from a father to a daughter by J.L. Nehru 8. Malgudi Days by R.K.Narayan 9. Harry Potter Series – J.K.Rowling. 10. Hardy Boys Series 11. Nancy Drew Series	

Month & No. of working days	CONTENT
	<u>हिन्दी</u> पुस्तक : १) मधुश्री हिन्दी पाठमाला –७ 2) बाल महाभारत कथा 3) व्याकरण संबोध-७ मधुबन एजुकेशनल बुक्स रचना सागर मधुबन विभिन्न प्रकार (आडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणा/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्य (Asynchronous tasks) शिक्षकों द्वारा कक्षाओं में निरीक्षण किया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है। नोट-१, व्याकरण संबोध की दो पुस्तकें हैं, भाग-‘१’ एवं भाग-‘२’। दोनों ही पुस्तकें अर्द्धवार्षिक एवं वार्षिक दोनों सूत्रों में पढ़ाई जाएंगी। छात्र पाठ्यक्रम में दिये गये पाठ के अनुसार ही पुस्तक विद्यालय लेकर आएंगे। २. छात्रों को हिन्दी की तीन कार्य पुस्तिका (मधुश्री, बाल महाभारत कक्षा एवं संबोध) बनानी होंगी तथा मधुश्री एवं संबोध उत्तर-पुस्तिका जाँची जाएँगी साथ ही बाल महाभारत कथा उत्तर-पुस्तिका का अवलोकन किया जाएगा। ३. व्याकरण संबोध में किए गए सभी अभ्यास कार्यों की जाँच की जाएगी तथा स्वमूल्यांकन पत्र अवलोकन हेतु होगा। ४. वार्षिक परीक्षा में अर्द्धवार्षिक परीक्षा से क्रिया, कारक तथा विशेषण पाठ भी पूछे जाएँगे। ५. पत्र-लेखन एवं अनुच्छेद-लेखन पाठ्यक्रम के अतिरिक्त ही पूछे जाएँगे। ६. हिन्दी मधुश्री के प्रत्येक पाठ की शुरुआत सतत् विकास कार्य समझाने से की जाएगी। ७. सभी पाठों के लेखक एवं कवि परिचय से संबंधित प्रश्न इकाई परीक्षा, अर्द्धवार्षिक तथा वार्षिक परीक्षा में पूछे जाएँगे। ८. हिन्दी साहित्य के प्रत्येक पाठ का प्रश्न-कोश कक्षा में विचार-विमर्श करके विद्यार्थियों द्वारा लिखा जाएगा। ९. मधुश्री पुस्तक तथा व्याकरण संबोध के ई. कन्टेंट कक्षा कार्य के रूप में दिखाए जाएँगे। १०. विद्यार्थी Google play store से Mystudygear app डाउनलोड करेंगे तथा पुस्तक के मुख्य पृष्ठ पर दिए गए 360° Learning में दिए गए QR कोड को स्कैन करके पाठ्यक्रम से संबंधित पाठों को डाउनलोड करेंगे तथा संबंधित पाठों का अवलोकन एवं मूल्यांकन गृहकार्य के रूप में करेंगे। ११. Art Integrated Learning (AIL) वर्ष में एक बार कराया जाएगा। (वार्षिक)

Month &
No. of
working days

CONTENT

अर्द्धवार्षिक पाठ्यक्रम

मधुश्री हिन्दी पाठमाला-७

क्रम सं०	पाठ का नाम	iBLD की संख्या
१.	(क) आत्म-चिंतन (ख) देश-गीत (कविता)	१
२.	मेरा बचपन	१
३.	अंतिम कक्षा	१
४.	कुंडलियाँ (कविता)	१

व्याकरण संबोध भाग ७

क्रम संख्या	पाठ का नाम	व्याकरण संबोध
१.	संज्ञा	भाग-१
२.	सर्वनाम	भाग-१
३.	पत्र-लेखन	भाग-२
४.	अनुच्छेद लेखन	भाग-२
५.	गिनती	लर्नर्स कोमेट
६.	हिन्दी महीनों के नाम	लर्नर्स कोमेट
७.	विशेषण	भाग-१
८.	क्रिया	भाग-१
९.	पर्यायवाची	भाग-१
१०.	कारक	भाग-१
११.	मुहावरे	भाग-२
१२.	ई-मेल लेखन	भाग-२

Month & No. of working days	CONTENT
अप्रैल+ मई २४+१६ =४३ दिन	मधुश्री हिन्दी पाठमाला - ७ [No. of iBLD=1] पाठ-१ (क) आत्म-चिंतन वाचन तथा विचार-विमर्श (कक्षा कार्य पृष्ठ संख्या १२) (ख) देश गीत (कविता) वाचन तथा विचार-विमर्श (कक्षा कार्य पृष्ठ संख्या १३) योग्यता आधारित कार्य मौखिक विचार-विमर्श कार्य (कक्षा कार्य, पृष्ठ संख्या १५) ● शब्दों की समझ (क तथा ख) २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या १५) (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ-बोध एवं अभिव्यक्ति (पृष्ठ संख्या १५ और १६) ● मौखिक – विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित-लघुउत्तरीय व दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य), (विचार-विमर्श तथा गृह कार्य) अर्थग्रहण संबंधी प्रश्न (कक्षा कार्य पृष्ठ संख्या १६ और १७) ● प्रश्न संख्या १ और २ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता पृष्ठ संख्या १८ (कक्षा-कार्य) ● प्रश्न ४ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन) व्यावहारिक और परिस्थितिजन्य भाषा (पृष्ठ संख्या १६ और २० कक्षा कार्य) भाषायी घटक— प्रश्न संख्या १ से ३ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ, ज्ञान-विस्तार (पृष्ठ संख्या २० विचार-विमर्श तथा गृह कार्य) प्रश्न संख्या ४ संबोध उत्तर पुस्तिका में करेंगे। e-content - Mystudygear App (पाठ-१) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)
	मधुश्री हिन्दी पाठमाला-७ [No. of iBLD=1] पाठ-२ मेरा बचपन वाचन तथा विचार-विमर्श (कक्षा कार्य पृष्ठ संख्या २१-२५) योग्यता आधारित कार्य मौखिक विचार-विमर्श कार्य (कक्षा कार्य, पृष्ठ संख्या २६) ● शब्दों की समझ ● अन्य भाषा के शब्द ● मुहावरे २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या २६) (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ-बोध और अभिव्यक्ति (पृष्ठ संख्या- २७) ● मौखिक – विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित-लघु उत्तरीय व दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य, पृष्ठ संख्या २७ विचार-विमर्श तथा गृह कार्य) अर्थग्रहण संबंधी प्रश्न (कक्षा कार्य पृष्ठ संख्या २७ और २८) प्रश्न संख्या १, २ और ३ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन)

Month & No. of working days	CONTENT
अप्रैल+ मई २४+१६ =४३ दिन	उच्च स्तरीय चिंतन क्षमता पृष्ठ संख्या २६, (विचार-विमर्श तथा कक्षा कार्य) प्रश्न संख्या २ पुस्तक कार्य (पारस्परिक संशोधन) व्यावहारिक और परिस्थितिजन्य भाषा (कक्षा कार्य, पृष्ठ संख्या २६-३१) भाषायी घटक प्रश्न संख्या १ से ६ तक पुस्तक कार्य, विचार-विमर्श कार्य (पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या ३२ प्रश्न संख्या ५, ग्रीष्मावकाश गृहकार्य) e-content - Mystudygear App (पाठ-२) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)
	बाल महाभारत कथा - आदि पर्व (पाठ १ से १३ तक) वाचन तथा विचार-विमर्श (कक्षा कार्य) लघु प्रश्नोत्तर - प्रश्न संख्या १ से २४ पुस्तक कार्य (कक्षा कार्य पृष्ठ संख्या २६ से ३१) विस्तृत प्रश्नोत्तर - प्रश्न संख्या १ से ५ उत्तर पुस्तिका कार्य (पृष्ठ संख्या ३१, गृह कार्य) (पारस्परिक संशोधन)
	व्याकरण संबोध-७ पाठ-८ संज्ञा - पृष्ठ संख्या - ८७-६३ (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य - अवधारणा चित्र बनाइए (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, स्वमूल्यांकन पत्र पाठ-१२ सर्वनाम - पृष्ठ संख्या - ११५-१२० (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य - अवधारणा चित्र बनाइए (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, ४, स्वमूल्यांकन पत्र पत्र लेखन- प्रधानाचार्य को आवेदन पत्र लिखिए, जिसमें पुस्तकालय में दो हिन्दी पत्रिकाएँ मँगाने के लिए निवेदन किया गया हो। अनुच्छेद लेखन - 'विद्यार्थी जीवन' मनुष्य के जीवन का सबसे अच्छा काल कहा जाता है, इस विषय पर अनुच्छेद लिखिए। गिनती -१ से १०० तक अंकों तथा शब्दों का मौखिक तथा लिखित अभ्यास कराया जाएगा। हिन्दी महीनों के नाम लर्नर्स कोमेट में करवाया जाएगा। (लिखित अभ्यास कोमेट में करवाया जाएगा) Learner's Comate- अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र-१ श्रवण कौशल मूल्यांकन- LSD-1
	ग्रीष्मावकाश गृहकार्य १ से १०० तक (अंकों तथा शब्दों में) गिनती लर्नर्स कोमेट में लिखने के लिए दिया जाएगा। मधुश्री हिन्दी पाठमाला-७ मेरा बचपन योग्यता आधारित गतिविधियाँ पृष्ठ संख्या ३२ प्रश्न संख्या ५ (अनेक प्रसिद्ध हस्तियों ने अपनी आत्मकथा लिखी है। किन्हीं चार भारतीयों का उल्लेख करते हुए उनकी आत्मकथा की पुस्तक का नाम लिखिए।) को सम्बोध उत्तर पुस्तिका में कार्य पूर्ण करेंगे।

Month & No. of working days	CONTENT
जून+जुलाई ४+२७ =३१ दिन	मधुश्री हिन्दी पाठमाला - ७ [No. of iBLD=1] पाठ-५ - अंतिम कक्षा (पृष्ठ संख्या ५३-५५) वाचन तथा विचार-विमर्श (कक्षा कार्य) योग्यता आधारित कार्य वाचन तथा विचार-विमर्श (कक्षा कार्य, पृष्ठ संख्या - ५६) ● शब्दों की समझ ● मुहावरे २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या ५६) (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध और अभिव्यक्ति (पृष्ठ संख्या ५६, ५७) ● मौखिक - विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित - लघु उत्तरीय व दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य) विचार-विमर्श तथा गृहकार्य अर्थग्रहण संबंधी प्रश्न (कक्षा कार्य पृष्ठ संख्या ५७ और ५८) प्रश्न संख्या १, २ और ३ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता पृष्ठ संख्या ५८ (कक्षा कार्य) विचार विमर्श कार्य - प्रश्न संख्या ४ गृह कार्य (संबोध उत्तर पुस्तिका में करेंगे) व्यावहारिक और परिस्थितिजन्य भाषा भाषायी घटक (पृष्ठ संख्या ५६-६१ कक्षा कार्य) पुस्तक कार्य १ से ४ तक (पारस्परिक संशोधन) e-content - Mystudygear App (पाठ-५) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)
	बाल महाभारत कथा - सभापर्व (पाठ-१४ से १६) वाचन तथा विचार-विमर्श (कक्षा कार्य) लघु प्रश्नोत्तर - प्रश्न संख्या १ से ८ तक पुस्तक कार्य (पृष्ठ संख्या ४२, कक्षा कार्य) विस्तृत प्रश्नोत्तर - प्रश्न संख्या १ से ३ तक उत्तर पुस्तिका कार्य (पृष्ठ संख्या ४३, गृह कार्य) (पारस्परिक संशोधन)
	व्याकरण संबोध-७ पाठ-१३ विशेषण - पृष्ठ संख्या - १२१-१३१ (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य- अवधारणा चित्र बनाइए (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, ४, ५, ६, ७ स्वमूल्यांकन पत्र- प्रश्न १, २ पाठ-१४ क्रिया - पृष्ठ संख्या - १३२-१४० (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य- अवधारणा चित्र बनाइए (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, ४, ५, ६ स्वमूल्यांकन पत्र- प्रश्न १, २

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जून+जुलाई ४+२७ =३१ दिन	पाठ-४ (ख) पर्यायवाची - पृष्ठ संख्या - ४५-४८ (व्याकरण पुस्तक भाग-१) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, स्वमूल्यांकन पत्र- प्रश्न १ पत्र लेखन - 'छात्रावास में रहने का आनन्द' इस विषय पर मित्र को पत्र लिखिए। अनुच्छेद लेखन - मनुष्य के जीवन में मित्र का महत्वपूर्ण स्थान होता है, 'मित्रता' पर अनुच्छेद लिखिए। श्रवण कौशल मूल्यांकन- LSD-2 Learner's Comate - अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र-२
अगस्त २५ दिन	मधुश्री हिन्दी पाठमाला -७ [No. of iBLD=1] पाठ-६ -कुण्डलियाँ वाचन तथा विचार-विमर्श (कक्षा कार्य पृष्ठ संख्या ६४-६५) योग्यता आधारित कार्य- मौखिक विचार-विमर्श कार्य (कक्षा कार्य) ● शब्दों की समझ २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या ६५) (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध और अभिव्यक्ति (पृष्ठ संख्या ६६) ● मौखिक-विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित - लघुउत्तरीय व दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य) विचार-विमर्श तथा गृह कार्य। अर्थग्रहण संबंधी प्रश्न (कक्षा कार्य पृष्ठ संख्या ६६-६७) प्रश्न संख्या १ से ५ विचार-विमर्श तथा पुस्तक कार्य (पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता (पृष्ठ संख्या ६७) प्रश्न संख्या १ विचार-विमर्श कार्य (कक्षा कार्य) व्यावहारिक और परिस्तिजन्य भाषा भाषायी घटक (पृष्ठ संख्या ६८ और ६९ कक्षा कार्य) प्रश्न संख्या १ से ४ तक पुस्तक कार्य (पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ ज्ञान-विस्तार (पृष्ठ संख्या ७० गृह कार्य) प्रश्न संख्या ४ संबोध उत्तर पुस्तिका में पूर्ण करेंगे। e-content - MystudygearApp (पाठ-६) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य) बालमहाभारत कथा - वन पर्व (पाठ १७ से २१ तक) वाचन तथा विचार-विमर्श (कक्षा कार्य) लघु प्रश्नोत्तर -प्र०सं० १ से १३ पुस्तक कार्य (पृष्ठ संख्या ५२, ५३ और ५४, कक्षा कार्य) जाँच हेतु विस्तृत प्रश्नोत्तर- प्र०सं० १ से ३ तक (पृष्ठ संख्या ५४) उत्तर पुस्तिका कार्य, गृह कार्य (पारस्परिक संशोधन) व्याकरण संबोध-७ पाठ-११ कारक - पृष्ठ संख्या - १०७-११४ (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य- अवधारणा चित्र बनाइए (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न सं० १, २, ३, ४, ५ स्वमूल्यांकन पत्र- प्रश्न १, २ पाठ-२१ मुहावरे-(भाग १-२४) पृष्ठ संख्या -१८७-१९२, १९६-१९७ (व्याकरण पुस्तक भाग-२) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, ४ स्वमूल्यांकन पत्र- प्रश्न १, २ पाठ-३१ ई-मेल लेखन- पृष्ठ सं० २५०-२५२ (व्याकरण पुस्तक भाग-२), उत्तर पुस्तिका कार्य १, २ श्रवण कौशल मूल्यांकन- LSD-3 Learner's Comate - अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र-३
सितम्बर २४ दिन	पुनरावृत्ति तथा अर्द्धवार्षिक परीक्षा।

Month &
No. of
working days

CONTENT

वार्षिक पाठ्यक्रम

क्रम सं.	पाठ का नाम	iBLD की संख्या
१.	घृणा का गान (कविता)	१
२.	बाबा जसवंत	१
३.	कोई नहीं पराया (कविता)	१
४.	हार! यह क्या बला है!	१

व्याकरण द्वितीय सत्र

क्रम सं.	पाठ का नाम	व्याकरण संबोध
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२.	पत्र-लेखन	भाग-२
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५.	अनुच्छेद-लेखन	भाग-२
६.	लोकोक्तियाँ	भाग-२
७.	संवाद-लेखन	भाग-२
८.	अनेक शब्दों के लिए एक शब्द	भाग-१

अक्टूबर
२१ दिन

मधुश्री हिन्दी पाठमाला -७

No. of iBLD=1

पाठ-११ घृणा का गान वाचन तथा विचार-विमर्श कार्य (कक्षा कार्य पृष्ठ संख्या १२२-१२३)

योग्यता आधारित कार्य — (पृष्ठ संख्या १२४, कक्षा कार्य)

● **शब्दों की समझ** मौखिक विचार-विमर्श कार्य

२१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या १२४)

श्रव्य दृश्य तथा विचार-विमर्श कार्य

पाठ बोध एवं अभिव्यक्ति

● **मौखिक** — विचार-विमर्श कार्य (कक्षा कार्य पृष्ठ संख्या १२४)

● **लिखित** — लघुउत्तरीय और दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य)

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अर्थग्रहण संबंधी प्रश्न (पृष्ठ संख्या १२५ — १२६ कक्षा कार्य)

प्रश्न संख्या क से घ तक पुस्तक कार्य (पारस्परिक संशोधन)

उच्च स्तरीय चिंतन क्षमता (कक्षा कार्य पृष्ठ संख्या १२६)

प्रश्न संख्या २ विचार-विमर्श कार्य

व्यावहारिक और परिस्थितिजन्य भाषा (पृष्ठ संख्या १२७ — १२८)

Month & No. of working days	CONTENT			
अक्टूबर २१ दिन	भाषायी घटक प्रश्न संख्या १ से ५ तक पुस्तक कार्य, विचार-विमर्श कार्य (कक्षा कार्य, पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ ज्ञान-विस्तार (पृष्ठ संख्या १२६) प्रश्न ५ कक्षा में वाद-संवाद परिचर्चा का आयोजन कराया जायेगा। e-content - Mystudygear App (पाठ-११) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)			
	मधुश्री हिन्दी पाठमाला-७ पाठ - ७ बाबा जसवंत वाचन तथा विचार-विमर्श (कक्षा कार्य पृष्ठ संख्या ७२-७६) योग्यता आधारित कार्य (पृष्ठ संख्या ७७) कक्षा कार्य, विचार-विमर्श कार्य ● शब्दों की समझ ● अन्य भाषा के शब्द २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या ७७) (श्रव्य-दृश्य तथा विचार-विमर्श कार्य) पाठ बोध एवं अभिव्यक्ति (पृष्ठ संख्या ७८) ● मौखिक - विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित - लघुउत्तरीय और दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य) विचार-विमर्श तथा गृह कार्य अर्थग्रहण संबंधी प्रश्न (कक्षा कार्य, पृष्ठ संख्या - ७८ और ७९) प्रश्न संख्या १ पुस्तक कार्य (पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता - (पृष्ठ संख्या ७९) प्रश्न संख्या १ (क) विचार-विमर्श कार्य (कक्षा कार्य) व्यावहारिक और परिस्थिति जन्य भाषा भाषायी घटक (कक्षा कार्य पृष्ठ संख्या ८० और ८१) प्रश्न संख्या १ से ५ पुस्तक कार्य (पारस्परिक संशोधन) ART INTEGRATED LEARNING <table border="1"> <thead> <tr> <th>Chapter</th><th>Activities</th></tr> </thead> <tbody> <tr> <td>मधुश्री हिन्दी पाठमाला पाठ-७ बाबा जसवंत</td><td> - पाठ-७ बाबा जसवंत पृष्ठ संख्या ८२ (योग्यता आधारित गतिविधियाँ) प्रश्न सं० ५ व ६। - दस भारतीय क्रान्तिवीरों का एक आकर्षक कोलाज तैयार कर कक्षा की भित्ति पत्रिका पर सजाइए तथा अपनी मनपसंद देशभक्ति गीत का एकल या समूह में वाचन-गायन प्रार्थना सभा में प्रस्तुत कीजिए। </td></tr> </tbody> </table> Note: HPC will be integrated with this AIL. e-content - Mystudygear App श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य) (पाठ-७)	Chapter	Activities	मधुश्री हिन्दी पाठमाला पाठ-७ बाबा जसवंत
Chapter	Activities			
मधुश्री हिन्दी पाठमाला पाठ-७ बाबा जसवंत	- पाठ-७ बाबा जसवंत पृष्ठ संख्या ८२ (योग्यता आधारित गतिविधियाँ) प्रश्न सं० ५ व ६। - दस भारतीय क्रान्तिवीरों का एक आकर्षक कोलाज तैयार कर कक्षा की भित्ति पत्रिका पर सजाइए तथा अपनी मनपसंद देशभक्ति गीत का एकल या समूह में वाचन-गायन प्रार्थना सभा में प्रस्तुत कीजिए।			

Month & No. of working days	CONTENT
अक्टूबर २१ दिन	<u>व्याकरण संबोध-७</u> पाठ-३ संधि - पृष्ठ संख्या - २७-२६, ३३-३५ (व्याकरण पुस्तक भाग-१) उत्तर पुस्तिका कार्य - संधि की परिभाषा, स्वर संधि के पाँचों भेद, अवधारणा चित्र बनाइए। (गृह कार्य) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३ स्वमूल्यांकन पत्र- प्रश्न १, २ पत्र-लेखन - कक्षा के सभी विद्यार्थियों को शैक्षणिक भ्रमण पर ले चलने का अनुरोध करते हुए प्रधानाचार्य/ प्रधानाचार्या को पत्र लिखिए। अनुच्छेद लेखन - जीवन में परिश्रम किये बिना कुछ भी प्राप्त नहीं होता है, 'जीवन में परिश्रम का महत्त्व' विषय पर अनुच्छेद लिखिए।
नवम्बर १६ दिन	<u>मधुश्री हिन्दी पाठमाला -७</u> No. of iBLD=1 पाठ-१३ कोई नहीं पराया वाचन तथा विचार-विमर्श कार्य (कक्षा कार्य पृष्ठ संख्या १३६) योग्यता आधारित कार्य (कक्षा कार्य, पृष्ठ संख्या १४०) ● शब्दों की समझ ● अन्य भाषा के शब्द विचार-विमर्श कार्य २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य, पृष्ठ संख्या १४०) श्रव्य-दृश्य तथा विचार-विमर्श कार्य पाठ बोध एवं अभिव्यक्ति (पृष्ठ संख्या १४०, १४१) ● मौखिक - विचार विमर्श कार्य (कक्षा कार्य) ● लिखित-लघु उत्तरीय और दीर्घ उत्तरीय प्रश्न (मधुश्री उत्तर पुस्तिका कार्य) विचार-विमर्श तथा गृहकार्य अर्थग्रहण संबंधी प्रश्न - (पृष्ठ संख्या १४१ कक्षा कार्य) प्रश्न संख्या १ पुस्तक कार्य (पारस्परिक संशोधन) प्रश्न संख्या २ विचार-विमर्श कार्य उच्च स्तरीय चिंतन क्षमता (पृष्ठ संख्या १४२) प्रश्न संख्या ४ विचार विमर्श कार्य (कक्षा कार्य) व्यावहारिक और परिस्थितिजन्य भाषा भाषायी घटक (पृष्ठ संख्या १४२-१४४ कक्षा कार्य) प्रश्न संख्या १ से ४ पुस्तक कार्य (पारस्परिक संशोधन)

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नवम्बर १६ दिन	योग्यता आधारित गतिविधियाँ ज्ञान-विस्तार (पृष्ठ संख्या १४४) प्रश्न संख्या १ शीतावकाश गृहकार्य e-content - MystudygearApp (पाठ १३) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)
	बाल महाभारत कथा – भीष्म पर्व (पाठ २२ से ३१ तक) लघु प्रश्नोत्तर— प्रश्न संख्या १ से १७ पुस्तक कार्य (पृष्ठ संख्या ६५ से ६७ तक कक्षा कार्य) जाँच हेतु। विस्तृत प्रश्नोत्तर—प्रश्न संख्या १ से ८ तक उत्तर पुस्तिका कार्य (पृष्ठ संख्या ६७, गृह कार्य) (पारस्परिक संशोधन) लघु प्रश्नोत्तर —प्रश्न संख्या १ से ८ पुस्तक कार्य (पृष्ठ संख्या ७६, कक्षा कार्य) जाँच हेतु विस्तृत प्रश्नोत्तर — प्रश्न संख्या १ से ५ उत्तर पुस्तिका कार्य (पृष्ठ संख्या ७७, गृह कार्य) (पारस्परिक संशोधन) व्याकरण संबोध-७ पाठ-४ (घ) विलोम शब्द - पृष्ठ संख्या - ५२-५५ (व्याकरण पुस्तक भाग-१) पुस्तक कार्य अभ्यास - प्रश्न संख्या १,२,३ स्वमूल्यांकन पत्र- प्रश्न १, २ अलंकार - शब्दालंकार व उसके भेद (हिन्दी पाठ्यक्रम के अंत में दिया गया है।) संबोध उत्तर पुस्तिका में अवधारणा चित्र बनाइए। (गृह कार्य) पत्र-लेखन - अपना परीक्षा परिणाम बताते हुए माता जी को पत्र लिखिए। श्रवण कौशल मूल्यांकन— LSD-1 Learner's Comate - अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र - १
दिसम्बर २५ दिन	बाल महाभारत कथा द्रोण पर्व तथा कर्ण पर्व (पाठ ३२ से ३८ तक) शल्य पर्व (पाठ ३९ से ४० तक) वाचन तथा विचार विमर्श (कक्षा कार्य) लघु प्रश्नोत्तर —प्रश्न संख्या १ से १५ पुस्तक कार्य (पृष्ठ संख्या ८८-८९, कक्षा कार्य) जाँच हेतु विस्तृत प्रश्नोत्तर — प्रश्न संख्या १ से ७ उत्तर पुस्तिका कार्य (पृष्ठ संख्या ९०, गृह कार्य) (पारस्परिक संशोधन) लघु प्रश्नोत्तर—प्रश्न संख्या १ से १३ पुस्तक कार्य (पृष्ठ संख्या ९९-१००, कक्षा कार्य) जाँच हेतु विस्तृत प्रश्नोत्तर — प्रश्न संख्या १ से ६ उत्तर पुस्तिका कार्य (पृष्ठ संख्या १००, गृह कार्य) (पारस्परिक संशोधन)

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दिसम्बर २५ दिन	व्याकरण संबोध-७ पाठ-२१ लोकोक्तियाँ - पृष्ठ संख्या - १६२-१६५ (भाग १-१८) (व्याकरण पुस्तक भाग-२) (लोकोक्ति से जुड़े प्रश्नों का अभ्यास लर्नर्स कोमेट में कराया जाएगा) पाठ-२६ संवाद-लेखन - पृष्ठ संख्या - २३२-२३६ (व्याकरण पुस्तक भाग-२) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३ Creative Thinking पृष्ठ संख्या - २३६
	Learner's Comate - अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र - २ श्रवण कौशल मूल्यांकन- LSD-2
	शीतावकाश गृहकार्य - मधुश्री हिन्दी पाठमाला -७ योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या १४४) प्रश्न संख्या १ 'वसुधैव कुटुम्बकम्' भारत के उपनिषद् के एक श्लोक का अंश है। कक्षा की भित्ति पत्रिका (soft board) के लिए एक चार्ट पर पूरा श्लोक और उसका अर्थ लिखिए।
जनवरी २१ दिन	मधुश्री हिन्दी पाठमाला -७ पाठ-८ हार! यह क्या बला है! वाचन तथा विचार-विमर्श कार्य (कक्षा कार्य पृष्ठ संख्या ८३-८६) योग्यता आधारित कार्य - (पृष्ठ संख्या ६०, कक्षा कार्य) ● शब्दों की समझ ● अन्य भाषा के शब्द मौखिक विचार-विमर्श कार्य २१वीं शती की भाषायी और साहित्यिक सराहना (कक्षा कार्य पृष्ठ संख्या ६०) (श्रव्य दृश्य तथा विचार-विमर्श कार्य) पाठ बोध एवं अभिव्यक्ति - (पृष्ठ संख्या ६०-६१) ● मौखिक - विचार-विमर्श कार्य (कक्षा कार्य) ● लिखित - लघु उत्तरीय एवं दीर्घ उत्तरीय (मधुश्री उत्तर पुस्तिका कार्य) जाँच हेतु विचार-विमर्श तथा गृह कार्य अर्थग्रहण संबंध प्रश्न - (पृष्ठ संख्या ६१-६२ कक्षा कार्य) प्रश्न संख्या १ से ५ पुस्तक कार्य (पारस्परिक संशोधन) उच्च स्तरीय चिंतन क्षमता - (पृष्ठ संख्या ६३) प्रश्न संख्या ४ (कक्षा कार्य) विचार-विमर्श कार्य

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जनवरी २१ दिन	व्यावहारिक और परिस्थितिजन्य भाषा भाषायी घटक (पृष्ठ संख्या ६३, ६४, ६५ और ६६ कक्षा कार्य) प्रश्न संख्या १ से ७ पुस्तक कार्य (पारस्परिक संशोधन) योग्यता आधारित गतिविधियाँ ज्ञान-विस्तार (पृष्ठ संख्या ६६) प्रश्न संख्या २ विचार-विमर्श तथा गृह कार्य संबोध पुस्तिका में पूर्ण करेंगे। e-contant - MystudygearApp (पाठ-८) श्रव्य-दृश्य एवं मूल्यांकन (गृहकार्य)
	बालमहाभारत कथा – सौप्तिक पर्व (पाठ ४१ से ४४ तक) वाचन तथा विचार विमर्श (कक्षा कार्य) लघु प्रश्नोत्तर – प्रश्न संख्या १ से १३ तक (पृष्ठ संख्या १०८–१०९ कक्षा कार्य) पुस्तक कार्य जाँच हेतु विस्तृत उत्तरीय प्रश्नोत्तर – प्रश्न संख्या १ से ३ तक उत्तर पुस्तिका कार्य (पृष्ठ संख्या ११० गृह कार्य) (पारस्परिक संशोधन)
	व्याकरण संबोध ७ पाठ-४ (क) अनेक शब्दों के लिए एक शब्द १-७० पृष्ठ संख्या ४१-४४ (व्याकरण पुस्तक भाग-१) पुस्तक कार्य अभ्यास - प्रश्न संख्या १, २, ३, ४ स्वमूल्यांकन पत्र अनुच्छेद-लेखन - सोनू को गुझिया खाना बेहद पसंद था किन्तु उसके लिए उसे साल भर इन्तजार करना पड़ता था क्योंकि यह हिन्दुओं के एक विशेष त्योहार पर ही बनाई जाती है, और वह त्योहार है 'होली'। 'होली' विषय पर अनुच्छेद लिखिए। श्रवण कौशल मूल्यांकन— LSD-3 Learner's Comate - अपठित गद्यांश, पद्यांश एवं व्याकरण प्रपत्र- ३
फरवरी + मार्च २३ + १९ =४२ दिन	पुनरावृत्ति तथा वार्षिक परीक्षा।

अलंकार

मनुष्य जन्म से ही सुंदरता का प्रेमी रहा है। वह अपनी बात भी सुंदर ढंग से कहना चाहता है। एक ही बात को विविध प्रकार से सजा-संवार कर कहना उसका स्वभाव है। अलंकार का अर्थ है शोभित या विभूषित करना। अलंकार द्वारा भाषा को सुंदर बनाया जाता है। उसे अलंकार से सजाकर उसके सौंदर्य में वृद्धि की जाती है। जिस प्रकार आभूषण स्त्री के सौंदर्य वृद्धि में सहायक होते हैं उसी तरह अलंकार काव्य की शोभा बढ़ाने के लिये प्रयोग किए जाते हैं। अलंकार के प्रयोग से कविता आकर्षक व प्रभावशाली बन जाती है।

भाषा के 'शब्द' और 'अर्थ'—ये दो प्रमुख अंग होते हैं। अतएव काव्य में चमत्कार शाब्दिक अथवा अर्थगत हो सकता है। इसी दृष्टिकोण से अलंकार के मुख्य दो भेद माने जाते हैं।

(क) शब्दालंकार (ख) अर्थालंकार

(क) शब्दालंकार : यह तो स्पष्ट है कि जहाँ कुछ विशेष शब्दों के कारण अभिव्यक्ति में सुंदरता आती है, वहाँ शब्दालंकार होता है। इसके प्रयोग से काव्य के सौंदर्य में वृद्धि होती है।

जैसे – चारु चंद्र की चंचल किरणें। खेल रही हैं जल-थल में। उपर्युक्त पंक्तियों में 'च' तथा 'ल' वर्ण की आवृत्ति से सौंदर्य उत्पन्न किया गया है।

शब्दालंकार के प्रमुख तीन भेद हैं –

(१) अनुप्रास अलंकार (२) यमक अलंकार (३) श्लेष अलंकार

१. अनुप्रास अलंकार : जिस रचना में किसी व्यंजन वर्ण की आवृत्ति एक निश्चित क्रम में होती है, वहाँ अनुप्रास अलंकार होता है।

जैसे – (क) तरनि तनुजा तट तमाल तरुवर बहु छाए।

(ख) कल कानन कुंडल मोर पखा उर पै वनमाल विराजति।

(ग) बरसात बारिद बूँद

(घ) रघुपति राघव राजा राम

उपर्युक्त उदाहरणों में क्रमशः 'त', 'क', 'ब' और 'र' व्यंजन की आवृत्ति होने से काव्य में चमत्कार उत्पन्न हुआ है। अतः ये अनुप्रास अलंकार के उदाहरण हैं।

२. यमक अलंकार :

जहाँ एक ही शब्द की दो या अधिक बार आवृत्ति हो किंतु उनके अर्थ भिन्न-भिन्न हों, वहाँ यमक अलंकार होता है।

- (क) माला फेरत जुग भया, गया न मन का फेर।
कर का मनका डारि के, मन का मनका फेर।।
- (ख) कनक-कनक ते सौ गुनी मादकता अधिकाय।
- (ग) तीन बेर खाती थीं वे तीन बेर खाती हैं।
- (घ) काली घटा का घमंड घटा।

उपर्युक्त उदाहरणों में एक ही शब्द का प्रयोग एक से अधिक बार अलग-अलग अर्थों में हुआ है। प्रथम उदाहरण में 'मन का' शब्द का प्रयोग दो अर्थों में हुआ है। पहली और तीसरी आवृत्ति में 'मन का' का अर्थ है हृदय का तथा दूसरी और चौथी आवृत्ति में 'मनका' शब्द का अर्थ 'माला का दाना'। दूसरे उदाहरण में 'कनक' शब्द का प्रयोग दो अर्थों में हुआ है। पहले का अर्थ है 'सोना' तथा दूसरे का अर्थ है 'धतूरा'। तीसरे उदाहरण में 'तीन बेर' शब्द दो अर्थों में प्रयुक्त हुआ है। पहले का अर्थ 'तीन बार' है और दूसरे का अर्थ है 'तीन बेर (बेर के तीन फल)'। चौथे उदाहरण में 'घटा' शब्द का अर्थ क्रमशः 'काले बादल' तथा 'कम हो गया' अर्थों में प्रयुक्त हुआ है। अर्थ में भिन्नता होने के कारण ये यमक अलंकार के उदाहरण हैं।

३. श्लेष अलंकार :

जब एक शब्द एक ही बार प्रयुक्त हो, लेकिन उसके दो या अधिक अर्थ निकलते हों, तब श्लेष अलंकार होता है। 'श्लेष' का अर्थ है 'चिपका' हुआ।

जैसे - जो रहीम गति दीप की, कुल कपूत गति सोई।

बारे उजियारो करे, बड़े अंधेरो होई।।

यहाँ 'बारे' शब्द 'जलने और बचपन' के अर्थ में तथा 'बड़े' शब्द 'बड़ा होने और बुझने' के अर्थ में प्रयुक्त हुए हैं। अतः श्लेष अलंकार हुआ।

रहिमन पानी राखिए बिन पानी सब सून।

पानी गए न उबरे, मोती, मानुस चून।।

यहाँ पानी शब्द मोती, मानुस, चून, इन तीनों के संदर्भ में भिन्न-भिन्न रूपों में हुआ है। मोती के संदर्भ में इसका अर्थ है 'कांति', मानुस के संदर्भ में 'सम्मान' और चून (आटा) के संदर्भ में 'जल'। एक ही शब्द के भिन्न अर्थ होने के कारण यह श्लेष अलंकार का उदाहरण है।

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Mathematics

Text book - Class VII Mathematics, Ganit Prakash (Part I and II) (N.C.E.R.T.)

Mathematics for Class-7 (R.S. Aggarwal) Bharati Bhawan

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

- **Notebooks:** - 1-CW, 1-HW, 1- Graph copy and 1-Practical file (*all subjected to correction*)
- All questions given in the textbook as examples and concepts should be explained by the teachers and discussed thoroughly in the class.
- To enhance learning process and develop critical thinking, we are introducing Question Bank in Maths. Two questions on stories sums related to chapter will be done by students at the end of all the chapters in the note book.
- Maths Walk Assignment to be stuck in Maths Practical file and is subjected to correction.
- Learner's Comate to be done (subjected to correction).
- Question on SDGs given in Learner's Comate is subjected to discussion and correction. (not subjected to assessment)
- Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.
- Khan Academy assignments to be done at some point of each chapter for better understanding and practice.
- E-content will be shown for all topics through IFP in the class.
- One Logical Reasoning Assignment is added in Enrichment Booklet (to be given as HHW during winter vacation and is subjected to Mass correction)
- Maths Enrichment sheets given in Enrichment Booklet for each chapter is for additional practice by students (Not subjected to correction).
- **AIL** - Art integrated Learning to be done once in a year.
- **Virtual Escape Room** – Links of Escape Room will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

Months & No. of Working Days	Contents
April 24 Days	HALF YEARLY
	Chapter 1 : Large Numbers Around Us (Ganit Prakash Part 1) Khan Academy Assignment(s) • A lakh varieties • Land of Tens • Large numbers around us: Quiz 1 • Of crores and crores • Exact and approximate values • Large numbers around us: Quiz 2 • Large numbers around us: Unit test Chapter 3 : Finding Common Ground (Ganit Prakash Part 2) Khan Academy Assignment(s) • Prime Factorisation • Common Factors and Common Multiples • Finding Common Ground: Quiz 1 • HCF • Finding Common Ground: Quiz 2 • LCM • Finding Common Ground: Quiz 3 • Properties involving both the HCF and the LCM • Finding Common Ground: Quiz 4 • Find Common Ground: Unit Test
May 19 Days	Chapter 2 : Operations with Integers (Ganit Prakash Part 2) Khan Academy Assignment(s) • Addition and Subtraction of Integers

Months & No. of Working Days	Contents
May 19 Days	• Operation with Integers: Quiz 1 • Multiplication of Integers • Operation with Integers: Quiz 2 • Division of Integers • Operation with Integers: Quiz 3 • Expressions using integers • Operation with Integers: Quiz 4 • Operation with Integers: Unit Test
June+July 4 + 27 = 31 Days	Chapter 8 : Working with Fractions (Ganit Prakash Part 1) Khan Academy Assignment(s) • Multiplication of fractions • Working with fractions: Quiz 1 • Division of fractions • Some problems involving fractions • Fractional relations • Working with fractions: Quiz 2 • Working with fractions: Unit test Chapter 3 : A Peek Beyond the Point (Ganit Prakash Part 1) Khan Academy Assignment(s) • A tenth part and A hundredth part • A peek beyond the point: Quiz 1 • Decimal place value • Unit of measurement • A peek beyond the point: Quiz 2 • Locating and comparing decimals • A peek beyond the point: Quiz 3 • Addition and Subtraction of decimals

Months & No. of Working Days	Contents
June+July 4 + 27 = 31 Days	• A peek beyond the point: Quiz 4 • A peek beyond the point: Unit test Chapter 4:Another Peek Beyond the Point(Ganit Prakash Part 2) Khan Academy Assignment(s) • A Quick Recap of Decimals • Another Peek Beyond the Point: Quiz 1 • Addition & Subtraction of Decimals • Another Peek Beyond the Point: Quiz 2 • Multiplication of Decimals • Another Peek Beyond the Point: Quiz 3 • Division of Decimals • Another Peek Beyond the Point: Quiz 4 • Another Peek Beyond the Point: Unit Test
August 25 Days	Chapter 5:Parallel and Intersecting Lines(Ganit Prakash Part 1) Khan Academy Assignment(s) • Across the line • Parallel and intersecting lines:Quiz 1 • Parallel lines and Transversals • Parallel and intersecting lines:Quiz 2 • Parallel and intersecting lines: Unit test Chapter 6: Number Play (Ganit Prakash Part 1) Khan Academy Assignment(s) • Picking Parity • Number Play: Quiz 1 • Number Play: Unit test
September 24 Days	Revision & Half Yearly Examination

Months & No. of Working Days	Contents
October 21 Days	ANNUAL
	Chapter 2 : Arithmetic Expressions (Ganit Prakash Part 1) Khan Academy Assignment(s) • Simple expressions • Arithmetic Expressions: Quiz 1 • Reading and evaluating complex Expressions • Arithmetic Expressions: Quiz 2 • Arithmetic Expressions: Unit test Chapter 4 : Expressions Using Letter - Numbers (Ganit Prakash Part 1) Khan Academy Assignment(s) • The notation of letter-numbers • Revisiting Arithmetic Expressions • Expressions using letter-numbers: Quiz 1 • Omission of the multiplication symbol in Algebraic Expressions • Simplification of Algebraic Expression (Part 1) • Expressions using letter-numbers: Quiz 2 • Simplification of Algebraic Expression (Part 2) • Pick patterns and reveals relationships • Expressions using letter-numbers: Quiz 3 • Expressions using letter-numbers: Unit test
November 19 Days	Chapter 7: Finding the Unknown (Ganit Prakash Part 2) Khan Academy Assignment(s) • Finding the Unknowns • Generating Linear Equations • Finding the Unknown: Quiz 1

Months & No. of Working Days	Contents
November 19 Days	• Solving Equations Systematically • Finding the Unknown: Quiz 2 • Mind the Mistake, Mind the Mistake • Finding the Unknown: Quiz 3 • Finding the Unknown: Unit Test Chapter 1 : Geometric Twins (Ganit Prakash Part 2) Khan Academy Assignment(s) • Geometric Twins • Congruence of Triangles • Geometric Twins: Quiz 1 • Angles of Isosceles And Equilateral Triangles • Geometric Twins: Unit Test
December 25 Days	Chapter 6 : Construction and Tilings (Ganit Prakash Part 2) Khan Academy Assignment(s) • Perpendicular Bisector • Angle Bisector • Geometrical Constructions Chapter 7 : A tale of Three Intersecting Lines (Ganit Prakash Part 1) Khan Academy Assignment(s) • Types of triangles • A tale of three intersecting lines: Quiz 1 • Properties of triangles Part 1 • A tale of three intersecting lines: Quiz 2 • Properties of triangles Part 2 • A tale of three intersecting lines: Quiz 3 • A tale of three intersecting lines: Unit test

Months & No. of Working Days	Contents
January 21 Days	Chapter 5 : Connecting the dots (Ganit Prakash Part 2) Khan Academy Assignment(s) • Average or Arithmetic Mean • Dot Plots
Feb+March 23+19 = 42 Days	Revision & Annual Examination

Months & No. of Working Days	Contents		
	HALF YEARLY		
	Sl. No.	Name of the Chapter	No. of iBLD
	1	Large Numbers Around us (Ganit Prakash Part 1)	1
	2	Finding Common Grounds (Ganit Prakash Part 2)	1
	3	Operations With Integers (Ganit Prakash 2)	1
	4	Working With Fractions (Ganit Prakash Part 1)	1
	5	A Peek Beyond The Point (Ganit Prakash Part 1)	1
	6	Another Peek Beyond The Point (Ganit Prakash Part 2)	1
	7	Parallel And Intersecting Lines (Ganit Prakash Part 1)	1
	8	Number Play (Ganit Prakash Part 1)	1
April 24 Days	Chapter 1 : Large Numbers Around Us (Ganit Prakash Part 1)		
	CW	HW	
	Figure it out (Page no 3): Q1, 2	Figure it out (Page no 3): Q3	
	Figure it out (Page no 6-7): (a, c)	Figure it out (Page no 6-7): (b, d, e)	
	Figure it out (Page no 7): Q1, 3	Figure it out (Page no 7): Q 2	
	Figure it out (Page no 9): Q1(a, c, f) 2(a, d) 3(a, b)	Figure it out (Page no 9): Q1(b, d, e) 2(b, c) 3(c, d)	
	Figure it out (Page no 14): Q1(a, c) 2(a, d, e)	Figure it out (Page no 14): Q1(b) 2(b, c)	
	Figure it out (Page no 19,20 & 21): Q1, 3, 5, 7(a, c), 9, 10(a, b)12, 13	Figure it out (Page no 19,20 & 21): Q2, 4, 6, 7(b, d, e),8, 10(c, d, e), 11, 14	
	Learner's Comate : All questions will be done		
	Book Mathematics (R. S. Aggrawal)		
	Do additional practice of questions from the book.		
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 1 to be done.		

Months & No. of Working Days	Contents	
April 24 Days	Chapter 3 : Finding Common Ground (Ganit Prakash Part 2)	
	CW Figure it out (Page no 51): (a, c, e) Figure it out (Page no 53): (a, c, e) Figure it out (Page no 54): Q1(a, c, e), 2 Figure it out (Page no 58): (a, c) Figure it out (Page no 59): Q1(a, c, e), 2, 3(a, d) Figure it out (Page no 63-64): Q1, 2, 3, 4, 5, 6(a, c), 8, 9, 11, 12, 13	HW Figure it out (Page no 51): (b, d) Figure it out (Page no 53): (b, d) Figure it out (Page no 54): Q1(b, d), Figure it out (Page no 58): (b, d) Figure it out (Page no 59): Q1(b, d), 3(b, c) Figure it out (Page no 63-64): Q6(b, d, e), 7, 10
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 2 to be done.	
	Chapter 2 : Operations With Integers (Ganit Prakash Part 2)	
May 19 Days	CW Figure it out (Page no 25): (a, c, e) Figure it out (Page no 31): Q1(a, c), 2(a, b), 3(a, c) Figure it out (Page no 33-34): (a, c, e) Figure it out (Page no 39): Q1(a, c), 2, 3, 4(a, c, e) Figure it out (Page no 42 to 44): Q1(a, c), 2(a, c), 3(a, c, e), 4, 6, 8, 9, 11(a, c), 13(a, c), 14, 16(a, b)	HW Figure it out (Page no 25): (b, d, f) Figure it out (Page no 31): Q1(b, d), 2(c), 3(b) Figure it out (Page no 33-34): (b, d, f) Figure it out (Page no 39): Q1(b, d), 4(b, d, f) Figure it out (Page no 42 to 44): Q1(b), 2(b), 3(b, d), 5, 7, 10, 11(b, d), 12, 13(b), 15, 16(c)
	Jodo Gyan Activity: Thread and long jump / Number Line activity.	
	Practical 1 : To find the sum of first 'n' natural numbers experimentally.	

Months & No. of Working Days	Contents	
May 19 Days	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 3 to be done.	
	Note : Tables 2 to 20 to be revised.	
	HHW (Summer Vacation) One Logical Reasoning Assignment will be done in Enrichment Booklet (Subjected to mass correction)	
June+July 4 + 27 = 31 Days	Chapter 8 : Working With Fractions (Ganit Prakash Part 1)	
	CW Figure it out Page no 176-177 : Q1, 2, 3, 5(a, c) Figure it out Page no 180-181: Q1(a, c), 2(a, c) Figure it out Page no 183-184: Q1(a, c, e), 2, 3, 4, Figure it out Page no 196, 197 & 198: Q1, 2(a, c), 4, 5, 7, 8, 10, 12	HW Figure it out Page no 176-177: Q4, 5(b, d) Figure it out Page no 180-181: Q1(b, d), 2(b, d) Figure it out Page no 183-184: Q1(b, d), 5 Figure it out Page no 196, 197 & 198: Q 2(b), 3, 6, 9, 11
	Jodo Gyan Activity : Fraction kit (Game of collecting fraction cards)	
	Practical 2 : To visualize and understand the multiplication of fractions using paper folding and colouring.	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 4 to be done.	

Months & No. of Working Days	Contents	
June+July 4 + 27 = 31 Days	Chapter 3 : A Peek Beyond the Point (Ganit Prakash Part 1)	
	CW Figure it out (Page no 58): (a, c, f) Figure it out (Page no 75): Q1(a, d, e, h), 2(a, d, e, h) Figure it out (Page no 78, 79 & 80): Q1(a, d), 2(a, b), 3, 4(a, d), 5, 7, 8, 11, 12, 13(a, c), 14(a, d), 15, 16(a, d, e)	HW Figure it out (Page no 58): (b, d, e) Figure it out (Page no 75): Q1(b, c, f, g), 2(b, c, f, g) Figure it out (Page no 78, 79 & 80): Q1(b, c), Q2(c, d), 4(b, c), 6, 9, 10, 13(b), 14(b, c), 16(b, c, f)
	Jodo Gyan Activity: Fraction and Decimal kits (Making a whole)	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 5 to be done.	
	Chapter 4: Another Peek Beyond the Point (Ganit Prakash Part 2)	
	CW Figure it out (Page no 73-74): Q1(a, c), 2(a, c), 4, 5, 7, 8, 10(BW) Figure it out (Page no 83): Q1(a, c), 2(a), 3(a, c), 4(a, c, e) Figure it out (Page no 86-87): Q1(a, c), 2(a), 3(a, c), 4(a, c, e), 5, 6, 7, 9 Figure it out (Page no 93 to 95): Q1, 2, 4, 5, 6, 7(a), 8(a, c, e), 10(a, c)	HW Figure it out (Page no 73-74): Q1(b), 2(b), 3, 6, 9 Figure it out (Page no 83): Q1(b, d), 2(b), 3(b, d), 4 (b, d) Figure it out (Page no 86-87): Q1(b, d), 2(b), 3(b, d), 4(b, d, f), 8, 10 Figure it out (Page no 93 to 95): Q3, 7(b), 8(b, d, f), 9, 10(b, d, e), 11
	Jodo Gyan Activity: Decimal kit (Game of collecting decimal cards)	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 6 to be done.	
	Note : Tables 2 to 20 to be revised.	

Months & No. of Working Days	Contents	
August 25 Days	Chapter 5: Parallel And Intersecting Lines (Ganit Prakash Part 1)	
	CW	HW
	Figure it out (Page no 108): Fig. 5.3	
	Figure it out (Page no 113-114): Q1, 2, 4, 5,	Figure it out (Page no 113-114): Q3
	Figure it out (Page no 119): Fig. 5.23	
	Figure it out (Page no 123 to 125): Q1(a, c, e, g, i, j), 2, 4, 5, 6	Figure it out (Page no 123 to 125): Q1(b, d, f, h), 3,
	Practical 3 : To observe and verify the properties of corresponding angles, alternate interior angles, and co-interior angles formed by a transversal intersecting two parallel lines through a hands-on activity.	
	Jodo Gyan Activity: Angle made by transversal using Jodo Straws	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 7 to be done.	
	Chapter 6: Number Play (Ganit Prakash Part 1)	
	CW	HW
	Figure it out (Page no 128): Q1(a, c, f), 2(a, d, f)	Figure it out (Page no 128): Q1(b, d, e), 2(b, c, e)
	Figure it out (Page no 131): Q1(a, c), 2, 3(d, f)	Figure it out (Page no 131): Q1(b, d), 3(e, g)
	Figure it out (Page no 136): Q1, 2, 3	Figure it out (Page no 136): Q4, 5
	Figure it out (Page no 137): Q1, 2, 4	Figure it out (Page no 137): Q3, 5
	Figure it out (Page no 143-144): Q1, 2, 3, 7, 8, 10(a, c), 11	Figure it out (Page no 143-144): Q4, 5, 6, 9, 10 (b, d),
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 8 to be done.	

Months & No. of Working Days	Contents
August 25 Days	Note : Tables 2 to 20 to be revised.
	Art Integrated Learning Chapter : Number Play • Make a geometric spiral, origami form, or rhythmic pattern based on the Virahanka–Fibonacci numbers. • Briefly explain how your creation demonstrates the connection between Art (aesthetics and rhythm), Science (natural growth patterns), and Mathematics (numerical sequences and combinations)
September 24 Days	Revision & Half Yearly Examination

Months & No. of Working Days	Contents		
October 21 Days	ANNUAL		
	Sl. No.	Name of the Chapter	No. of iBLD
	1	Arithmetic Expressions (Ganit Prakash Part 1)	1
	2	Expressions Using Letter Numbers (Ganit Prakash Part 1)	1
	3	Finding The Unknown (Ganit Prakash Part 2)	1
	4	Geometric Twins (Ganit Prakash Part 2)	1
	5	Constructions And Tilings (Ganit Prakash Part 2)	1
	6	A Tale of Three Intersecting Lines (Ganit Prakash Part 1)	1
	7	Connecting The Dots (Ganit Prakash Part 2)	1
	Chapter 2 : Arithmetic Expressions (Ganit Prakash Part 1)		
	CW		HW
	Figure it out (Page no 25): Q1(a, c), 2 Figure it out (Page no 34-35): Q1(a, d, e), 2(b), 3(a, b) Figure it out (Page no 37-38): Q1(a, c, f), 2(a, d, f), 3(a, c), 5(a, c), 7, 8 Figure it out (Page no 41-42): Q1(a to f), 2(a, c), 3(a, b) Figure it out (Page no 42,43 & 44): Q1(a, c), 2, 3(a), 4(a, c, e, g), 5 (b)		Figure it out (Page no 25): Q1(b, d) Figure it out (Page no 34-35): Q1(b, c), 2(a, c), 3(c) Figure it out (Page no 37-38): Q1(b, d, e), 2(b, c, e), 3(b), 4, 5(b), 6, 9 Figure it out (Page no 41-42): Q1(g to p), 2(b, d), 3(c, d), 4 Figure it out (Page no 42,43 & 44): Q1(b), 3(b), 4(b, d, f, h), 5(a)
	Learner's Comate : All questions will be done		
	Book Mathematics (R. S. Aggrawal)		
	Do additional practice of questions from the book.		
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 9 to be done		

Months & No. of Working Days	Contents	
October 21 Days	Chapter 4 : Expressions Using Letter - Numbers (Ganit Prakash Part 1)	
	CW Figure it out (Page no 84-85): Q1(a, b), 2, 3, 5(a, c), 6(a) Figure it out (Page no 93-94): Q1, 2(b, d, f) Figure it out (Page no 102 to 105): Q1, 3(a, b), 4, 6(a, b), 7 (a, c, f), 8 (a, c, e), 9 (a, c, e), 10(a), 11, 12, 14	HW Figure it out (Page no 84-85): Q1(c), 3, 4, 5(b, d), 6(b), 7 Figure it out (Page no 93-94): Q2(a, c, e) Figure it out (Page no 102 to 105): Q2, 5, 7(b, d, e), 8(b, d, f), 9(b, d, f), 10(b), 13, 15
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 10 to be done	
	Chapter 7: Finding The Unknown (Ganit Prakash Part 2)	
November 19 Days	CW Figure it out (Page no 172): Q1(a, d, e), 2 Figure it out (Page no 181) Q1, 2(a, c, e, g), 3, 4, 6(a, b, e) Figure it out (Page no 185 to 189): Q1(a, c), 2, 4(a, b), 5, 6, 7, 9, 10, 11(a), 12, 14, 17, 18(a, c, e, h), 20	HW Figure it out (Page no 172): Q1(b, c) Figure it out (Page no 181): Q2(b, d, f), 5, 6(c, d) Figure it out (Page no 185 to 189): Q1(b), 3, 8, 11(b, c), 13, 15, 16, 18(b, d, f, g), 19
	Practical 1 : To solve linear equations in one variable.	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 11 to be done	

Months & No. of Working Days	Contents	
November 19 Days	Chapter 1 : Geometric Twins (Ganit Prakash Part 2)	
	CW Figure it out (Page no 3-4): Q1, 2, 3(a) Figure it out (Page no 8-9): Q1, 2, 3 Figure it out (Page no 13-14): Q1, 2, 4 Figure it out (Page no 20-21): Q1, 2(a, d, e), 3, 4, 5	HW Figure it out (Page no 3-4): Q3(b), 4 Figure it out (Page no 8-9): Q4 Figure it out (Page no 13-14): Q 3 Figure it out (Page no 20-21): Q2(b, c), 6
	Jodo Gyan Activity: Congruence using Rangometry / Geoboard	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 12 to be done	
	Note : Tables 2 to 20 to be revised.	
December 25 Days	Chapter 6 : Constructions and Tilings (Ganit Prakash Part 2)	
	CW Figure it out (Page no 140): Q1, 3 Figure it out (Page no 142) Q1 Figure it out (Page no 144-145): Q1, 4, 5 Figure it out (Page no 147): Q1 Figure it out (Page no 148): Q1, 2 Figure it out (Page no 151): Q1 Figure it out (Page no 154-155): Q1(a, c, e), 2, 4 Figure it out (Page no 156): (any five figure) Figure it out (Page no 160): Q1, 2	HW Figure it out (Page no 140): Q2, 4 Figure it out (Page no 142): Q2 Figure it out (Page no 144-145): Q2, 3, 6 Figure it out (Page no 147): Q2 Figure it out (Page no 151): Q2 Figure it out (Page no 154-155): Q1(b, d), 3 Figure it out (Page no 156): (other five figures)
	Jodo Gyan Activity: Tiling using Rangometry / Aakar Parivar kit	
	Practical 2 : To construct a 7-piece Tangram puzzle using precise geometric measurements and to identify the various geometric shapes within it.	

Months & No. of Working Days	Contents	
December 25 Days	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 13 to be done	
	Chapter 7 : A Tale of Three Intersecting Lines (Ganit Prakash Part 1)	
	CW Construct: Page no. 150 (a, c, e) Figure it out (Page no 150-151): Q1 Figure it out (Page no 154): Q2, 3 Figure it out (Page no 156): Q1(a, d, f, g) Figure it out (Page no 159-160): Q1(a, d), 2, 3(a, c) Figure it out (Page no 161): Q1(a, c), 2 (Math talk) Figure it out (Page no 162): Q1(a, c) Figure it out (Page no 163): Q1(a, c), 2(a, c), Figure it out (Page no 165): Q1(a, c), 3 Figure it out (Page no 170-171): Q1, 2, 3	HW Construct: Page no. 150 (b, d) Figure it out (Page no 150-151): Q2 Figure it out (Page no 154): Q1 Figure it out (Page no 156): Q1(b, c, e, h) Figure it out (Page no 159-160): Q1(b, c), 3(b) Figure it out (Page no 161): Q1(b), Figure it out (Page no 162): Q1(b) Figure it out (Page no 163): Q1(b, d), 2(b, d) Figure it out (Page no 165): Q1(b, d), 2 Figure it out (Page no 170-171): Q4
	Jodo Gyan Activity: Triangle construction using Jodo Straws	
	Learner's Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Note: Graphic Novel link to be shown and shared in Google Classroom.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 14 to be done	

Months & No. of Working Days	Contents	
January 21 Days	Chapter 5 : Connecting The Dots (Ganit Prakash Part 2)	
	CW Figure it out (Page no 101): Q1, 4, 5 Figure it out (Page no 112-113): Q2, 3, 5, 6 Figure it out (Page no 122 to 125): Q1, 3, 4 Figure it out (Page no 129 to 134): Q1, 2, 3, 4, 8, 11	HW Figure it out (Page no 101): Q2, 3 Figure it out (Page no 112-113): Q1, 4, 7 Figure it out (Page no 122 to 125): Q2 Figure it out (Page no 129 to 134): Q5, 6, 7, 9, 10, 12, 13
	Practical 3 : To collect, represent, and interpret data using sticky notes through a practical activity.	
	Maths Walk: On the Chapters Connecting the dots and Parallel and Intersecting Lines.	
	Learner’s Comate : All questions will be done	
	Book Mathematics (R. S. Aggrawal) Do additional practice of questions from the book.	
	Enrichment Booklet : Additional practice of Maths Enrichment sheet - 15 to be done	
Feb+March 23+19 = 42 Days	Revision & Annual Examination	

MATH PRACTICAL TERM - I

Class-VII

PRACTICAL-1 (Chapter 2 : Operations With Integers-Part 2)

Aim : To find the sum of first 'n' natural numbers experimentally.

Month: May

Previous Knowledge Required : 1. Concept of Natural numbers.

2. Concept of rectangle and square.

10x10 square grid, sketch pens, geometry box.

Materials Required :

Procedure :

1. Choose the value of n. Let n = 9.

2. Take a 10x10 square grid and cut one row of squares from it to make it a grid of 9x 10 (9 rows and 10 columns)

3. On the vertical line, mark the squares by 1,2,3,...,10 (till n+1) as shown in Fig. A.

4. Colour the first square of row 1 with a sketch pen. This represent 1.

5. Now colour the 2 squares of row 2. This represent 2.

6. Similarly, colour the squares to form rectangles as shown in Fig. B.

7. Observe the total shaded area (coloured squares) and unshaded area.

8. Each is half of the total area of the grid. Now record your observations and deduce the formula.

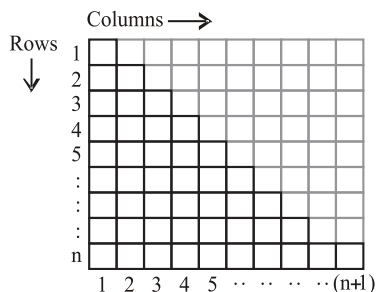


Fig. A

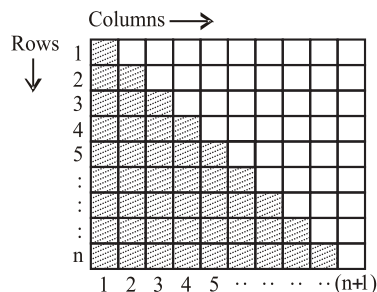


Fig. B

Observations:

Row No.	No. of coloured squares	No. of uncoloured squares
1	1	9
2		
3		
4		
5		
6		
7		
8		
9		
Total		

Conclusion : Area of coloured region = $\frac{n(n+1)}{2}$

Note : Teachers may draw their own grid of 9 cm x 10 cm for this activity.

PRACTICAL-2 (Chapter 8 : Working with Fractions (Part 1)

Month: June+ July

Aim

To multiply fractions by dividing and shading parts of a sheet of paper.

Objective

To visualize and understand the multiplication of fractions using paper folding and colouring.

Materials

1. A4 sheets of paper (one per student).
2. Coloured pencils or crayons (at least two colours).
3. Rulers for precise measurements.
4. Pencil (for marking lines)

Pre-requisite Knowledge

Understanding of fractions, numerator, denominator, and basic multiplication.

Activity Steps

1. Provide each student with an A4 sheet of paper.
2. Guide them to fold the paper vertically into 4 equal parts. Unfold the paper and trace the fold lines with a pencil to create 4 sections representing $\frac{1}{4}$
3. Instruct students to shade $\frac{1}{4}$ of the paper in blue to represent the fraction $\frac{1}{4}$
4. Ask students to further fold the sheet horizontally into 2 equal parts. Trace the fold lines with a pencil to create smaller sections.
5. Instruct them to shade $\frac{1}{2}$ of the blue section (one-half of $\frac{1}{4}$) in red. This overlapping red area will represent the product $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$
6. Guide students to count and observe the total sections of the paper and the doubly-shaded portion to confirm the result.

Observations

1. Record the number of total sections created by folding the paper.
2. Observe the number of overlapping sections shaded in two colours.
3. Confirm that the product of fractions matches the doubly shaded sections divided by total sections.

$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$ BLUE	$\frac{1}{4}$



$\frac{1}{8}$	$\frac{1}{8}$
---------------	---------------

Result

Students will understand that multiplying fractions reduces the size of the whole and can visualize it as a smaller shaded portion of the paper.

Conclusion

Fraction multiplication represents taking a fraction of another fraction. This activity demonstrates this concept clearly through hands-on visualization.

PRACTICAL-3 (Chapter 5: Parallel and Intersecting Lines (Part 1)

Month : August

Aim:

To observe and verify the properties of corresponding angles, alternate interior angles, and co-interior angles formed by a transversal intersecting two parallel lines through a hands-on activity.

Prerequisite Knowledge:

- Definition of parallel and intersecting lines.
- Basic understanding of a transversal.
- Knowledge of how to use a protractor.

Material Required:

Colored papers, ruler, scissors, Protractor and Glue

Procedures:

1. Draw two parallel lines l and m on a sheet of paper.
2. Draw a transversal line t intersecting both lines.

3. Label the eight angles formed as $\angle 1$, $\angle 2$, $\angle 3$, $\angle 4$, $\angle 5$, $\angle 6$, $\angle 7$, and $\angle 8$.
4. Trace one angle using coloured paper and superimpose it on the other angle to find the four pairs of corresponding angles.
5. Trace the interior angles and superimpose them to find the two pairs of alternate interior angles.
6. Trace the angles on the same side of the transversal (co-interior angles) and check that the sum of each pair is 180° .

Observations:

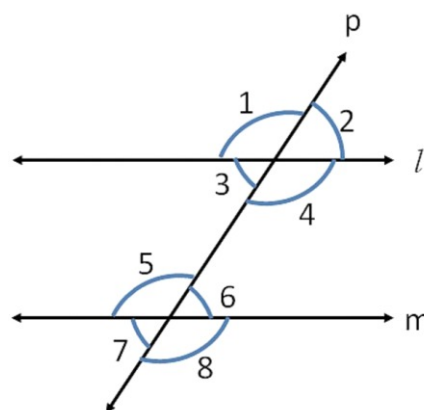
Angle Pair Type	Angles	Relationship (Equal/Supplementary)
Corresponding angles		Equal
Alternate interior angles		Equal
Co-interior angles		Sum is 180°

Result

By physical superposition and measurement, it is found that corresponding angles are equal, alternate interior angles are equal, and co-interior angles are supplementary.

Conclusion

When a transversal cuts two parallel lines, specific geometric relationships between the angles are always maintained.



MATH PRACTICALS TERM - II

PRACTICAL-1 (Chapter 7: Finding the Unknown (Part 2))

Month: November

Aim : To solve linear equations in one variable.

Previous Knowledge Required :

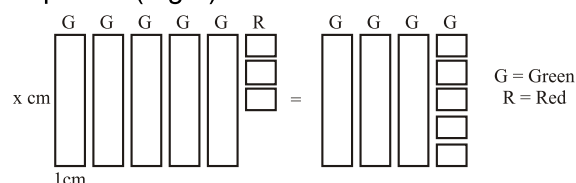
1. Simple addition and subtraction.
2. Addition/subtraction of a number on both sides of the linear equation does not cause any effect on the equation.
3. Green strip/square represents positive.
4. Red strip/square represents negative.
5. A green and a red strip/square collectively represents zero.

Materials Required :

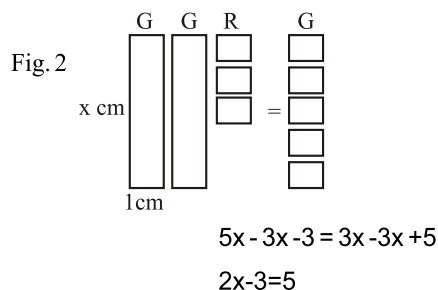
- * Thick paper strips of two colours (red and green) of dimensions x cm x 1 cm.
- * Thick paper squares of two colours (red and green) of dimensions 1cm x1cm.

Procedure : 1. To solve a linear equation in one variable $5x - 3 = 3x + 5$ experimentally

2. Let us represent linear equation $5x - 3 = 3x + 5$ using strips and squares. (Fig.1)



3. Subtracting (removing) three green strips from LHS as well as from RHS. (Fig.2)

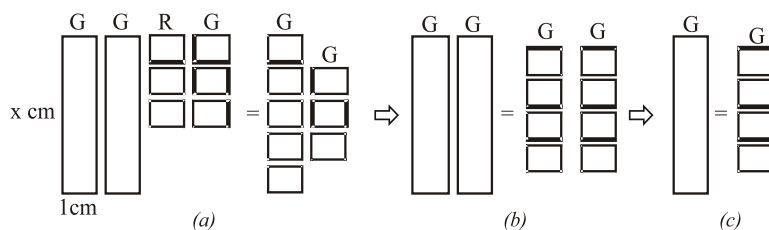


4. Now adding three green squares on LHS as well RHS (Fig.3)

$$2x-3+3=5+3 \text{ Fig 3 (a)}$$

$$2x=8 \text{ Fig 3 (b)}$$

$$x=4 \text{ Fig 3 (c)}$$



Observation : If we substitute $x = 4$ in the given linear equation $5x - 3 = 3x + 5$ we get

$$5 \times 4 - 3 = 3 \times 4 + 5$$

$$17 = 17 \text{ i.e. LHS} = \text{RHS}$$

Conclusion : Hence $x=4$ is the required solution of the given linear equation which has been solved experimentally and verified.

PRACTICAL-2 (Chapter 6 : Constructions and Tilings (Part 2)

Month: December

Aim

To construct a 7-piece Tangram puzzle using precise geometric measurements and to identify the various geometric shapes within it.

Prerequisite Knowledge

- Basic understanding of squares, triangles, and parallelograms.
- Knowledge of midpoints and diagonals of a square.

Material Required

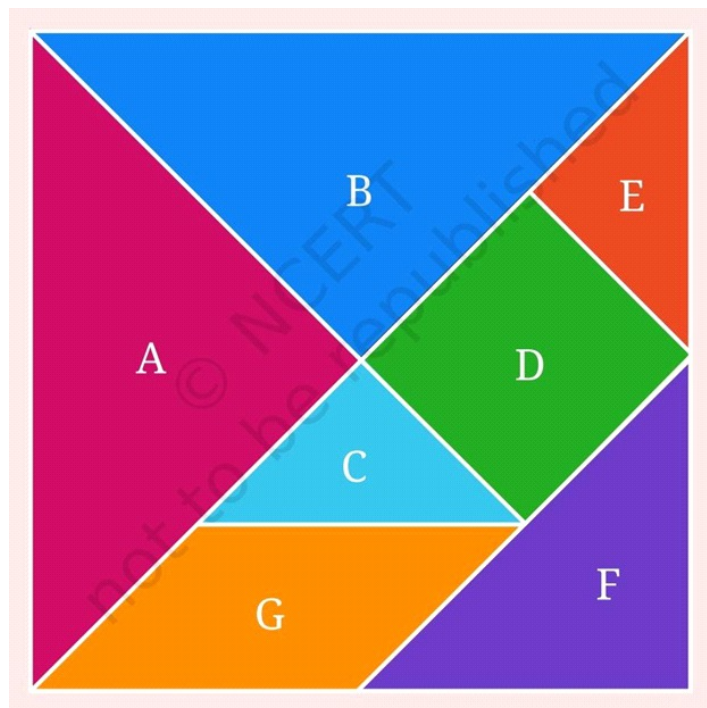
Coloured paper or plain white paper, scissors, Sketch pens, ruler & glue

Procedures:

- (1) Take a square sheet of paper measuring 12 cm × 12 cm.
- (2) Draw both diagonals of the square to obtain the two large triangular tangram pieces, A and B.
- (3) Using a ruler, locate the midpoints of the remaining lines and mark them to form the small triangle C and the central square D.
- (4) Draw the final lines to separate the medium triangle F, the second small triangle E, and the parallelogram G.
- (5) Label each tangram piece clearly as A, B, C, D, E, F, and G, as shown in the figure.

Observation:

Figure	Name of the Shape
A	
B	
C	
D	
E	
F	
G	

**Result**

A set of 7 Tangram pieces has been successfully constructed using geometric principles. These pieces can be rearranged to form various shapes like animals, people, or letters.

Conclusion

This activity shows that a square can be partitioned into a specific set of shapes that can be rearranged to form infinitely many new figures while the total area remains constant.

PRACTICAL-3 (Chapter 5 : Connecting the Dots (Part 2)

Month: Jan.

Aim

To understand data collection and representation using bar graphs or pictographs.

Objective

To collect, represent, and interpret data using sticky notes in a practical activity.

Materials

1. Four colours of sticky notes (e.g., red, blue, green, yellow).
2. Whiteboard or chart paper.
3. Marker for labelling categories.

Pre-requisite Knowledge

Basic understanding of data handling, and bar graph interpretation.

Activity Steps

1. The teacher asks a question, “Which sport do you like the most?” and provides four options: hockey, cricket, badminton, and football.
2. Assign a sticky note colour for each option:
 - Red for hockey
 - Blue for cricket
 - Green for badminton
 - Yellow for football
3. Students raise their hands to vote for their preferred sport, and the teacher counts their votes.
4. For each vote, the teacher pastes a sticky note of the corresponding colour on the board under the respective category.
5. After all votes are recorded, students observe the board to see which category has the highest or lowest number of sticky notes.
6. Represent the data visually:
 - Count the number of sticky notes for each category.
 - Draw a bar graph on the board/chart using the recorded data, labelling the axes and bars.

Observations

Sport	Sticky Note Colour	Number of Votes
Hockey	Red	
Cricket	Blue	
Badminton	Green	
Football	Yellow	

1. Record the number of sticky notes (votes) for each sport in the table.
2. Observe which sport received the most and least votes.
3. Compare and analyse how the data is visually represented in the bar graph.

Result

Students will practically understand how to collect, organize, and represent data using visual aids.

Conclusion

This activity helps students understand data handling through real-life examples and demonstrates how to use bar graphs to compare information easily.

MINDSPARK SYLLABUS FOR BOARDERS

Months	Weeks	Mindspark Topics	Corresponding Topics at School
April	2 nd	Large number: (Class VI) Custom 1	Large Numbers Around Us
	3 rd	Large number: (Class VI) Custom 2	
	4 th	Factors and multiples	Finding Common Ground
	5 th	Factors and multiples	
May	2 nd	Integers	Operations With Integers
	3 rd	Integers	
	4 th	Revision	
June	1 st	Summer Vacation	
	2 nd		
	3 rd		
	4 th		
July	2 nd	Fractions Basics	Working With Fractions
	3 rd	Operations on Fractions	
	4 th	Decimal Fundamental	A Peek Beyond The Point
	5 th	Decimal Operations	Another Peek Beyond The Point
August	2 nd	Lines and Angles	Parallel And Intersecting lines
	3 rd	Lines and Angles	
	4 th	Problem solving -Problem based on pattern	Number Play
	5 th		
September	1 st	Revision & Half Yearly Examination	
	2 nd		
	3 rd		
	4 th		

Months	Weeks	Mindspark Topics	Corresponding Topics at School
October	2 nd	Problem Solving: Custom 1	Arithmetic Expressions
	3 rd	Algebraic Expression	Expressions Using Letters Numbers
	5 th	Patterns-Developing algebraic reasoning	
November	1 st	Linear equation in one variable	Finding The Unknown
	2 nd	Formulae Variable	
	3 rd	Congruence of triangles	Geometric Twins
	4 th	Congruence of triangles	
December	1 st	Construction: Custom 1	Construction And Tiling
	2 nd	Construction: Custom 1	
	3 rd	Construction: Custom 2	A Tale of Three Intersecting Lines
	4 th	Construction: Custom 2	
January	2 nd	Statistics	Connecting The Dots
	3 rd	Average, Mean, Mode, Median	
	4 th	Data Representation	
	5 th	Data Representation	
February	1 st	Revision & Annual Examination	
	2 nd		
	3 rd		
	4 th		

Science (Physics, Chemistry, Biology)

Book : Prachi Science – 7 Part-1 & Part-2

TINKER VILLAGE

My Inquiry Journal – Curriculum Integrated Hands-on Science by **Tinker Village** is introduced as a learning companion for **Class 7 Science**. Authored by **Mr. Onkar Shaligram** (Lead, Science and Mathematics Curriculum, Tinker Village) and **co-authored by Ms. Pooja Gupta and Mr. Balaji Ramanujan (Co-founder, Tinker Village)**, the journal will support **experiential learning** by engaging students in observation, experimentation, questioning, and reflection. Through structured, inquiry-based activities aligned with the curriculum, students will actively explore scientific concepts, develop critical thinking skills, and connect classroom learning with real-life experiences. (The Journal will be subjected to correction, Unit Test and Examination)

Students will engage themselves in hands on experiments curated by **Mr. Abhinav Singhal, Education Catalyst and Co-Founder, Afterskool Inspire**, a *dynamic STEM education advocate who has dedicated his career to enhancing the learning experiences of both students and teachers*. His series of insightful and engaging practicals go beyond the textbook knowledge, encouraging students to explore the intricacies of scientific concepts in a tangible and experiential manner. Thus helping students to develop a passion for scientific inquiry, paving the path for a future generation of informed and enthusiastic scientists.

ASYNCHRONOUS TASKS

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

General Instructions :

1. All the exercises done in Notebook are subjected to correction.
2. All exercises done in the Textbook is subjected for Mass Correction.
3. LET'S REVISE! given in each chapter is only for discussion (These questions are subjected to Unit Test and Examination).
4. NCERT Textbook Questions (Solved) are for Students reference and subjected to Unit Test and Examination.
5. Additional topic given in syllabus is provided in the Learner's Comate and is subjected to correction and examination.
6. Activities given in **My Inquiry Journal** will be done (Subjected to correction and Assessment)
7. It is mandatory to do practicals / activities as mentioned in the precept and **My Inquiry Journal** before the explanation of the topic / chapter followed by the discussion on observation and inference by the child.
8. **Practicals / Activities designed by Mr. Abhinav Singhal are given in the Learner's Comate (Biology).**

9. Key words given at the end of the chapter comprises of definitions which will be subjected to examination. It will not be rewritten in note book.
10. It is important to read through the chapter well as questions will be asked from within the chapters.
11. Apart from the diagram mentioned in the syllabus chapter wise, any diagram from the chapter can be given for Unit Test/Exam.
12. Learner's Comate Term-I & Term-II will be provided for Physics, Chemistry & Biology.
13. Questions on SDGs given in LC is subjected to discussion and correction but not subjected to assessment.
14. Make Your Question Assignment will be done in Learner's Comate (subjected to correction and assessment)
15. To test the previous knowledge, Misconceptions, HOTS questions and revisional assignment given in Learner's Comate will be discussed along with the chapter. (Not subjected to correction). HOTS questions and Revisional Assignment questions will be subjected to examination.
16. E-Content will be used both Synchronous and Asynchronous.
17. All practicals of Physics, Chemistry and Biology will be done in one hard bound practical file. (Subjected to correction)
18. Activity sheet provided for the activities will be pasted in the practical file. Activities for demonstration can be done in the class or lab as per teacher's convenience.
19. Objects for practical / demonstration activities will be provided to the students in the labs.
20. Graph Sheet for practice is given in Learner's Comate.
21. **Core Concept added in each chapter will be discussed in the class.**
22. Know more given in the chapter will be discussed in class and subjected for Unit Test & Examinations.
23. Know Your Scientists given in the chapter will be discussed in class.
24. **"AIL - Art integrated Learning** to be done in all three subjects.
25. **Activities and Projects**, Group Discussion, Life Skills given in textbook will be done (Details will follow in the precept).

Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.

Virtual Escape Room – Links of Escape Room will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

I Term : Biology and Chemistry

II Term : Physics

PHYSICS

HALF YEARLY

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Electricity: Circuits and their Components	1	Part 1
2.	Heat Transfer in Nature	1	Part 2
3.	Earth, Moon and The Sun	1	Part 2

No. of working days

CONTENT

April + May
24 + 19
= 43 days

Chap 3 : Electricity: Circuits and their Components (Text Book Part 1)

Definition : Pg 48 - Keywords

Book Work : Pg.51-52- Ex-I-A,B & C, Pg.53 - Ex -E,
Pg.54-55- Ex-IV ,Pg.55-Puzzles & Quiz

Notebook work : Pg.52- Ex-D, Pg.53-54- Ex -II & III

Diagram : Pg.43 - Symbols of Some Electrical Components

Activity 1 : Tinker Village- Identify common electrical components and their circuit symbols. **(Group Activity)** Will be done in My Inquiry Journal.

Practical 1: Pg.45 To find out whether the given material is a conductor or insulator. **(Group Activity)**

Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.)

Pg.37-Activity 1 & 2, Pg.38-Activity 3, Pg.40-Activity 5

Activities & Projects:

Pg. 55 - Activity 6-to be discussed in class and will be given as HW

Life Skills : Pg. 55 - to be discussed in class

	Art Integrated Learning <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%; padding: 5px;">Chapter</th><th style="padding: 5px;">Activity-5 (Pg. 40)</th></tr> <tr> <td style="vertical-align: top; padding: 5px;"> Ch-3 Electricity: Circuits and their Components </td><td style="padding: 5px;"> “Design a circuit using a dry cell, wire and a bulb. Find the correct way to connect the bulb and a cell. Explain how a dry cell is represented in Warli-art and design a Warli painting showing electrification in a village. (Warli art is a traditional tribal art form that uses simple geometric shapes to depict village life and is creatively used here to explain the concept of an electric circuit and rural electrification)” Reference-  The image is a Warli art painting on a dark background. It depicts a village scene with several huts, trees, and people. A circuit is drawn through the scene, starting from a 'Dry Cell' (represented by a battery symbol), passing through an 'Open Circuit' (a break in the wire), and then through a 'Closed Circuit' (a complete loop that includes a glowing light bulb). The painting illustrates the concept of electricity in a traditional art form. </td></tr> </table>	Chapter	Activity-5 (Pg. 40)	Ch-3 Electricity: Circuits and their Components	“Design a circuit using a dry cell, wire and a bulb. Find the correct way to connect the bulb and a cell. Explain how a dry cell is represented in Warli-art and design a Warli painting showing electrification in a village. (Warli art is a traditional tribal art form that uses simple geometric shapes to depict village life and is creatively used here to explain the concept of an electric circuit and rural electrification)” Reference-  The image is a Warli art painting on a dark background. It depicts a village scene with several huts, trees, and people. A circuit is drawn through the scene, starting from a 'Dry Cell' (represented by a battery symbol), passing through an 'Open Circuit' (a break in the wire), and then through a 'Closed Circuit' (a complete loop that includes a glowing light bulb). The painting illustrates the concept of electricity in a traditional art form.
Chapter	Activity-5 (Pg. 40)				
Ch-3 Electricity: Circuits and their Components	“Design a circuit using a dry cell, wire and a bulb. Find the correct way to connect the bulb and a cell. Explain how a dry cell is represented in Warli-art and design a Warli painting showing electrification in a village. (Warli art is a traditional tribal art form that uses simple geometric shapes to depict village life and is creatively used here to explain the concept of an electric circuit and rural electrification)” Reference-  The image is a Warli art painting on a dark background. It depicts a village scene with several huts, trees, and people. A circuit is drawn through the scene, starting from a 'Dry Cell' (represented by a battery symbol), passing through an 'Open Circuit' (a break in the wire), and then through a 'Closed Circuit' (a complete loop that includes a glowing light bulb). The painting illustrates the concept of electricity in a traditional art form.				
June+July 4 + 27 = 31 days	Chap. 7 : Heat transfer in nature (Text Book Part 2) Definition : Pg 142 - Keywords Book Work : Pg.144-145- Ex-I-A,B & C, Pg.146 - Ex -E, Pg.147-148- Ex-IV , Pg.148-Puzzles & Quiz Notebook work : Pg.145- Ex-D, Pg.146-147- Ex -II & III Diagram : 1.Pg.132 - Land and Sea Breeze 2.Pg.137- Water Cycle 3.Pg.139-Aquifer Activity 2: Pg.126 Activity 1- To show that heat travels through solids such as metals by conduction.(Demo) Activity sheet will be provided to be pasted in Practical File.				

	Practical 2 : Pg.130 Activity 4 -To show that liquids transfer heat by convection (Demo) Practical 3 : Pg.138 Activity 7-To check the rate of seepage of water through clay, sand and gravel. (Group Activity) Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg.127 - Activity 2, Pg.128- Activity 3 Activities & Projects: Pg. 148 - 1&2 -to be discussed in class Group Discussion: Pg.148 - to be discussed in class Note : Pg. 137 Know a Scientist will be discussed in the class.
Aug+Sept 25 + 24 = 49 days	Chap. 12 : Earth, Moon and the Sun (Text Book Part 2) Definition : Pg 252- Keywords Book Work : Pg.254-255- Ex-I-A,B & C, Pg.256 - Ex -E, Pg.257- Ex-IV , Pg.258-Puzzles & Quiz Notebook work : Pg.255- Ex-D, Pg.256-257- Ex -II & III Diagram : 1.Pg.245 - Seasons 2.Pg.247-249 - Solar & Lunar Eclipse Activity 3: Pg. 242 - Activity-2 - To understand how day and night occur. Activity sheet will be provided to be pasted in Practical File. Group Discussion : Pg.258 - to be discussed in class Note : Pg. 250 Know a Scientist will be discussed in the class.
	Revision + Half Yearly Examination

Oct + Nov
21 + 19
= 40 days

ANNUAL

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Measurement of Time and Motion	1	Part 2
2.	Light, Shadows and Reflection	1	Part 2

Chap 8 : Measurement of Time and Motion(Text Book Part 2)

Definition : Pg 165 - Keywords

Book Work : Pg.168-169 Ex-I-APg.170 B & C, Pg.170-171 - Ex -E

Pg.171-172- Ex-IV , Pg.172-Puzzles & Quiz

Notebook work : Pg.171- Ex-D,Ex -II & III .

Activity 1 : Tinker Village- Record the time a pendulum takes for a set number of swings. Observe how pendulum length affects swing time.(Group Activity) Will be done in My Inquiry Journal.

Activity 2- Pg. 163 - To draw the distance time graph for a car travelling with a uniform motion

Activity sheet will be provided to be pasted in Practical File.

Practical 1: Pg.160- Activity 4- To measure the speed of moving ball (Group Activity)

Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.)

Pg.150-Activity 1, Pg.156 -Activity 3 ,

Group Discussion & Life Skill : Pg. 172- - to be discussed in class

Dec + Jan
25 + 21
= 46 days

Chap 11 : Light : Shadows and Reflections (Text Book Part 2)

Definition : Pg 233 - Keywords

Book Work : Pg.236-237 - Ex-I-A,B & C, Pg.237-238 - Ex -E,

Pg.239-240- Ex-IV , Pg.240-Puzzles & Quiz

Notebook work : Pg.237- Ex-D, Pg.238-239- Ex-II & III

Activity 3: Pg.220-221 **Activity 1-** To identify if the given material is transparent, opaque or translucent. (Group Activity)

	Activity 4: Pg.224 Activity 6- To show that light travels in a straight line. (individual) Activity sheet will be provided to be pasted in Practical File. Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg.222-Activity-2&3, Pg.223-Activity 4, Pg.228- Activity 9, Pg.229-Activity 10 Group Discussion: Pg.240 - to be discussed in class
Feb + March 23 + 19 = 42 days	Revision + Annual Examination

CHEMISTRY

HALF YEARLY

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	The Ever-Evolving World of Science	-	Part 1
2.	Language of Chemistry : Some basic concepts of Chemistry	-	LC
3.	Exploring Substances: Acidic, Basic and Neutral	1	Part 1

No. of working days	CONTENT
April + May 24 + 19 = 43 days	Chap 1 : The Ever-Evolving World of Science (Text Book Part 1) ONLY FOR READING
	Additional Notes : Some basic concepts of Chemistry ● Notes will be given in learner's comate and will be tested in Unit Test and Examination ● Assignment will be done in notebook (Subjected to Correction and Assessment). ● Language of Chemistry (Reference Book)
June+July 4 + 27 = 31 days	Chap 2: Exploring Substances: Acidic, Basic and Neutral (Text Book Part 1) Definition : Pg.27 - Keywords Book Work : Pg.30 Ex-I -A, Pg.31-32- Ex- B,C,E , Pg.33-34 Ex- IV, Pg.34-35 Puzzles & Quiz Notebook work : Pg-31 Ex-I-D, Pg-32-33 Ex- II and III . Activity 1 : Tinker Village- Classifying substances as Acidic, Basic or Neutral. (Group Activity) Will be done in My Inquiry Journal. Activity 2: Pg-18 Activity 3 To test the acidic or basic nature of the given solutions using turmeric as the indicator. (Group Activity) Activity sheet will be provided to be pasted in Practical File. Practical 1: Pg-21 Activity 6 - To test the acidic or basic nature of the given substance using an olfactory indicator (onion) Practical 2 : Pg-22 Activity 7 To demonstrate the neutralisation reaction. (individual)

	Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg-19 Activity 4, Pg-20 Activity 5 Life Skill : Pg. 35 - To be discussed during explanation Note : Pg.25 Know a Scientist will be discussed in the class.												
Aug+Sept 25 + 24 = 49 days	Revision + Half Yearly Examination												
Oct + Nov 21 + 19 = 40 days	ANNUAL <table><tr><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD's</th><th>Text Book</th></tr><tr><td>1.</td><td>The World of Metals and Non-Metals</td><td>1</td><td>Part 1</td></tr><tr><td>2.</td><td>Changes Around Us- Physical and Chemical</td><td>1</td><td>Part 1</td></tr></table> Chap 4: The World of Metals and Non-Metals (Text Book Part 1) Definition : Pg.67 - Keywords Book Work : Pg.70-71 Ex-I -A,B,C Pg.71-72 - Ex- E , Pg.73 Ex- IV, Pg.74 - Puzzles & Quiz Notebook work : Pg-71 Ex-I-D, Pg 72 Ex II, Pg-73 III Activity 1 : Pg-57 Activity 1 To study the appearance, hardness and malleability of some metals and non-metals.(Individual) Activity 2: Pg-59 Activity 3 To show that metals are good conductors of heat. (Group Activity) Activity sheet will be provided to be pasted in Practical File. Practical 1 : Pg-64 Activity 6 To check the nature of oxides of a non-metal. (Demo) Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg 57 Activity 2, Pg-61 Activity 4, Pg 63 Activity 5 Group Discussion : Pg-74 To be discussed during explanation	Sl. No.	Name of the Chapter	No. of iBLD's	Text Book	1.	The World of Metals and Non-Metals	1	Part 1	2.	Changes Around Us- Physical and Chemical	1	Part 1
Sl. No.	Name of the Chapter	No. of iBLD's	Text Book										
1.	The World of Metals and Non-Metals	1	Part 1										
2.	Changes Around Us- Physical and Chemical	1	Part 1										

	Art Integrated Learning <table border="1" style="width: 100%;"> <tr> <th style="width: 20%;">Chapter</th><th>Activity-3 (Pg. 74)</th></tr> <tr> <td>Ch-4 The World of Metals and Non-Metals</td><td>"Discuss States of India have their own typical metal art styles. Dhokra, Bidriware, Pembrothi and Kamrupi are some of these styles. Find out the states where these artworks are made and write it in notebook."</td></tr> </table>	Chapter	Activity-3 (Pg. 74)	Ch-4 The World of Metals and Non-Metals	"Discuss States of India have their own typical metal art styles. Dhokra, Bidriware, Pembrothi and Kamrupi are some of these styles. Find out the states where these artworks are made and write it in notebook."
Chapter	Activity-3 (Pg. 74)				
Ch-4 The World of Metals and Non-Metals	"Discuss States of India have their own typical metal art styles. Dhokra, Bidriware, Pembrothi and Kamrupi are some of these styles. Find out the states where these artworks are made and write it in notebook."				
Dec + Jan 25 + 21 = 46 days	Chap 5: Changes Around Us- Physical and Chemical (Text Book Part 1) Definition : Pg.90 - Keywords Book Work : Pg.93 Ex-I - A, Pg.94 B,C& E Pg.95-96 Ex- IV, Pg.96 - Puzzles & Quiz Notebook work : Pg-94 Ex-I-D, Pg.-95 Ex II and III Activity 3: Pg-76 Activity 2 To study the change in state of water on heating it. (Group Activity) Activity sheet will be provided to be pasted in Practical File. Practical 2 : Pg. 80 Activity 4 To study the reaction between vinegar and baking soda. (individual) Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg.76 Activity 1, Pg.79 Activity 3, Pg.82 Activity 5, Pg.83 Activity 6 Group Discussion : Pg. 96 1&2 to be discussed during explanation Note : Pg. 87 Know a Scientist will be discussed in the class.				
Feb + March 23 + 19 = 42 days	Revision + Annual Examination				

BIOLOGY

HALF YEARLY

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Life Processes in Plants	1	Part 2
2.	Life Processes in Animals	1	Part 2 (Pg.173-180)

No. of
working days

CONTENT

**April + May
24 + 19
= 43 days**

Chap 10 : Life Processes in Plants (Text Book Part 2)

Definition : Pg 209 - Keywords

Book Work : Pg.212-213- Ex-I-A,B & C, Pg.214 - Ex -E,
Pg.215-216- Ex-IV , Pg.216-Puzzles & Quiz

Notebook work : Pg.214- Ex-D, Pg.214-215- Ex -II & III .

Diagram : 1.Pg. 198 -Photosynthesis in Plants
2.Pg202 - Open And Closed Stomata
3.Pg.203- Transport of materials in a plant

Additional Definitions:

A.) Light and Dark Reaction: The light reactions are those that are light dependent and take place in the green coloured pigment (chlorophyll). Dark reactions are the reactions that are not light dependent and can take place without the energy from sunlight.

B.) Chlorophyll level: Chlorophyll level is the amount of chlorophyll present in leaves which depends on various factors such as weather, seasons, temperature, etc.

Activity 1: Pg. 199 - Activity 2 To show that leaves make starch as food by photosynthesis and that sunlight is necessary for photosynthesis.
(Demo)

Activity 2 : To Investigate the Movement of Water in the Stem of a Plant (Given in LC)

Activity sheet will be provided to be pasted in Practical File.

Practical 1 : Pg.201- Activity 5 To show that green plants produce Oxygen during Photosynthesis (Group Activity)

	Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.) Pg.199 - Activity 3, Pg.202- Activity 6 Activities & Projects : Pg. 217 - 1 (To be discussed in class) Group Discussion : Pg. 217 - 2 (To be discussed in class) Note : Pg. 207 Know a Scientist will be discussed in the class.
June + July 4 + 27 = 31 days	Chap 9 : Life Processes in Animals(Text Book Part 2) Pg. 173-180 Definition : Pg.188 - Keywords (except Alveoli) Book Work : Pg.190-191 Ex-I - A (1 to 4, 8,10), Pg.191-192 - Ex- B (1 to 4), C(1 to 3), E (1 to 4), Pg.194 Ex- IV (A), Pg.195 - Puzzles & Quiz Notebook work : Pg-192 Ex-I-D (1 & 2), Pg.193 Ex II (1,2,3, 9, 10, 11 & 12) and III (1,2,3,4 & 7) Diagram : 1. Pg. 175-Human Digestive System 2. Pg. 179 - Digestion System in Birds Activity 1: To simulate the process of food digestion in the stomach and understand the role of enzymes in breaking down food (Given in LC).(Demo) Activity sheet will be provided to be pasted in Practical File. Practical 1: Pg-176 Activity 2 - To show that saliva breaks down starch into sugar. (individual) Group Discussion : Pg. 195 - To be discussed during explanation Life Skill : Pg. 195 - To be discussed during explanation
Aug. + Sept. 25 + 24 = 49 days	Revision + Half Yearly Examination

ANNUAL

Sl. No.	Name of the Chapter	No. of iBLD's	Text Book
1.	Life Processes in Animals	1	Part 2 Pg.180-186
2.	Adolescence : A Stage of Growth and Change	1	Part 1

Oct + Nov
21 + 19
= 40 days

Chap 9 : Life Processes in Animals(Text Book Part 2) Pg.180-186

Definition : Pg.188 - Keywords (Alveoli)

Book Work : Pg.190-191 Ex-I - A (5 to 7, 9), Pg.191-192 - Ex- B(5 to 8), C(4 to 6) ,E(5), Pg.195 Ex- IV (B)

Notebook work : Pg-192 Ex-I-D(3 to 5), Ex II (4,5,6,7 & 8) and III (4,5,6, 8,9 &10)

Diagram : 1. Pg. 182-Human respiratory system
2. Pg. 186- Respiration in Fish

Activity 1: Tinker Village - Create a working model to demonstrate how breathing happens. **(Group Activity)** Will be done in My Inquiry Journal

Practical 1: Pg-184 Activity 5 - To show that exhaled air contains Carbon dioxide. **(individual)**

Activity for demonstration only (to be done while teaching the chapter) (The activity is only for observation and discussion. No written work will be done.)

Pg. 184 – Activity 4

Dec. + Jan
25 + 21
= 46 days

Chap 6 : Adolescence: A Stage of Growth and Change (Text Book Part 1)

Definition : Pg.110 - Keywords

Book Work : Pg.112-113 Ex-I - A,B Pg.114 -Ex- C,E ,
Pg.116-117 Ex- IV, Pg.117 -Puzzles & Quiz

Notebook work : Pg-114 Ex-I-D,Pg.-115 Ex II and III

Activity 3: Pg-107 Activity 2

Activity sheet will be provided to be pasted in Practical File.

Group Discussion : Pg. 117 - 1&2 to be discussed during explanation

Life Skill : Pg. 117 - to be discussed during explanation

Note : Pg. 104 **Know a Scientist** will be discussed in the class.

Art Integrated Learning

Chapter	Q10 (Pg. 112)
Ch-6 Adolescence: A stage of Growth and Change	"Prepare a poster mentioning the tips for adolescence to live a healthy lifestyle"

Feb + March
23 + 19
= 42 days

Revision + Annual Examination

Kindly note that in Annual exam the complete chapter Life Processes in Animals will be assessed

HISTORY

Book : Exploring Society: India and Beyond (Part I & II)

N.C.E.R.T.

Note:

1. Exercises given in the book are to be done in the notebook & is subjected for correction.
2. E-content will be shown for all the chapters.
3. Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google Classrooms. Students are expected to go through them and do it on their own, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
4. Map Activity & Diagram will be done in Learner's Comate.
5. For every chapter Question Bank will be made by the students in their notebook.
6. Art Integrated Learning to be done in Term-I.
7. Questions on SDGs given in Learner's Comate is subjected to discussion and correction (not subjected to assessment)
8. Virtual Escape Room – Links of Escape Room will be shared of all the chapters of I-Term in Google Classroom (G-Suite) for revising the concepts.
9. Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
10. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skill will be assessed in the Unit Test.

Assignments Given in Learner's Comate

The following assignments are given in the Learner's Comate. Students are expected to do them during the related special week as per the instructions given in the L.C.

1. Varanasi Assignment

2. Bhagwat Geeta Assignment

3. Sikh Gurus Assignment

CONTENTS

HALF YEARLY

Name of Book	Sl. No.	Name of the Chapter	No. of iBLD
<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	New Beginnings: Cities and States	1
	2.	The Rise of Empires	1
	3.	How the Land Becomes Sacred (To be done as class project)	1
	4.	The Age of Reorganisation	1

April+May 24+19 =43 days	Chap 4 : New Beginnings: Cities and States (Part-1) No. of iBLD=1 Map : Map of the sixteen Mahajanpadas. Activity : City Planner Activity, Timeline Activity, Strip Making Activity, Think - Pair - Share Activity																							
June+July 4+27 =31 days	Chap 5 : The Rise of Empires (Part-1) No. of iBLD=1 Map : Some important trade routes from 500 BCE onwards & major cities marked on them. Activity : Roleplay, Debate Chap 8 : How the Land Becomes Sacred (Part-1) No. of iBLD=1 (To be done as class project and will not be evaluated in the Unit Test and Half Yearly Exam)																							
Aug = 25 days	Chap 6 : The Age of Reorganisation (Part-1) No. of iBLD=1 Map 1: Prominent dynasties of India during the age of reorganisation Map 2: Kingdoms of South <table><tr><th colspan="4">Art Integrated Learning</th></tr><tr><th>Chapter</th><th colspan="3">Activities</th></tr><tr><td>The Age of Reorganisation</td><td colspan="3">Divide the class into groups for Gandhara and Mathura respectively. Create a poster for the art styles that's been mentioned on page 140 (Let's Explore) in the textbook. (Part 1)</td></tr></table>			Art Integrated Learning				Chapter	Activities			The Age of Reorganisation	Divide the class into groups for Gandhara and Mathura respectively. Create a poster for the art styles that's been mentioned on page 140 (Let's Explore) in the textbook. (Part 1)											
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Chapter	Activities																							
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Sept. = 24 days	Revision+ Half Yearly Examination																							
	<table><tr><th colspan="4">ANNUAL</th></tr><tr><th>Name of Book</th><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLD</th></tr><tr><td rowspan="4">Exploring Society: India and Beyond (Part I & II)</td><td>1.</td><td>The Gupta Era: An Age of Tireless Creativity</td><td>1</td></tr><tr><td>2.</td><td>Empires & Kingdoms: 6th to 10th Centuries.</td><td>1</td></tr><tr><td>3.</td><td>Turning Tides: 11th to 12th Centuries</td><td>1</td></tr><tr><td>4.</td><td>India, a Home to Many</td><td>1</td></tr></table>			ANNUAL				Name of Book	Sl. No.	Name of the chapter	No. of iBLD	Exploring Society: India and Beyond (Part I & II)	1.	The Gupta Era: An Age of Tireless Creativity	1	2.	Empires & Kingdoms: 6 th to 10 th Centuries.	1	3.	Turning Tides: 11 th to 12 th Centuries	1	4.	India, a Home to Many	1
ANNUAL																								
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	3.	Turning Tides: 11 th to 12 th Centuries	1																					
	4.	India, a Home to Many	1																					
Oct = 21 days	No. of iBLD=1 Chap 7 : The Gupta Era: An Age of Tireless Creativity (Part-1) Map : The Gupta Empire's Extent Activity : Model Making Activity, Comic Strip Activity, Roleplay																							

Nov = 19 days	No. of iBLD=1 Chap 3 : Empires & Kingdoms: 6th to 10th Centuries. (Part-2) Map 1 : Simplified map of few dynasties in North Peninsular India, from the 7 th Century onwards. Map 2 : A simplified map of the main kingdoms in the Deccan and Southern India during the 7 th century. Activity - Court Scene Skit, Coin Design Activity.
Dec = 25 days	No. of iBLD=1 Chap 4 : Turning Tides: 11th to 12th Centuries (Part-2) Map 1 : Few dynasties in northern and Central India during 11 th and 12 th century (Pg. No. 102) Map 2 : Few dynasties in South India during 11 th and 12 th century. Activity - Roleplay
Jan = 21 days	No. of iBLD=1 Chap 5: India, a Home to Many (Part-2) Activity- Collage Making Activity, "One India Roleplay"
Feb + March 23+19 days =42 days	Revision + Annual Examination

CIVICS

Book : Exploring Society: India and Beyond (Part I & II)

N.C.E.R.T.

Note :

1. Exercises given in the book are to be done in the notebook & is subjected for correction.
2. E-content will be shown for all the chapters.
3. For every chapter Question Bank will be made by students in their notebook.
4. Art Integrated Learning to be done in Term-II.
5. Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google Classrooms. Students are expected to go through them and do it on their own, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
6. Questions on SDGs given in Learner's Comate is subjected to discussion and correction (not subjected to assessment)
7. Virtual Escape Room – Links of Escape Room will be shared of all the chapters of I-Term in Google Classroom (G-Suite) for revising the concepts.
8. Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
9. Entrepreneurship and Financial Literacy Assignments given in LC will be done in both the terms.
10. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skill will be assessed in the Unit Test.

**Months & No.
of Working
Days**

CONTENTS

HALF YEARLY

Name of Book	Sl. No.	Name of the chapter	No. of iBLD
<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	From the Rulers to the Ruled: Types of Governments	1
	2.	The State, The Government and You	1
	3.	The Constitution of India- An Introduction	1

No. of iBLD=1

Chap 9– From the Rulers to the Ruled: Types of Governments (Part-1)

Activity - Election Manifesto (Class Election)

Roleplay on Different Forms of Governments

**June + July
4+27
= 31 days**

Chap 6 – The State, The Government and You (Part-2)

No. of iBLD=1

Activity - Mind Map on Civic Sense, Group Discussion on Public Facilities

Aug. 25 days	No. of iBLD=1 Chap 10 – The Constitution of India- An Introduction (Part-1) Activity - Postcard Activity, Poster Making on Fundamental Rights Entrepreneurship and Financial Literacy Assignment given in LC will be done.											
Sep. 24 days	Revision+ Half Yearly Examination											
	ANNUAL <table><tr><th>Name of Book</th><th>Sl. No.</th><th>Name of the chapter</th><th>No. of iBLD</th></tr><tr><td rowspan="2"><i>Exploring Society: India and Beyond (Part I & II)</i></td><td>1.</td><td>From Barter to Money</td><td>1</td></tr><tr><td>2.</td><td>Understanding Markets</td><td>1</td></tr></table>	Name of Book	Sl. No.	Name of the chapter	No. of iBLD	<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	From Barter to Money	1	2.	Understanding Markets	1
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<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	From Barter to Money	1									
	2.	Understanding Markets	1									
Oct 21 days	Chap 11– From Barter to Money (Part-1) No. of iBLD=1 (Upto Basic Functions of Money) Activity - Newspaper activity											
Nov 19 days	Chap 11– From Barter to Money (Part-1) No. of iBLD=1 (From the Journey of Money Onwards) Activity - Flowchart on Evolution of Money <table><tr><th colspan="2">Art Integrated Learning</th></tr><tr><th>Chapter</th><th>Activities</th></tr><tr><td>From Barter to Money</td><td>1. Timeline Art Strip : Evolution of Money Or Design Your Own Coin / Currency</td></tr></table> Entrepreneurship and Financial Literacy Assignment given in LC will be done.	Art Integrated Learning		Chapter	Activities	From Barter to Money	1. Timeline Art Strip : Evolution of Money Or Design Your Own Coin / Currency					
Art Integrated Learning												
Chapter	Activities											
From Barter to Money	1. Timeline Art Strip : Evolution of Money Or Design Your Own Coin / Currency											
Dec 25 days	Chap 12 – Understanding Markets (Part-1) No. of iBLD=1 (Upto Wholesale and Retail Markets) Activity - Mock Market Setup in Class											
Jan 21 days	Chap 11 – Understanding Markets (Part-1) No. of iBLD=1 (From The Role of Markets in People’s Lives Onwards) Activity - Roleplay on Different Types of Markets Note: Graphic Novel link to be shown and shared in Google Classroom											
Feb+March 23+19 days =42 days	Revision + Annual Examination											

GEOGRAPHY

Book : • Exploring Society: India and Beyond (Part I & II)

N.C.E.R.T.

• The Orient Blackswan School Atlas with CD Orient Blackswan

Note:

1. Exercises given in the book is to be done in notebook & is subjected for correction.
2. E-content will be shown for all the chapters.
3. Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google Classrooms. Students are expected to go through them and do it on their own, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
4. Map Activity & Diagram will be done in learner's comate.
5. For every chapter Question Bank will be made by students in their notebook.
6. Art Integrated Learning to be done in Term-II.
7. Questions on SDGs given in Learner's Comate is subjected to discussion and correction (not subjected to assessment)
8. Virtual Escape Room – Links of Escape Room will be shared of all the chapters of II-Term in Google Classroom (G-Suite) for revising the concepts.
9. Pronunciation Lab – Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct pronunciation of difficult words.
10. Make Your Questions will be practiced after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skill will be assessed in the Unit Test.

Information for States, Union Territories & Their Capital

-  An assignment 'Know your country-India' is given in Learner's comate of Geography to make children aware of their states, Union territories and capitals.
-  7 political maps of India are given in Learners comate for practice of States , Union territories and their capitals and neighboring countries with Indian states.
-  2 questions of 0.25X 2= 0.5 marks in unit test and 4 questions of 0.25X4=1 mark will be asked in exams (HY & Annual).
-  Questions may be asked from the previous taught states, Union territories & capitals and neighboring countries with Indian states.
-  PPT of ' Know your country-India' is to be shown on IFP.
-  Teaching aid-Slate-Map (India Political)-Children will practice the states, Union territories and their capitals on slates in the classrooms as per the precept.

CONTENTS (HALF YEARLY)				
	Name of Book	Sl. No.	Name of the chapter	No. of iBLD
	<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	Geographical Diversity of India	1
		2.	India and Her Neighbours	1
		3.	Understanding the Weather	1
		4.	Climates of India	1
Month	Content			
April +May 24+19 =43 days	Chap 1 - Geographical Diversity of India (Part-1) No. of iBLD=1 Activity - Group Discussion on "Unity in Diversity of India" Map - Physical Map of India (Major Landforms) No. of iBLD=1 • Know Your Country : Map Work in LC - General information regarding India. • General Information (9 points) regarding states, Union territories & their capitals, NCR etc. to be done. Chap 2 - India and Her Neighbours (Part-2) Activity - Pictionary, Short Presentation on any neighbouring country using AI. • Slate-Map (India Political) • Map Activity : (To be done in Learner's Comate with the help of ATLAS & is subjected to examination)			
June+July 4+27 =31 days	Chap 2 : Understanding the Weather (Part-1) No. of iBLD=1 Activity - Daily Weather Report of One Week, Weather Instruments (Wind Vane, Thermometer, Rain Gauge)			
Aug 25 days	Chap 3 : Climates of India (Part-1) No. of iBLD=1 Activity - Chart on Different Seasons, Distribution of Rainfall in India Know Your Country • States and Capitals- (1-13 Uttar Pradesh to Maharashtra-Northern, Eastern and Western region). • Revision of previous taught general information regarding states, Union territories & their capitals, NCR etc. • Map Work in LC-Practice states and capitals • Slate-Map (India Political)			

Sept 24 days	Revision + Half Yearly Examination • Revision of 28 states and their capitals. • Slate-Map (India Political)																	
	ANNUAL																	
	<table><tr><th>Name of Book</th><th>Sl. No.</th><th>Name of the Chapter</th><th>No. of iBLD</th></tr><tr><td rowspan="3"><i>Exploring Society: India and Beyond (Part I & II)</i></td><td>1.</td><td>The Story of Indian Farming</td><td>1</td></tr><tr><td>2.</td><td>Infrastructure: Engine of India's Development</td><td>1</td></tr><tr><td>3.</td><td>Banks and the Magic of Finance</td><td>1</td></tr></table>	Name of Book	Sl. No.	Name of the Chapter	No. of iBLD	<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	The Story of Indian Farming	1	2.	Infrastructure: Engine of India's Development	1	3.	Banks and the Magic of Finance	1			
Name of Book	Sl. No.	Name of the Chapter	No. of iBLD															
<i>Exploring Society: India and Beyond (Part I & II)</i>	1.	The Story of Indian Farming	1															
	2.	Infrastructure: Engine of India's Development	1															
	3.	Banks and the Magic of Finance	1															
Oct 21 days	Chap 1 : The Story of Indian Farming (Part-2) Activity - Roleplay on "Life of an Indian Farmer" Map - Crop seasons of India			No. of iBLD=1														
Nov 19 days	Chap 7 : Infrastructure: Engine of India's Development (Part-2) Activity - Group Discussion- "Why infrastructure is Important for Development" Map - Major Ports, Airports & Railway Routes of India			No. of iBLD=1														
Dec+Jan 25+21 = 42 days	Chap 8 : Banks and the Magic of Finance (Part-2) Activity - Mock Bank / Roleplay on Banking Transaction Art Integrated Learning <table><tr><th>Chapter</th><th>Activities</th></tr><tr><td>Banks & the Magic of Finance</td><td>Poster Making : "Save Today, Secure Tomorrow" or Bank Advertisement Design (Highlighting its features and benefits)</td></tr></table>			Chapter	Activities	Banks & the Magic of Finance	Poster Making : "Save Today, Secure Tomorrow" or Bank Advertisement Design (Highlighting its features and benefits)	No. of iBLD=1										
Chapter	Activities																	
Banks & the Magic of Finance	Poster Making : "Save Today, Secure Tomorrow" or Bank Advertisement Design (Highlighting its features and benefits)																	
Feb+March 23+19 days =42 day	• Revision and Annual exams. • Slate-Map (India Political)																	

COMPUTER SCIENCE

Book :- CODE Buddies 7 (Empowering NexGen with AI-Robotics and Coding) by KIPS Learning. 1 single lined notebook. (Subjected to correction).

Note:-

1. Book Exercises and Question Answers will be done in the Notebook.
2. Brain Developer given at the end of every chapter, Recap and Extra Scoop given in the Chapters will be subjected for Unit Tests and Examinations.
3. At the end of every chapter Kips Elevate is to be utilized provided by kips learning.
4. Future Paths needs to be discussed before starting the chapters. (Given at the end of each Chapter)
5. Cyber Assignment to be done in the Enrichment Booklet (only for student practice not subjected for correction.)
6. Holiday HomeWorks are NOT subjected for Unit Test and Half Yearly/Annual Examination.

HALF YEARLY TERM

Sl.No.	Name of the Chapter
1.	Digital De-addiction
2.	Chapter 1: - From Sketch to Motion + Chapter 4: Mission: Food Rescue
3.	Chapter 2: - Decode the Digits
4.	Chapter 3: - Building Virtual worlds

Month	No. of Working Days	Content
April+May 24+19= 43 days	24	Digital health and wellness curriculum for new age citizens: Digital De-addiction given in the precept to be discussed. Chapter 1: - From Sketch to Motion + Chapter 4: Mission: Food Rescue Brain Developer given on pg. no. 12 -13 to be done. Practical: -Project Work given on pg. no. 121 to be done Project Work: -Choose any one topic from Learn Box given on pg. no. 43 and do it in the Computer Science Notebook.
June+ July 04+27= 31 days	23	Chapter 2: - Decode the Digits Brain Developer given on page no. 23 - 25 to be done. Practical: - Lab activity given on pg. no. 25 - 26 to be done using Excel (Demo of App Integration to be given)

August 25 days	25	Chapter 3: - Building Virtual Worlds. Brain Developer given on pg. no. 33 - 34 to be done. Practical: - Project work given on pg. no. 122- (Number System) Demo of Google Apps (pg. no. 38-39 to be given and it is NOT subjected to Unit Test and Half Yearly/Annual Examination)
September 24 days	24	Revision and Half Yearly Exam Test Paper 1 given on pg. no. 119(Q A 1,2,3 Q B 1,3,5 Q C 1,4,5 Q D 1,2,4)

ANNUAL TERM

Sl.No.	Name of the Chapter	
1.	Net Hygiene	
2.	Chapter 7: - Exploring Text and Statistical Data	
3.	Chapter 9: - The Digital Dilemma + MY Goals	
4.	Chapter 5: - Making Decision with Python	
October 21 days	21	Digital health and wellness curriculum for new age citizens: Net Hygiene given in the precept to be discussed. Chapter 7: - Exploring Text and Statistical Data Brain Developer given on pg. no. 94-95 to be done. Practical: - Lab Activity (A) given on pg. no.96 to be done using Word and Excel (Demo of App Integration to be given)
November 19 days	19	Chapter 9: - The Digital Dilemma + My Goals (pg. no.130) to be discussed not subjected to Unit Test and Half Yearly/Annual Examination) Brain Developer given on pg. no.117-118 to be done. Practical: - Lab Activity (B) given on pg. no.96 to be done.
Dec. + Jan. 25+21= 46 days	25	Chapter 5: - Making Decision with Python Brain Developer given on pg. no. 58 - 59 to be done. Practical: - Lab Activity given on pg. no.59 is to be done. Project Work given on pg. no.123 to be done.
February 23 days	23	Revision and Annual Examination Test Paper 1 given on pg. no. 119(Q B 2, C 3, D5) Test Paper 2 given on pg. no.120(Q A 2,4,5 Q B 2,3,4,5 Q C 3,4,5 Q D 3,5)

Holiday Homework (Winter Vacation)

**Cyber Assignment 3 given in the Enrichment Booklet.

**Do Game Time given on pg. no. 124-125 in the book.

Digital Health and Wellness Curriculum for new age citizens.

* Digital De-addiction

* Net Hygiene

Digital De-addiction (to be done in the month of April and it is subject to assessment in Unit Test and Half Yearly)

To be explained to Children by teachers in the class

Symptoms of Gadget Addiction

The symptoms of gadget addiction involve risks that engulf our physical and psychological well-being apart from our social life. Some of them are enumerated below:

- This sort of addiction is usually accompanied by dramatic mood swings and aggression.
- The social networking in the virtual world leads to them being involved in it even when real people are around .
- It could lead to posture issues and eye problems
- Insomnia is often a symptom in these cases
- Lack of concentration, attention or focus
- Memory problems and problems in decision-making
- Headache, eye problems and backache
- Digital Dementia. It is a common memory disorder that has developed due to over-use of gadgets. It targets the brain chemistry and cells, causing dementia.
- Stress, anxiety and communication disorders
- Other hazardous physical and psychological ailments

How to prevent tech addiction in children?

- Limit the use of TV, computers and mobile devices to a maximum of 30 minutes at a time.
- Pursue a hobby religiously. It may bring you great name and fame.
- Schedule an appropriate time for using the device, and plan fun physical activities or reading/drawing for you to engage in at other times.
- Refrain from putting TV and electronic gadgets in your bedroom, and put away such devices after use.
- Observe 'tech-free' times such as during meals, homework and bedtime. In addition, you can designate 'tech-free' zones as in the bedroom, dining area and in the car.
- Understand importance of moderation. Nothing in excess is good in life.
- Make time and opportunity to communicate, interact and share family values.

NET HYGIENE (to be done in the month of October)

(To be subjected to Assessment in Unit Test - II Term)

Don't give out any personal information about yourself via E-mail unless you are sure that you are dealing with someone that you and your parents know and trust.

Never respond to creepy messages or bulletin board items that are:

- Suggestive
- Obscene
- Looking for a fight
- Threatening
- Make you feel uncomfortable

Be careful when someone offers you something for nothing, such as gifts and money. Be very careful about any offers that involve your coming to a meeting or having someone visit your house.

Tell your parent or guardian right away if you come across any information that makes you feel uncomfortable.

Never arrange a face to face meeting without telling your parent or guardian. If your parent or guardians agree to the meeting, make sure that you meet in a public place and have parent or guardian with you.

Remember people online may not be who they seem. Because you can't see or even hear the person it would be easy for someone to misrepresent himself or herself. Someone indicating that she is a "12 year old girl" could really be an old man.

DON'T try to break into others' computers. It's not a game. It's a crime and it's an invasion of privacy. Computers often contain sensitive information. How would you feel if someone broke into a computer and changed your grades, deleted your term paper, or cut off your telephone?

DON'T make copies of any copyrighted material, like books, magazines, or music without the permission of the author, publisher or artist. Copyrighted works are available (usually illegally) on the Internet. You are committing a crime if you copy and distribute them.

DON'T steal copyrighted computer programs ("software") by copying it from the Internet. This is the same as stealing it from a store. People work hard to develop new programs and deserve to be paid for them. If software designers don't get paid for their work, they can't continue creating new software, such as new educational games or tools that help with schoolwork.

Be judicious in your posts: Posts on social networking sites are only partially private, as the information is stored by the site operators. It is, therefore, important not only to ensure that you choose your words carefully when commenting, but also to remember that pictures and videos remain on the Internet for ever.

General Knowledge

Book : Revised Quizcraft - Put the Facts Together - 7 Blueprint EDUCATION

General Instructions

1. GK book is not subjected to corrections but the G.K. teachers will mark it as 'seen'.
2. All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected to Unit Test and Exam.
3. The following pattern of GK paper for Unit Test, Half Yearly and Annual Examination should be taken care of.

Examination	Unit Test
30 Marks for direct questions from the book	13 Marks for direct questions from the book
5 Marks current affairs, 3 marks Confidence Diary	5 Marks Current Affairs
2 Marks Important Dates	2 Marks Important Dates

4. "Sounds Amazing", "Share and Discuss", "Seek Out" is subjected for Unit Test and Exam.
5. Confidence diary has to be maintained at least thrice a week and mandatory to carry to the school on GK period day. It will be checked by the G.K. teacher or during assembly as the Principal decides.
6. Current affairs which are beyond 30 days from exam or U.T. date will not be subjected for Unit Test, Half Yearly and Annual Exam except for important / major events that have a long time effect.
7. The GK periods will have discussions on Current Affairs through presentations and Newspapers (for e.g. Sunday Times and Times of India NIE). Children must carry the Sunday Times or any other popular English Sunday Newspaper to the class as it will be discussed.
8. **Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on G Suite Classroom.**
9. Topic wise Asynchronous tasks in various modes (audio/video/ texts etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Half Yearly

Month	Subjected to Unit Test & Exam	Not Subjected to Unit Test & Exam
April + May 24+19 = 43 days	C.W.: Pgs. 9,10,11,12,13,24,25 H.W.: Pgs. 14,15,16,17,22,23 Current Affairs and Newspaper Discussions	H.W. : Pgs. 18,19,20,21
June+July 04+27 = 31 Days	C.W.: Pgs. 28,29,32,33,34,35,36,37 H.W.: Pgs. 26,27 Current Affairs and Newspaper Discussions	H.W. : Pgs. 30,31
August 25 Days	C.W.: Pgs. 38,44,45,46,47,48 H.W.: Pgs. 39,43,87 (Qs. 1 to 15) Current Affairs and Newspaper Discussions	H.W. : Pgs. 40,41,42
September 24 Days	Revision + Half Yearly Exam	

Important Dates of Calendar

Dates	Events
7 th April	World Health Day
3 rd May	World Press Freedom Day
31 st May	World No Tobacco Day
12 th June	World Anti Child Labor Day

Dates	Events
1 st July	National Doctor's Day
11 th July	World Population Day
19 th August	World Humanitarian Day
29 th August	National Sports Day

Annual

Month	Subjected for Unit Test & Exam	Not Subjected for Unit Test & Exam
October 21 Days	C.W.: Pgs. 52, 53, 54, 55, 56, 57, 58, 59 H.W. : Pg. 49,51 Current Affairs and Newspaper Discussions	H.W.: Pgs. 50
November 19 Days	C.W.:Pgs. 62 ,63, 64, 65 H.W.: Pgs. 60, 61 Current Affairs and Newspaper Discussions	
December 25 Days	C.W.: Pgs. 70, 71, 72, 73, 76, 77 H.W.: Pgs. 74, 75 Current Affairs and Newspaper Discussions	H.W.: Pgs. 66, 67, 68, 69
January 21 Days	C.W.: Pgs. 78, 79, 84, 85 H.W.: Pgs. 80, 81, 86, 88 (Qs. 1 to 15) Current Affairs & Newspaper Discussions	H.W.: Pgs. 82, 83
February+March 23+19=42 Days	Current Affairs & Newspaper Discussions Revision + Annual Exam	

Important Dates of Calendar

Date	Events
8 th Sept.	International Literacy Day
21 st Sept.	International Day of Peace
4 th Oct	World Animal Welfare Day
10 th Oct	World Mental Health Day

Date	Events
24 th Oct	World Development Information Day
1 st Nov	World Vegan Day
11 th Nov	National Education Day
14 th Dec	National Energy Conservation Day

संस्कृत

पाठ्यपुस्तक - सुप्रभातम् - 7 संस्कृत पाठमाला (कॉरडोवा पब्लिकेशंस)

१. कार्य-पुस्तिका - एक, व्याकरण के लिए (जाँची जाएगी)
२. लर्नर्स कोमेट - अभ्यास कार्य हेतु (जाँची जाएगी)
३. पाठ से सम्बन्धित सभी मौखिक अभ्यास कक्षा में कराए जाएँगे।
४. 'सुप्रभातम्' पुस्तक के साथ दी गई सी.डी. दिखाई जाएगी।
५. व्याकरण से सम्बन्धित सभी अभ्यासकार्य-पुस्तिका में कराए जाएँगे।
६. सभी अनुवाद लर्नर्स कोमेट में कराए जाएँगे।
७. सभी लिखित एवं रचनात्मक अभ्यास कार्य पुस्तक में ही कराए एवं जाँचे जाएँगे।
८. विभिन्न प्रकार (ऑडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि में) विषयवार अतुल्यकालिक कार्यों (Asynchronous Tasks) को Google कक्षाओं में साझा किया जायेगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणाओं/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्य (Asynchronous Tasks) शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।
९. अंक विभाजन- अर्द्धवार्षिक एवं वार्षिक परीक्षा
मौखिक-२० अंक, लिखित-६० अंक, इकाई परीक्षा-२० अंक (पूर्णांक -१०० अंक)

अर्द्धवार्षिक पाठ्यक्रम

क्रम सं०	पाठ का नाम	iBLD की संख्या
१.	क्रोधी मण्डूकः (लङ् लकार प्रथम पुरुष)	१
२.	स्वच्छम् भारतम् (लङ् लकार मध्यम पुरुष)	१
३.	गृध्र मार्जारः कथा (लङ् लकार उत्तम पुरुष)	१

व्याकरण प्रथम सत्र

क्र.सं०		क्र.सं०	
१.	शरीर के अंगों के नाम	५.	धातु रूप- 'भू' धातु (पाँचों लकारों में)
२.	संधि (स्वर संधि- दीर्घ, गुण और वृद्धि)	६.	वस्त्रों के नाम
३.	रंगों के नाम	७.	विलोम शब्द
४.	शब्द रूप- साधु, मति	८.	अनुवाद- (लट्, लृट् और लङ् लकार)

महीने का नाम	विवरण
अप्रैल+मई २४+१६ =४३ दिन	अर्द्धवार्षिक पाठ्यक्रम
	* Note : संख्याज्ञानम् (Subjected to examination, Half Yearly & Annuals) पुनरावृत्ति अभ्यास प्रपत्र (लर्नर्स कोमेट में) वर्णमाला (मौखिक), धातु अर्थसहितज्ञानम् (मौखिक), अव्ययज्ञानम् (मौखिक), कारकज्ञानम् (मौखिक), कर्ता के साथ क्रियाज्ञान-सर्वनाम सहित (अनुवाद के नियम), संख्याज्ञानम्-एकतः चत्वारिंशत् यावत् (१-४०) पाठ-२- क्रोधी मण्डूकः - कथा (लङ् लकार - प्रथमपुरुषः) कक्षाकार्य - मौखिक - १. अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा। २. दिये गये वाक्यों का उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा। लिखित - प्र०सं० १ से ६ तक। (पुस्तक में) गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में) शरीर के अंगों के नाम - (शिरः से श्मश्रुः तक) पृ० सं० १०६ - १०७ मौखिक एवं लिखित अभ्यास कराया जाएगा। सन्धि -स्वर सन्धि-दीर्घ, गुण, वृद्धि। शिक्षक द्वारा कार्य-पुस्तिका में कराया जाएगा। रंगों के नाम-(श्वेतः से पियाकः तक) पृ० सं० १०७ मौखिक एवं लिखित अभ्यास कराया जाएगा। शब्दरूप - साधु- (उकारान्त पुल्लिङ्ग), मति (बुद्धि) (इकारान्त स्त्रीलिङ्ग) (पृ० सं० ६२) सभी विभक्तियों एवं सभी वचनों में मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate & अभ्यास प्रपत्र-१ ग्रीष्मावकाश गृहकार्य - परियोजना निर्माण कार्य - पृ० सं० १४
जून+जुलाई ४+२७ =३१ दिन	पाठ-३ स्वच्छं भारतम् - लेख (लङ् लकार - मध्यमपुरुषः) कक्षाकार्य - मौखिक - १. अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा। २. दिये गये वाक्यों का उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा। लिखित - प्र०सं० १ से ६ तक। (पुस्तक में) गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में) वस्त्रों के नाम- दुपट्टा, धोती, पैंट, मोजे, पगड़ी (मौखिक एवं लिखित अभ्यास कराया जाएगा) धातुरूप - भू धातु (पाँचों लकारों में पृ० सं० ६७-६८) सभी पुरुषों एवं सभी वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा। विलोम शब्दाः - जीवनम्, दुर्जनः, ज्ञानम्, सत्यम्, अग्रजः (मौखिक एवं लिखित अभ्यास कराया जाएगा)।

अगस्त २५ दिन	पाठ ४- गृध्रमार्जारकथा - कथा (लङ् लकार - उत्तमपुरुषः) कक्षाकार्य - मौखिक - १. अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा। २. दिये गये वाक्यों का उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा। लिखित - प्र०सं० १ से ७ तक। (पुस्तक में) गृहकार्य - रचनात्मक: अभ्यास:। (पुस्तक में) अनुवाद - (लट्, लङ् एवं लृट् लकार में) नियम एवं अभ्यास कार्य। Learner's Comate&अभ्यास प्रपत्र-२												
सितम्बर २४ दिन	पाठ्यक्रम में दिए गये पाठों की पुनरावृत्ति कराई जाएगी। अभ्यास प्रश्नपत्रम् - १ -पृ० सं० १०६ खण्ड-क, खण्ड-ग प्र०सं० १, ३, ४ कराये जायेंगे। खण्ड-ख, खण्ड-ग (प्र० सं० २), पृ० सं० १११-११२ नहीं कराया जाएगा। (इस अभ्यास प्रश्नपत्रम् की जाँच नहीं की जाएगी) <table border="1" data-bbox="376 875 1374 1178"> <tr> <th colspan="2">पुनरावृत्ति एवं अर्द्धवार्षिक परीक्षा</th></tr> <tr> <th colspan="2">मौखिक पाठ्यक्रम (अर्द्धवार्षिक परीक्षा)</th></tr> <tr> <td>१. स्वपरिचय (अपना नाम, माता का नाम, पिता का नाम, कक्षा व विद्यालय)</td><td></td></tr> <tr> <td>२. एक श्लोक का शुद्धोच्चारण अर्थसहित।</td><td>३. शरीर के अंगों के नाम</td></tr> <tr> <td>४. रंगों के नाम,</td><td>५. शब्दरूप-‘साधु’ एवं ‘मति’</td></tr> <tr> <td>६. धातुरूप,</td><td>७. वस्त्रों के नाम</td></tr> </table>	पुनरावृत्ति एवं अर्द्धवार्षिक परीक्षा		मौखिक पाठ्यक्रम (अर्द्धवार्षिक परीक्षा)		१. स्वपरिचय (अपना नाम, माता का नाम, पिता का नाम, कक्षा व विद्यालय)		२. एक श्लोक का शुद्धोच्चारण अर्थसहित।	३. शरीर के अंगों के नाम	४. रंगों के नाम,	५. शब्दरूप-‘साधु’ एवं ‘मति’	६. धातुरूप,	७. वस्त्रों के नाम
पुनरावृत्ति एवं अर्द्धवार्षिक परीक्षा													
मौखिक पाठ्यक्रम (अर्द्धवार्षिक परीक्षा)													
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६. धातुरूप,	७. वस्त्रों के नाम												

वार्षिक पाठ्यक्रम

क्रम सं०	पाठ का नाम	iBLD की संख्या
१.	विद्यायाः महत्त्वम्	१
२.	क्रीडा महोत्सवः	१
३.	राष्ट्रपिता महात्मा गाँधी	१

व्याकरण द्वितीय सत्र

क्र.सं०		क्र.सं०	
१.	शब्द रूप- किम् (तीनों लिंगों में)	५.	शरीर के अंगों के नाम
२.	धातु रूप- पठ् (पाँचों लकारों में)	६.	व्यंजनों के नाम
३.	वस्त्रों के नाम	७.	सम्बन्धियों के नाम
४.	अनाजों के नाम	८.	अनुवाद (लोट् और विधिलिङ लकारों में)

अक्टूबर २१ दिन	वार्षिक पाठ्यक्रम पाठ १०- विद्यायाः महत्त्वम् - मधुरवचनानि कक्षाकार्य - मौखिक - १. अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा। २. अभ्यास में दिये गये श्लोकों को याद करवाकर अर्थ बोलने का अभ्यास कराया जाएगा। लिखित - प्र०सं० १ से ७ तक। (पुस्तक में) गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में) धातुरूप - 'पठ्' - पाँचों लकारों में (पृ० सं० ६८ - ६९) सभी पुरुषों एवं सभी वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा। शब्दरूप - किम् (कौन, क्या) (सर्वनाम शब्द - तीनों लिंगों में पृ० सं० ६६) सभी विभक्तियों एवं सभी वचनों का मौखिक एवं लिखित अभ्यास कराया जाएगा।
नवम्बर १६ दिन	पाठ - ११ क्रीडा महोत्सवः - संवाद (उपसर्गः) कक्षाकार्य - मौखिक - अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण करवाया जाएगा। लिखित - प्र०सं० १ से ६ तक। (पुस्तक में) गृहकार्य - रचनात्मकः अभ्यासः। (पुस्तक में) वस्त्रों के नाम - पाजामा, रुमाल, साड़ी, कमीज, टोपी (मौखिक एवं लिखित अभ्यास कराया जाएगा)। अनाजों के नाम - गोधूमम् से मक्काः तक। (पृ०सं० १०४-१०५) मौखिक एवं लिखित अभ्यास कराया जाएगा। Learner's Comate & अभ्यास प्रपत्र-३

दिसम्बर २५ दिन	पाठ - १५ राष्ट्रपिता महात्मा गाँधी - परिचय (अव्ययप्रयोगः) कक्षाकार्य - मौखिक - १. अभ्यास में दिये गये शब्दों का शुद्ध उच्चारण कराया जाएगा। २. दिये गये वाक्यों का उच्चारण करके अर्थ बोलने का अभ्यास कराया जाएगा। लिखित - प्र०सं० १ से ७ तक। (पुस्तक में) गृहकार्य - रचनात्मक: अभ्यासः। (पुस्तक में) शरीर के अंगों के नाम (ग्रीवा से गणु: तक) पृ० सं० १०६ - १०७। मौखिक एवं लिखित अभ्यास कराया जाएगा। व्यंजनों के नाम - (रसगोल: से पर्पटी तक) पृ० सं० १०५ मौखिक एवं लिखित अभ्यास कराया जाएगा। शीतावकाश गृहकार्य - परियोजना निर्माण कार्यम् - पृ० सं० ५३।
जनवरी २१ दिन	अनुवाद - (लोट् एवं विधिलिङ्ग लकारों में) नियम एवं अभ्यास कार्य। सम्बन्धियों के नाम - पितामही से मातृष्वसाम् तक। (मौखिक एवं लिखित अभ्यास कराया जाएगा) Learner's Comate एवं अभ्यास प्रपत्र-४
फरवरी+मार्च २३+१६ =४२ दिन	पुनरावृत्ति एवं वार्षिक परीक्षा अभ्यास प्रश्नपत्रम्-२ (पृ० सं० ११३) खण्ड-क, खण्ड-ग (प्र० सं० ३, ४) कराया जाएगा। खण्ड-ख - रचनात्मक कार्यम्, पृष्ठ सं० ११४ नहीं कराया जाएगा। खण्ड-ग का प्र० सं० १, २, ५, करवाया जाएगा। खण्ड-घ नहीं करवाया जाएगा। (इस अभ्यास प्रश्नपत्रम् की जाँच नहीं की जाएगी)
	मौखिक पाठ्यक्रम (वार्षिक परीक्षा) - स्वपरिचय (अपना नाम, कक्षा, माता एवं पिता का नाम) - श्लोक का शुद्धोच्चारण अर्थसहित। - शब्दरूप 'किम्' (तीनों लिंगों में) विभक्ति एवं वचनानुसार - धातुरूप 'पठ्' (पाँचों लकार में पुरुष एवं वचनानुसार) - वस्त्रों के नाम - अनाजों के नाम - व्यंजनों के नाम - सम्बन्धियों के नाम - शरीर के अंगों के नाम

FRENCH

Book - Flambeau - Méthod de français 3 (NEP 2020) - Unisec (Revised)

Note:

1. All the activities mentioned in the syllabus should be explained and is subjected to correction and Examination.
2. **There is a QR code in each chapter for pronunciation practice.**
3. Model Paper is available in English Learner's Comate.
4. Marks division for Half Yearly and Annuals. Viva-20, Written-60, Unit Test-20 (Total-100 marks)
5. Topic wise Asynchronous tasks in various modes (audio/video/texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Months	CONTENTS
	HALF YEARLY
April + May 24 + 19 = 43 days	Chapter 1 - Ma Journée No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4 & 5, Les Exercices - 1, 4 & 6, Production Orale H. W. - Compréhension Orale, Mon Test
	Chapter 2 - À Paris et à Delhi No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5 & 6, Les Exercices - 5, 6 & 7, Production Orale H. W. - Compréhension Orale, Mon Test
June + July 04 + 27 = 31 days	Chapter 3 - La famille Chevallier No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5 & 6, Les Exercices - 1 & 6, Production Orale H. W. - Compréhension Orale, Mon Test
	Chapter 4 - Quel sport préférez - vous? No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4 & 5, Les Exercices - 1, 2 & 3, Production Orale H. W. - Compréhension Orale, Mon Test

Months	CONTENTS
August 25 days	Chapter 5 - M. Ours veut un sandwich No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4 & 5, Les Exercices - 3 & 4, Production Orale H. W. - Compréhension Orale, Mon Test
September 24 days	Revision + Half Yearly Examination
	ANNUAL
October 21 days	Chapter 6 - Les fêtes en France No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5 & 6, Les Exercices - 2, 5 & 6, Production Orale H. W. - Compréhension Orale, Mon Test
November 19 days	Chapter 7 - La princesse veut se marier No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5, 6 & 7, Les Exercices - 5, 6 & 7, Production Orale H. W. - Compréhension Orale, Mon Test
	Chapter 8 - Une omelette faite par les ustensiles No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4 & 5, Les Exercices - 1 & 6, Production Orale H. W. - Compréhension Orale, Mon Test
December 25 days	Chapter 9 - Pourquoi aimez - vous votre pays? No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5 & 6, Les Exercices - 3, 4, 5, 6 & 8, Production Orale H. W. - Compréhension Orale, Mon Test
January 21 days	Chapter 10 - À la télé No. of iBLD=1 C. W. - Activity - 1, 2, 3, 4, 5 & 6, Les Exercices - 6 & 7, Production Orale H. W. - Compréhension Orale, Mon Test
February + March 23 + 19 = 42 days	Revision + Annual Examination

DRAWING & CRAFT

Book :- Art Exploration : Grade - 7 (S. Chand School) (subjected to corrections)

Drawing Note Book (subjected to corrections)

Month & No. of working Days	Content
	Half Yearly
April+May 24+13 =37 Days	C.W. - Analogous Colours – Pg. No. 6 & 7 (to be discussed in class) Scenery: Hatching and Cross-hatching-Pg. No. 10 & 11 Stippling: Sunflower- Pg. No. 13 H.W. - Nature Observation: Patterns & Designs - Pg No. 08
June+July 4+27 =31 Days	C.W. - Still Life Art: Cup - Pg. No. 17 -(to be done in notebook) Geometric Animal and Zentangle - Pg. No. 25 H.W. - Still Life Art: Brinjal - Pg. No. 16 (to be done in notebook)
August 25 Days	C.W. - Repetitive Patterns: Decorative Pen Design - Pg. No. 27 Art Of Observation in Photography - Pg. No. 62-66 H.W. - Animal Portrait: Cross hatching horse - Pg. No. 12 Art Of Observation in Photography - Pg. No. 67
September 24 Days	Revision Summer Holiday Homework : Animal Portrait: Squirrel-Pg. No.22 (to be done in notebook), Landscape Village Hut - Pg. No. 23 (to be done in notebook)
	Annual Term
October 21 Days	C.W. - Pen Scribbling: Tree – Pg. No. 28 & 29 Framing with 3-in-1 viewfinder – Pg. No. 56-58 (to be discussed in class) Pg. No. 59 (photograph can be submitted in Google Classroom). H.W. - Pen Scribbling: Tree – Pg. No. 30 Page No. 60 (photograph can be submitted in Google Classroom).
November 19 Days	C.W. - Still Life Art: Guitar – Pg. No. 14 Calligraphy: Decorative Roman Lettering – Pg. No. 52 H.W. - Madhubani Art – Pg. No. 34 (to be done in notebook)
December 25 Days	C.W. - Playing with Light and Shadows in Photography – Pg. No. 70 - 74 Still Life: Chair – Pg. No. 15 H.W. - Pen Work: Geometric Mandala – Pg. No. 32 & 33
January 21 Days	C.W. - What is Caricature? – Pg. No. 42 (to be discussed in class), Steps to Make a Caricature – Pg. No. 43 - 45 H.W. - Your Own Caricature: Self-Portrait Challenge – Pg. No. 46
Feb.+Mar. 23+19 = 42 Days	Revision Winter Holiday Homework : Mandala Dot Craft Activity – Pg. No. 48

Music

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

PLEASE NOTE

Do take note of the Indian Classical Raag along with Musicians to be introduced in the music classes for students so that they appreciate and develop a sense of liking for Indian classical music.

A brief life sketch of the musician must be displayed at a prominent place in the school. Music/Compositions of the musicians must be played before assembly, during recess and during the dispersal for students to listen to and appreciate.

Students must be given a brief knowledge about the musician of the month.

- Biography of the musicians (Including the name of their Gurus)
- Awards they have received
- Awards given in their honour
- Their specialisation

Note : To inculcate a sense of rhythm in the children, the English songs will be taught during the dispersal assembly, the songs marked with '**' will be sung in the morning assembly and the songs with '*' will be taught in the music class.

The lyrics of the songs are given in the song book. A printout of the same will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Month	Contents
April + May 24 + 19 = 43 days	1. English Song -A House With No Name (America) Pg. No. 44) 2. ** इतनी शक्ति (Morning Assembly) (Pg. No. 140) 3. * प्रार्थना गीत - तुम आशा विश्वास (Music Class) (Pg. No. 151) 4. परिभाषा – संगीत के प्रकार 5. ताल – कहरवा (परिचय एवं ठाहलय) 6. Musician to be introduced - उस्ताद आमिर खां (गायन)
June+July 4 + 27 = 31 days	1. English Song - I Have A Dream (Pg. 33) (Dispersal Assembly) 2. ** अल्लाह तेरो नाम (Morning Assembly) 3. * भजन - हे शारदे मां (Music Class) (Pg. No. 163) 4. परिभाषा - थाट के प्रकार 5. राग - भैरव (परिचय + सरगम गीत) (Musician as reference - पं० हरि प्रसाद चौरसिया) 6. ताल – दादरा ठाह लय 7. Musician to be introduced - उस्ताद अली अकबर खां (सरोद)

Note - Holiday Homework - गायन, वादन तथा नृत्य-तीनों कलाओं के क्षेत्र से एक-एक कलाकार के चित्र के साथ संक्षिप्त परिचय दीजिए।

Month	Contents
August 25 days	1. English Song - Five Hundred Miles (Boney M.) (Pg. 28) (Dispersal Assembly) 2. ** हर देश में तू (Morning Assembly) (Pg. No. 165) 3. *देश भक्ति गीत – हिन्द देश के निवासी (Music Class) (Pg. 137) 4. परिभाषा – लक्षण गीत 5. राग - भैरव बंदिश (छोटा ख्याल) स्थाई + अन्तरा (Musician as reference - पं० हरिप्रसाद चौरसिया) 6. Musician to be introduced - विदुषी एन. राजम (वायलिन)
September 24 days	Half Yearly Examination
October 21 days	1. English Song - Another Day In Paradise (Phil Collins) (Pg. No. 72) (Dispersal Assembly) 2. ** तुम बेसहारा हो तो (Morning Assembly) (Pg. No. 131) 3. *प्रार्थना गीत – दूर करो अधियारा (Music Class) (Pg. No. 140) 4. परिभाषा – वादी, सम्वादी, विवादी और अनुवादी 5. ताल - रूपक (परिचय + ठाहल्य) with hand beats 6. Musician to be introduced - उस्ताद अल्ला रक्खा खां (तबला)
November 19 days	1. English Song - I Would Like to Build (Pg. no. 74) (The New Seekers) (Dispersal Assembly) 2. ** सूरज की गर्मी (Morning Assembly) (Pg. No. 152) 3. *प्रेरणा गीत – अज्ञान के अंधेरो से (Music Class) (Pg. No. 138) 4. परिभाषा – राग और राग की जातियाँ 5. राग – खमाज (परिचय + सरगम गीत) (Musician as reference - उस्ताद राशिद खां) 6. Musician to be introduced - पद्मविभूषण एम. बाल मूरली कृष्णन (कर्नाटक गायन)
December 25 days	1. English Song - Mary's Boy Child (Pg. No. 99) (Dispersal Assembly) 2. ** मानवता के मन-मंदिर (Morning Assembly) (Pg. No. 135) 3. *प्रार्थना गीत – श्रीराम चन्द्र कृपालु (Music Class) (Pg. No. 168) 4. राग – खमाज (छोटा ख्याल) स्थाई + अंतरा (Musician as reference - उस्ताद राशिद खां) 5. Musician to be introduced - पं० निखिल बनर्जी (सितार)
January 21 days	1. English Song - My Wish : Rascal Flatts (Pg. No. 110) (Dispersal Assembly) 2. ** उठो जवान (Morning Assembly) (Pg. No. 169) 3. * देशभक्ति गीत – वतन की राह में (Music Class) (Pg. No. 149) 4. Musician to be introduced - पं. अजय चक्रवर्ती (गायन)
February + March 23 + 19 =42 days	Revision + Annual Examination

Music Syllabus Lyrics

English Song : You Raise Me Up	April+May
When I am down and, oh, my soul, so weary When troubles come and my heart burdened be Then I am still and wait here in the silence Until You come and sit awhile with me You raise me up so I can stand on mountains You raise me up to walk on stormy seas I am strong when I am on Your shoulders You raise me up to more than I can be You raise me up so I can stand on mountains You raise me up to walk on stormy seas I am strong when I am on Your shoulders You raise me up to more than I can be You raise me up (up) so I can stand on mountains (stand on mountains) You raise me up to walk on stormy seas (stormy seas) I am strong (I am strong) when I am on Your shoulders (ooh) You raise me up to more than I can be You raise me up (up) so I can stand on mountains (stand on mountains) You raise me up to walk on stormy seas (stormy seas) I am strong when I am on Your shoulders You raise me up to more than I can be You raise me up to more than I can be	

माँ सरस्वती शारदे	June+July
माँ सरस्वती शारदे पूर्ण इश अज्ञान उदधी से वीणापानी तार दे तार दे तार दे माँ सरस्वती शारदे सरस्वती सरस्वती शारदे माँ शारदे शारदे माँ शारदे सूर्य ब्रह्मा शिव विष्णु गजानन जिन्न चरणों को सेवाते हम शिशु है अज्ञानी माता इन चरणों का प्यार दे वीणापानी तार दे तार दे तार दे माँ सरस्वती शारदे	

ऐ मेरे प्यारे वतन	August
ऐ मेरे प्यारे वतन, ऐ मेरे बिछड़े चमन, तुझ पे दिल कुर्बान तू ही मेरी आरजू, तू ही मेरी आबरू, तू ही मेरी जान तेरे दामन से जो आये उन हवाओं को सलाम चूम लूँ मैं उस जुबां को जिसपे आये तेरा नाम सब से प्यारी सुबह तेरी, सब से रंगीं तेरी शाम माँ का दिल बनके कभी सीने से लग जाता है तू और कभी नन्ही सी बेटी बनके याद आता है तू जितना याद आता है मुझको उतना तड़पाता है तू छोड़कर तेरी ज़मीन को दूर आ पहुँचे हैं हम फिर भी है यही तमन्ना तेरे ज़रों की कसम हम जहाँ पैदा हुये उस जगह ही निकले दम	

हर तरफ़, हर जगह	November
हर तरफ़, हर जगह, हर कहीं पे है हाँ, उसी का नूर हर तरफ़, हर जगह, हर कहीं पे है हाँ, उसी का नूर, हाँ, उसी का नूर रोशनी का कोई दरिया तो है हाँ, कहीं पे ज़रूर रोशनी का कोई दरिया तो है हाँ, कहीं पे ज़रूर ये आसमाँ, ये ज़मीं, चाँद और सूरज क्या बना सका है कभी कोई भी कुदरत? कोई तो है जिसके आगे है आदमी मजबूर हर तरफ़, हर जगह, हर कहीं पे है हाँ, उसी का नूर	

O Come, All Ye Faithful	December
O come, all ye faithful, joyful and triumphant O come ye, o come ye to Bethlehem O come and behold Him, born the King of Angels O come, let us adore Him Christ the Lord O come, all ye faithful O come, all ye faithful to Bethlehem O come, all ye faithful O come, all ye faithful to Bethlehem O sing, choirs of angels, sing in exultation O come, o come ye to Bethlehem O come and behold Him, born the King of Angels O come, let us adore Him Christ the Lord O come, all ye faithful O come, all ye faithful to Bethlehem O come, all ye faithful O come, all ye faithful to Bethlehem	

मेरे देश की धरती	January
'मेरे देश की धरती सोना उगले, उगले हीरे मोती मेरे देश की धरती... बैलों के गले में जब घुंघरू जीवन का राग सुनाते हैं गम कोस दूर हो जाता है खुशियों के कंवल मुस्काते हैं सुनके रहट की आवाज़ें यूं लगे कहीं शहनाई बजे आते ही मस्त बहारों के दुल्हन की तरह हर खेत सजे मेरे देश की धरती सोना उगले, उगले हीरे मोती मेरे देश की धरती... जब चलते हैं इस धरती पे हल ममता अंगड़ाइयाँ लेती है क्यूं ना पूजे इस माटी को जो जीवन का सुख देती है इस धरती पे जिसने जनम लिया, उसने ही पाया प्यार तेरा यहां अपना पराया कोई नहीं है सब पे है मां उपकार तेरा मेरे देश की धरती सोना उगले उगले हीरे मोती मेरे देश की धरती	

Sui Dhaga- The Sewing Activity

Sui Dhaga, our structured sewing activity, improves concentration and cognitive development by fostering mindfulness, patience, and precision. Through threading and stitching, students enhance their fine motor skills, perseverance, and confidence, reinforcing discipline across all areas of learning. By sustaining attention and focus, Sui Dhaga cultivates essential life skills, including concentration, cognitive development, problem-solving, perseverance, and confidence.

Materials Required

1. Needles (ensure appropriate size 3 or 4 no.)
2. Any dark colour thread
3. Scissors (child-safe) and handle them responsibly
4. Safety box for needles
5. 12x12 inch any light shade fabric (name of the child should be written on it) (1 piece for each term).

Note: Make a sewing kit and submit it to the class teacher with name and class section written on it.

* * * * *

Drill Syllabus 2026-27

	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & PEC	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball
I-V	Cloth Panel	Elastic	Rhythmic drill with stick	Body percussion drill	Rhythmic drill with Hula Hoops	Hula Hoops	Skipping Rope
VI-VIII	Elastic	Body percussion drill	Hula Hoops	Rhythmic Drill with ribbon	Parachute	Basket Ball	Cloth Panel
Support Staff	Hula Hoops	Lazium	Basket Ball	Maypole	Cloth Panel	Parachute	Cones

Note:

- These drills must be performed on 26th January and have to be practiced in the mass drill period.
- Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- Both male and female support staff must be part of the support staff drill on 26th January.

Song on the Band 2026-27

Branch	15 th Aug	26 th Jan
Annapurna	Chhoro kal ki baatein	Bharat Ki Shaan
Lahartara & Knowledge Partners	Faulad Ka Jigar	Mere desh ki dharti
Varuna	Dil diya hai Jaan bhi denge Ai watan tere liye	Yeh desh hai veer jawano ka
Sarnath	Hum honge kamyab	Taqat watan ki humse hai
Suncity	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Bhagwanpur	Maa Tujhe Salaam	Aye mere watan ke logon
Indiranagar	Bharat Humko Jaan Se Pyara Hai	Kadam kadam badhaye ja

DANCE

Month	Contents
Half Yearly (I-Term)	
April+May 24+19 = 43 days	• Warming up • Bhoomi Pranam • Basic step of Lyrical Hip-Hop Dance) • Aerobics
June+July 4+27 = 31 days	• Rasa (Shringar, Veer, Raudra, Karuna, Hasya & Bhayanaka, Adbhut & Bibhatsya) • Warming up • Aerobics • Bhoomi Pranam • Western dance (Lyrical Hip-Hop)
August 25 days	• Warming up • Single Hand Mudras • Western dance (Lyrical Hip-Hop)
September 24 days	Revision and Half Yearly Examination
Annual (II - Term)	
October + November 21+19 = 40 days	• Warming up • Aerobics • Folk Dance (Garba Dance)
December 25 days	• Warming up • Aerobics • Folk Dance (Garba)
January 21 days	• Warming up • Aerobics • Que & Ans related to Gujarati Folk Dance
February+March 23+19 = 42 days	Revision + Annual Examination

LIFE SKILLS

Book : School Cinema

- **My Cinema Book - Class VII**
Edu Media India Pvt. Ltd.

The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.

Note : 1. There will be no written examination in Life Skills.

2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given.
3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.

The School Cinema Programme Comprises of :

1. Films : School Cinema for class-VII comprises of 12 films
 - * 10 films for students, * 1 film for teachers,
 - * 1 film for parents (a film which is mandatory for parents to watch)
2. My Cinema Book - (Workbook) My Cinema Book enables interaction at 3 levels - self, peer and teacher.
3. Stickers - Self & Peer Stickers are provided at the end of the book. Teacher's stickers will be given by the teacher.
4. Children's values & behaviour in school will be subjected to Comprehensive Continuous Evaluation.

tGELF

The Global Education & Leadership Foundation (tGELF) is a programme whose vision is to nurture young ethical leaders that will be future agents of change. tGELF has a unique value based curriculum which is offered to students across the world.

In an effort to further cultivate values in our students, the school has introduced the tGELF Curriculum Skilling & Knowhow Initiative for Lifelong Leadership Development (SKILLD) Programme for students of Classes VI to VIII.

Note : Worksheets will be discussed and are not subjected to correction.

HALF YEARLY

School Cinema		tGELF	
S.No.	Name Of The Chapter	S.No.	MODULE
1	The Hi Fives	1	Leadership
2	Toppers	2	Teamwork
3	Size Perfect	3	Communication
4	Man of Match	4	Creative Thinking
5	Too Cool for School	5	Critical Thinking

Month	Contents	
Apr+May = 24+19 = 43 Days	Introductory Pages : Pg 4,5,6 (CW)	
	CH.1: THE HI FIVES Values : Trust, Respect, Friendship, Loyalty Attitudes : Understanding, Open-mindedness Life Skills : Coping with Emotions, Problem Solving, Empathy Film : The Hi Fives (to be shown in school) Work book : CW-pg. 7,8,9,10,11 HW-pg.12,13,14	tGELF: Module 1 - Leadership Session -1 Qualities of a Leader Activity-1 : Identification of personalities Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Positives and Negatives of a Leader » What did we learn ? (Reflection)

	Topics of Discussion- to be discussed in the class. i) Different ways to respect relationships and show support to your friends ii) Reasons for fights or conflicts with friends. iii) Importance of open communication and trust in relationships. iv) The need to support friends and family in case of crisis/negative situation. v) 'Friends come and go' v/s 'Friends forever' CH.2: TOPPERS Values : Life, Learning, Knowledge Attitudes : Courage, Optimism, Sharing Life Skills: Coping with Stress, Critical Thinking Film : Toppers (to be shown in school) Work book CW - pg. 15,16,17,18,20 HW - pg. 19,21,22 Topics of Discussion- to be discussed in the class. i) Criteria to choose friends - good looking, intelligent, popular, generous etc. ii) How should one act when faced with a problem ? iii) What is success/failure according to you ? iv) What can one do to overcome the fear of failure ? Can failure be positive ? v) Do you agree with : * Good Academic Performance = Success in Life * Suicide = Solution to Failure vi) Reasons to value one's life	tGELF: Module 2 -Teamwork Session -2 Working Together Works Activity-2 : Question/Answer (Discussion) Activity-3 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
June+July 4+27 = 31 Days	CH.3: SIZE PERFECT Values : Self acceptance, authenticity, resilience, empathy Attitudes : Critical awareness, optimism, open mindedness Life Skills : Communication, decision making, self management, goal setting Film : Size Perfect (to be shown in school) Work book CW - pg. 23,24,25,26,27,32,33 HW - pg. 28,29,30,31,34,35 Topics of Discussion- to be discussed in the class. i) What does it mean to truly accept yourself? ii) How does the media influence the way we view ourselves and others? iii) What is the difference between reality and what we see in edited photos or advertisements? iv) What are some ways the media can make us feel insecure about our looks?	tGELF: Module 3 - Communication Session -3 What You Say - How You Say Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : What You Say, How You Say •» What did we learn ? (Reflection)

	CH.4: MAN OF THE MATCH Values : Respect, family Attitudes : Prioritizing, Responsibility Life Skills : Critical Thinking, Decision Making, empathy Film : Man of the Match (to be shown in school) Work book CW - pg. 36,37,38,39,41 HW - pg. 40,42,43 Topics of Discussion- to be discussed in the class. i) Does being responsible include sacrifice ? ii) What are the different responsibilities that come as a part of growing up ? iii) What are the benefits of accepting responsibility ? iv) What are your priorities ? What do you do when your priorities clash ?	tGELF: Module 4 - Creative Thinking Session -4 Being Creative Activity-1 : Tomorrow's Headline Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
Aug 25 Days	CH.5: TOO COOL FOR SCHOOL Values : Integrity, Respect, Reason and Logic Attitudes : Assertiveness, Maturity Life Skills: Decision Making, Coping with Stress, Problem Solving, Interpersonal Skills Film : Too Cool for School (to be shown in school) Work book CW - pg. 44,45,46,47,51 HW - pg. 48,49,50,52,53 Topics of Discussion- to be discussed in the class. i) When and why does one feel confused and unsure while making a choice ? ii) What are the different things that peers influence one to do? iii) Steps to make an informed decision iv) How can one say 'No' ?	tGELF: Module 5 - Critical Thinking Session -5 Logic Labs Activity-1 : Connect the Creativity Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-4 : Reasoning Together •» What did we learn ? (Reflection)
Sept. 24 Days	Revision and Half Yearly Examination	

ANNUAL TERM																														
Oct. 21 Days	<table><tr><th colspan="2">School Cinema</th></tr><tr><th>S.No.</th><th>Name Of The Chapter</th></tr><tr><td>1</td><td>Rescued by You</td></tr><tr><td>2</td><td>Kendis</td></tr><tr><td>3</td><td>Spellbound</td></tr><tr><td>4</td><td>Finding Nabi</td></tr><tr><td>5</td><td>Vishu Kani</td></tr></table>	School Cinema		S.No.	Name Of The Chapter	1	Rescued by You	2	Kendis	3	Spellbound	4	Finding Nabi	5	Vishu Kani	<table><tr><th colspan="2">tGELF</th></tr><tr><th>S.No.</th><th>MODULE</th></tr><tr><td>1</td><td>Understanding Values</td></tr><tr><td>2</td><td>Kindness, Empathy & Compassion</td></tr><tr><td>3</td><td>Conflict Resolution</td></tr><tr><td>4</td><td>Socio-Emotional Learning (SEL)</td></tr><tr><td>5</td><td>SDG on Citizenship</td></tr></table>	tGELF		S.No.	MODULE	1	Understanding Values	2	Kindness, Empathy & Compassion	3	Conflict Resolution	4	Socio-Emotional Learning (SEL)	5	SDG on Citizenship
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	CH.6: RESCUED BY YOU Values : Environment, Wildlife, Humanity Attitudes : Sensitivity, Compassion, Being Pro-active Life Skills : Problem Solving, Empathy Film : Rescued By You (to be shown in school) Work book CW - pg. 54,55,56,57,58,59 HW - pg. 60,61 Topics of Discussion- to be discussed in the class. i) Forms of cruelty that animals are subjected to ii) Reasons for extinction of a number of species iii) Various forms of cruelty that many children/adolescents are subjected to iv)Progress and Industrialization v/s Destruction of the Environment v) Different ways of being compassionate to animals and the environment	tGELF: Module 6 - Understanding Values Session -6 Decoding Values Activity-1 : Decoding Values Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Value Chart •» What did we learn ? (Reflection)																												
Nov. 19 Days	CH.7: KENDIS Values : Respect, Family, Sensitivity Attitudes : Acceptance, Self-confidence Life Skills : Self-awareness, Coping with stress & emotions Film : Kendis (to be shown in school) Work book CW - pg. 62,63,64,65 HW - pg 66,67,68 Topics of Discussion- to be discussed in the class. I) Develop self-compassion, particularly in difficult times ii) Ways to celebrate strength and improve your weakness	tGELF: Module 7 - Kindness, Empathy, Compassion Session -7 Attitude of Gratitude Activity-1 : Compassion Project Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)																												

	CH.8: SPELLBOUND Values : Time, Perseverance, Hard Work Attitudes : Prioritisation, Responsibility, Self-Belief Life Skills : Self-Awareness, Critical thinking, Creative thinking, Coping with Stress Work book CW - pg. 69,70,71,72,74,75 HW - pg. 73,76,77 Film : SPELLBOUND (to be shown in school) Work book All exercises will be done Topics of Discussion- to be discussed in the class. i) Importance of prioritisation and planning ii) The attitude with which we work matters! (affects productivity, creativity and effectiveness)	tGELF: Module 8 - Conflict Resolution Session -8 Route to Resolve Activity-1 : Solve the Conflict Activity-2 : Additional Video - Conflict Resolution (to be shown) Worksheet (to be discussed, given in Civics LC) •» What did we learn ? (Reflection)
Dec. 25 Days	CH.9: FINDING NABI Values : Empathy, Online actions have consequences, Online Mindfulness, Healing, Forgiveness Attitudes : Kindness, Respect, Courage, Growth mindset Life Skills: Communication skills, Problem solving, Handling regret Film : Finding Nabi (to be shown in school) Work book CW - pg. 78,79,80,82,85,86,87, 88,89 HW - pg. 81,83,84,90,91 Topics of Discussion- to be discussed in the class. i) The emotional impact of cyberbullying on both the victim and the bully. ii) The importance of taking accountability for one's actions online. iii) How Kian's journey demonstrates the power of personal growth and redemption. iv) The role of forgiveness in healing emotional wounds and relationships. v) How empathy and self-awareness can transform behaviour and relationships. vi) Practical steps to practice responsible digital citizenship and prevent harm online.	tGELF: Module 9 - (SEL) Session -9 Socio-Emotional Learning (SEL) Activity-1 : Question/Answer (Discussion) Activity-3 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-5 : Starfish Model •» What did we learn ? (Reflection)

Jan. 21 Days	CH.10: VISHU KANI Values : Emotional openness, family & Relationships, Empathy, Open mindedness Attitudes : Respect, Emotional expression Life Skills : Problem solving, Collaboration, Self awareness Work book CW - pg. 92,93,96,97,100,101, 105,106 HW - pg. 94,95,98,99,102,103, 104,107,108,109,110 Film : Vishu Kani (to be shown in school) Work book All exercises will be done Topics of Discussion- to be discussed in the class. i) How do Muthu and Shankar's different strengths complement each other in the film? ii) How can emotional expression be seen as a strength, rather than a weakness, in relationships? iii) How does the film encourage breaking gender stereotypes and redefining roles in family dynamics? iv) How does the film challenge traditional ideas of masculinity and show that boys can express emotions openly?	tGELF: Module 10 - SDG on Citizenship Session -10 Citizenship in Action Activity-2 : Module Video (to be shown) Worksheet (to be discussed, given in Civics LC) Activity-3 : Responsible Behaviour •» What did we learn ? (Reflection)
	Lesson - 11 : Let's Talk Puberty (for boys) * Values : Health, Hygiene * Attitudes : Self-Worth, Acceptance, responsibility * Life Skills : Self-Awareness, Coping with Emotions and stress, . Film - Let's Talk Puberty (for boys) (to be shown in school) Topics of Discussion : to be discussed in class. 1. Importance of hygiene during puberty 2. Why eating right and exercise is imperative ? 3. Feeling guilty and shy are natural emotions	
Feb. + Mar. 23+19 = 42 Days	Revision of all values to be done during the term.	

SKILL & VOCATIONAL EDUCATION (VII) FINANCIAL LITERACY

Book: Kaushal Bodh (Vocational Education Activity Book for Grade 7 – NCERT)

Note: All the exercises of Skill & Vocational Education subject including Kaushal Bodh Activity Project Work are supposed to be done in a register which is subjected to correction and assessment.

CBSE skill Education is developed in alignment with the vision of NEP 2020 and NCF (NCF-SE) 2023, integrating hands-on learning under three work domains – Work with Life Forms, Work with Machines, and Work in Human Services.

Kaushal Bodh, the activity book of vocational education by NCERT, comprises projects related to these work domains. Keeping the same in mind, we are integrating skill-based curriculum with these projects to provide vocational exposure to the students through a wide range of activities given in the precept.

The assessment shall be done internally by the school as per the marks distribution given below .

Term	Written	Kaushal Bodh Assessment	Total
Half Yearly	15 Marks	Project 1(35 Marks)	50 Marks
Annual	15 Marks	Project 2(20 Marks) Project 3(15 Marks)	50 Marks
Total	30 Marks	70 Marks	100 Marks

Note : Link for Book and Support Material :

https://cbseacademic.nic.in/web_material/Curriculum22/publication/middle/financial_Literacy_classVII.pdf

ASYNCHRONOUS TASKS

Topic wise Asynchronous Tasks in various modes (audio / video / text / graphic novel etc.) will be shared in the Google Class Rooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts / understanding of the topic. The extended work will be taken up in the classes by the teachers so it is important to go through Asynchronous content regularly.

Half Yearly

The details about Skill Module are as follows:

Month	Topic	Sub-Topic	Learning Objectives	Learning Outcomes	PERFORMANCE APPRAISAL/ ASSESSMENT
April + May 24+13 =37 Days	Unit -2 Introduction to Financial Literacy	Introduction of Financial Literacy- understanding basic financial	The objective of this unit is to discuss the basic concepts of Finance.	-Understand the basics of financial concepts	Self-Test Question pg. no. -13

	Topic	Sub-Topic	Learning Objectives	Learning Outcomes	PERFORMANCE APPRAISAL/ ASSESSMENT																		
		concepts- money, currency, bank, account. Barter System, Needs & Wants. Evolution of Trade & Commerce. Concept Of Cash Memo.	This unit focuses on understanding: • Basic financial concepts • The concept of cash memo	• Understand the basics of financial concepts.	Self-Test Question pg. no. -13																		
	Kaushal Bodh Activity	<u>Project 1-Summer Vacation Holiday Homework</u> Kaushal Bodh Project – Tie and Dye (Page no.-51-82) of Kaushal Bodh Activity Book by NCERT (please refer to the following link: https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VII/Kaushal_Bodh/gekb103/#page=1) • Students will follow the guidelines and format given in English Learners Comate and complete all details in Skill & Vocational Education Register and submit it to the subject teacher for Evaluation. Students will make at least two handkerchief (6 inch × 6 inch) with any two patterns (Bandhani / Shibori / Leheriya) and staple it in the Register. • For detailed guidelines regarding the Kushal Bodh project please refer to the English Learners' Comate. Criteria for Practical and Kaushal Bodh Project Assessment <table><tr><td>1.</td><td>Technique & Craftsmanship</td><td>07 Marks</td></tr><tr><td>2.</td><td>Final Finish/ Product</td><td>07 Marks</td></tr><tr><td>3.</td><td>Creativity & Design</td><td>07 Marks</td></tr><tr><td>4.</td><td>Compilation (in Register)</td><td>07 Marks</td></tr><tr><td>5.</td><td>Teachers Observation</td><td>07 Marks</td></tr><tr><td colspan="2">Total</td><td>35 Marks</td></tr></table>				1.	Technique & Craftsmanship	07 Marks	2.	Final Finish/ Product	07 Marks	3.	Creativity & Design	07 Marks	4.	Compilation (in Register)	07 Marks	5.	Teachers Observation	07 Marks	Total		35 Marks
1.	Technique & Craftsmanship	07 Marks																					
2.	Final Finish/ Product	07 Marks																					
3.	Creativity & Design	07 Marks																					
4.	Compilation (in Register)	07 Marks																					
5.	Teachers Observation	07 Marks																					
Total		35 Marks																					

Jun + Jul 04 + 27 = 31 Days	Unit-3 Banking	Introduction to Banking. Evolution of Money. Banks & Their Importance. Origin of Banks. Types of Banks-Opening Different types of Bank Account. Cheque- As an Instrument.	The objective of this unit is to introduce the basic concepts of Banking. This unit focuses on: - Understanding the evolution of banking - Discussing various types of banks and their services and products - Understanding key banking operations	- Understand the evolution of banking. - Describe various types of banks.	Self-Test Question pg. no.-23
Month	Topic	Sub-Topic	Learning Objectives	Learning Outcomes	PERFORMANCE APPRAISAL/ ASSESSMENT
August 25 Days	Unit-4 Security Unit-5 Modes of Digital Payments-Card Based	Reserve Bank Of India-Role & Importance. About NPCI Digital India and Aatmanirbhar Bharat Abhiyan Introduction to Digital Banking. Understanding to Digital Banking. Benefit of Digital Banking. Modes of Digital Payments –card Based Use of Banking Cards 1. Debit card 2. Credit Card 3. Prepaid card 4. Co-branded card. E-Commerce Payments-ATM-Features.	This unit's objective is to make students aware of RBI's role and digital banking concept. This unit focuses on: 1. Role and importance of the Reserve Bank of India (RBI) 2. Introduction to digital banking and the Digital India Initiative The objective of this unit is to outline the card-based modes of digital payments. This unit focuses on: - Understanding various kinds of bank cards - Understanding ATMs	- Understand the role and importance of RBI. - Appreciate the benefits of digital banking. - Understand about types of bank cards. - Discuss Concept of ATMs.	Self-Test Question pg. no.-32 & pg. no. -44
Sept. 24 Days	Revision and Half Yearly Examination Practical and Kaushal Bodh Project Assessment				

ANNUAL TERM																						
Month	Topic	Sub-Topic	Learning Objectives	Learning Outcomes	PERFORMANCE APPRAISAL/ ASSESSMENT																	
Oct.+Nov. 21+19 =40 Days	Unit-6 Modes of Digital Payments- Biometric Based	Modes of Digital Payments- Biometric Based 1. UIDAI 2. AePS 3. Micro ATMs	The objective of this unit is to outline the biometric-based modes of digital payments. This unit focuses on understanding: 1. Role and definition of UIDAI, Aadhaar and AePS 2. Purpose and benefits of Micro ATMs	- Explain the significance of UIDAI, Aadhaar and AePS. - Understand Micro ATMs. - Explain the significance of BHIM Aadhaar Pay	Self-Test Question pg. no.-49-50																	
	Kaushal Bodh Activity	<u>Project 2-Dussehra Vacation Holiday Homework</u> Kaushal Bodh Project – Family Health handbook (Page no.-138-160) of Kaushal Bodh Activity Book by NCERT (please refer to the following link: https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VII/Kaushal_Bodh/gekb102/) - Students will follow the guidelines and format given in English Learners' Comate, complete the documents of the Family Health in Skill & Vocational Education Register and submit it to the subject teacher for evaluation. Utilize your creative skills and decorate the pages with pictures and data of the family. - For detailed guidelines regarding the Kushal Bodh project please refer to the English Learners' Comate. Criteria for Practical and Kaushal Bodh Project Assessment <table><tr><td>1.</td><td>Organization & Presentation of Data</td><td>04 Marks</td></tr><tr><td>2.</td><td>Actionable Inputs</td><td>04 Marks</td></tr><tr><td>3.</td><td>Compilation (in Register)</td><td>04 Marks</td></tr><tr><td>4.</td><td>Research Work (Content)</td><td>04 Marks</td></tr><tr><td>5.</td><td>Teachers Observation</td><td>04 Marks</td></tr><tr><td colspan="2">Total</td><td>20 Marks</td></tr></table>				1.	Organization & Presentation of Data	04 Marks	2.	Actionable Inputs	04 Marks	3.	Compilation (in Register)	04 Marks	4.	Research Work (Content)	04 Marks	5.	Teachers Observation	04 Marks	Total	
1.	Organization & Presentation of Data	04 Marks																				
2.	Actionable Inputs	04 Marks																				
3.	Compilation (in Register)	04 Marks																				
4.	Research Work (Content)	04 Marks																				
5.	Teachers Observation	04 Marks																				
Total		20 Marks																				

Dec+Jan 25+21 =46 Days	Unit-7 Modes of Digital Payments- Mobile Based banking & Others	- Internet banking-NEFT, RTGS, IMPS - Mobile Banking- Bank in Pocket, BHIM, UPI, QR code, Mobile Wallet, USSD, BBPS	This unit aims to enable students to learn about various digital payments, including Internet banking, mobile banking, and mobile wallets. This unit focuses on: 1. Various forms of digital payments, including internet banking and mobile banking 2. Digital Platforms: UPI and mobile wallets 3. USSD and its application	- Describe the various options of internet banking. - Describe mobile Banking. - Define UPI and mobile Wallets. - Define and understand the application of USSD	Self-Test Question pg. no.-63																		
	Kaushal Bodh Activity	<u>Project 3-To be done in the school</u> Kaushal Bodh Project – School Habitat Garden (Page no.- 23-48) of Kaushal Bodh Activity Book by NCERT), (please refer to the following link: https://epathshala.nic.in/wp-content/doc/book/flipbook/Class%20VII/Kaushal_Bodh/gekb106/) - Students will follow the guidelines and format given in English Learners Comate and complete all details in Skill & Vocational Education Register and submit it to the subject teacher for Evaluation. Paste photographs of the habitat garden and visitors in your register. - For detailed guidelines regarding the Kushal Bodh project please refer to the English Learners' Comate. Criteria for Practical and Kaushal Bodh Project Assessment <table><tr><td>1.</td><td>Design & Site Quality</td><td>03 Marks</td></tr><tr><td>2.</td><td>Maintenance & Sustainability</td><td>03 Marks</td></tr><tr><td>3.</td><td>Student Engagement</td><td>03 Marks</td></tr><tr><td>4.</td><td>Compilation (in Register)</td><td>03 Marks</td></tr><tr><td>5.</td><td>Teachers Observation</td><td>03 Marks</td></tr><tr><td colspan="2">Total</td><td>15 Marks</td></tr></table>				1.	Design & Site Quality	03 Marks	2.	Maintenance & Sustainability	03 Marks	3.	Student Engagement	03 Marks	4.	Compilation (in Register)	03 Marks	5.	Teachers Observation	03 Marks	Total		15 Marks
1.	Design & Site Quality	03 Marks																					
2.	Maintenance & Sustainability	03 Marks																					
3.	Student Engagement	03 Marks																					
4.	Compilation (in Register)	03 Marks																					
5.	Teachers Observation	03 Marks																					
Total		15 Marks																					
Feb 23 Days	- Revision and Annual Examination - Practical and Kaushal Bodh Project Assessment																						

PHYSICAL EDUCATION

General Instructions –

1. Size of the ball to be used by the students and the sports teachers during games/LTA period, keeping in mind the safety of the child.

Basketball

Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - VI	Size - No. 5	Size - No. 5
VII - VIII	Size - No. 6	Size - No. 6
IX and above	Size - No. 7	Size - No. 6

Handball

Classes	Boys	Girls
I - IV	Size - No. 1	Size - No. 1
V - VII	Size - No. 2	Size - No. 2
VIII and above	Size - No. 3	Size - No. 2

Football

Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - V	Size - No. 4	Size - No. 4
VI and above	Size - No. 5	Size - No. 5

PHYSICAL EDUCATION

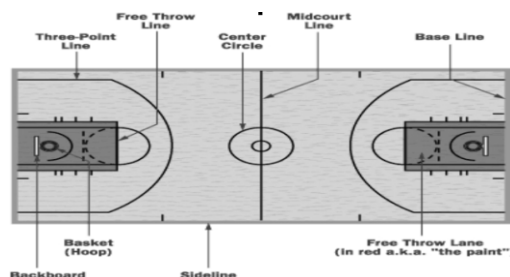
HALF YEARLY (OLYMPICS AT GLANCE)

April+ May 24+19 = 43 days	Introduction to Olympic Games (for information and knowledge of students only) History : According to legend, the ancient Olympic Games were founded by Hercules (the Roman Hercules), a son of Zeus. Yet the first Olympic Games for which we still have written records were held in 776 BCE (though it is generally believed that the Games had been going on for many years already). Modern Olympic Games started in 1896. The Official Olympic Flag : Created by Pierre de Coubertin in 1914, the Olympic flag contains five interconnected rings on a white background. The five rings symbolize the five significant continents and are interconnected to symbolize the friendship to be gained from these international competitions. The rings, from left to right, are blue, yellow, black, green, and red. The colors were chosen because at least one of them appeared on the flag of every country in the world. The Olympic flag was first flown during the 1920 Olympic Games. The Olympic Motto : In 1921, Pierre de Coubertin, founder of the modern Olympic Games, borrowed a Latin phrase from his friend, Father Henri Didon, for the Olympic motto: Citius, Altius, Fortius ("Swifter, Higher, Stronger").
June+July 4+27 = 31 days	The Olympic Oath : Pierre de Coubertin wrote an oath for the athletes to recite at each Olympic Games. During the opening ceremonies, one athlete recites the oath on behalf of all the athletes. The Olympic oath was first taken during the 1920 Olympic Games by Belgian fencer Victor Boin. The Olympic Oath states, "In the name of all competitors, <u>I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.</u>" <u>First Aid Syllabus</u> •What is First Aid (video to be shown) •First Aid Techniques (video to be shown) •How to give First Aid (video to be shown) •Preparation and use of First Aid Kit (Demo)

June+July 4+27 = 31 days	The Olympic Flame : The Olympic flame is a practice continued from the ancient Olympic Games. In Olympia (Greece), a flame was ignited by the sun and then kept burning until the closing of the Olympic Games. The flame first appeared in the modern Olympics at the 1928 Olympic Games in Amsterdam. The Olympic Torch relay represents a continuation from the ancient Olympic Games to the modern Olympics. Real Gold Medals:The last Olympic gold medals that were made entirely out of gold were awarded in 1912. The Medals : The Olympic medals are designed especially for each individual Olympic Games by the host city's organizing committee. Each medal must be at least three millimeters thick and 60 millimeters in diameter. Also, the gold and silver Olympic medals must be made out of 92.5 percent silver, with the gold medal covered in six grams of gold.
August 25 days	First Modern Champion : James B. Connolly (United States), winner of the hop, step, and jump (the first final event in the 1896 Olympics), was the first Olympic champion of the modern Olympic Games. Women : Women were first allowed to participate in 1900 at the second modern Olympic Games. Counting Olympiads : An Olympiad is a period of four successive years. The Olympic Games celebrate each Olympiad. For the modern Olympic Games, the first Olympiad celebration was in 1896. Every four years celebrates another Olympiad; thus, even the Games that were cancelled (1916, 1940, and 1944) count as Olympiads. The 2004 Olympic Games in Athens was called the Games of the XXVIII Olympiad. A List of the Modern Olympic Games : 1896 Athens, 1900 Paris, 1904 - St. Louis, 1906 - Athens ("Unofficial"), 1908 London, 1912 Stockholm, 1916 - Not held, 1920 Antwerp, 1924 Paris, 1928 Amsterdam, 1932 - Los Angeles, 1936 Berlin, 1940 - Not held, 1944 - Not held, 1948 London, 1952 Helsinki, 1956 Melbourne, 1960 Rome, 1964 Tokyo, 1968 - Mexico City, 1972 Munich, 1976 Montreal, 1980 Moscow, 1984 - Los Angeles, 1988 Seoul, 1992 Barcelona, 1996 Atlanta, 2000 Sydney, 2004 Athens, 2008 Beijing, 2012 London (to be held) , 2016 Brazil (to be held)
September 24 days	Half Yearly Examination

ANNUAL – BASKETBALL

October 21 Days	• Surya Namaskar • Introduction to Basketball (for information and knowledge of students only) History : Basketball is a game of modern times as none of its form was played in past. Dr. James Naismith was physical education teacher in YMCA training school at spring field (USA). He invented this first placed offensive game in 1891. At the world level it rules and technically is regulated by “Federation International de Basketball Association” (FIBA). In India the development of basketball is regulated by “Basketball Federation of India” (BFI) after it was constituted in 1950.
November 19 Days	RULES Court : The basketball playing court as per international standards should be 28m in length and 15m in width. Marking : All lines on the court should have a width 0.05m. Center line, center circle, three points field goal area, restricted areas, free throw line. Backboards: For international championship the boards should be 0.03 m thick, 1.80m length horizontally 1.20 meter vertically and 2.75 m above the floor.
December 25 Days	Fundamental Skills : i) Passing Chest pass, bounce pass, hook pass, jump pass, two hand pass, overhead pass ii) Dribbling Low dribble and high dribble. iii) Shooting Chess shot one hand push shot, lay up shot, jump shot, hook and press shot iv) Defense - Man to man defense, switching man to man defense, zone defense, blocking, guard. Foul : Personal foul, intentional foul, double foul, multiple foul Important tournaments National Championship, Federation Cup, World Cup, Asian Championship, NBA League. First Aid Syllabus • First Aid Techniques (video to be shown) • Electric Shock – Prevention and Precautions (video to be shown)



December 25 Days	Basketball at a glance Total players in team : 12 (five file players and seven substitutes) Chest number : 4 15 (FIBA rule) any two digit (NBA rule) Area of court : 28m x 15m (excluding line 5cm) [2m safety zone on all side] Radius of circle : 1.80m Height of board : 2.90 m from surface Diameter of ring : 45 cm Backboard : 180cm x 105cm (120cm inside the end line) Circumference of ball : 75cm ± 3cm (rubber or leather dust covering) Weight of ball : 625 ± 25 gm Duration of game : 40 minutes in four quarters (10 minutes each)
January 21 Days	Recreation Game related to basketball Championship, NBA League. Basketball at a glance Total players in team : 12 (five file players and seven substitutes) Chest number : 4 15 (FIBA rule) any two digit (NBA rule) Area of court : 28m x 15m (excluding line 5cm) [2m safety zone on all side] Radius of circle : 1.80m Height of board : 2.90 m from surface Diameter of ring : 45 cm Backboard : 180cm x 105cm (120cm inside the end line) Circumference of ball : 75cm ± 3cm (rubber or leather dust covering) Weight of ball : 625 ± 25 gm Duration of game : 40 minutes in four quarters (10 minutes each) Important personalities :- Trideep Rai, Surendra Kumar Kataria, Michael Jordan, Earvin "Magic" Johnson, Jr. James LeBron, Raymond James
February+March 23+19 = 42 Days	Annual Examination

Career Awareness Careers related to Technology and IT	
Half Yearly	
June + July 4+27=31 days	Session : 1 Unveiling Ambitions and Understanding Career Importance Student Interaction - - Tracing growth and progress in the field of Technology over last few years. - Discussion on Career Paths in Technology. - Students sharing of people they know in this field - brief outlining of their job profile.
August 25 days	Session : 2 Introduction to Technology and IT Careers Teacher Talk - - Preparing for a career in technology - Discussion and information sharing on Education requirement, practical experience, developing technical skills, build a portfolio, networking, continuous learning and building soft skills. Careers of the Future - - Later the teacher talks about the profession related to TECHNOLOGY, IT, AI & Machine Learning. (eg. Cyber security analyst, Web developer, IT consultant, Digital marketing specialist, Software developer, Networking Engineer, Data Scientist etc.) Discussion about unconventional careers : - Cloud Engineering - Data Scientists - Agri-tech Specialist - Ethical Hacker for AI Systems - Cyber Security Analysts - Smart City Technologist - Time Travel Researcher
Annuals	
October 21 days	Session : 3 Skill Development and Career Exploration Teachers Talk - - Detailed information on selection of subjects in high school and developing required skills to pursue a career in this field (eg. Analytical Thinking, Adaptability, Programming & coding, Database management, UI/UX design, Automation and scripting etc.) and stay updated with the latest trends and developments in the industry. - Guidelines to create an impressive PORTFOLIO. Homework : - Students will take interview of two personalities related to this profession on the interview sheet printed in English LC. - Wrap up and debrief.

PERSONAL GROWTH & SELF AWARENESS THROUGH DREAM JOURNAL

Theme: Exploring My Interests Stage 2: Deepening Self- Discovery

The Dream Journal is a guided reflection and life-skills programme designed to support students' emotional, social, and personal development. Through age-appropriate reflections, creative tasks, and discussions, students learn to understand themselves better, express their thoughts confidently, and build positive values. Most activities are completed through guided classroom discussions, with selected pages assigned as home reflection tasks.

NOTE: Discussion has to be done for the topics given for C.W. as well as for H.W.

H.W. to be given only after discussing the topic mentioned in that page. Teachers will check the journal and write 'seen' to ensure that the students complete the exercises of the journal.

Introduction

The Dream Journal for Class VII focuses on helping students explore their interests, passions, emotions, and growing sense of responsibility. At this stage, learners reflect more deeply on their choices, boundaries, habits, relationships, and values. Through guided reflections and activities, students develop emotional awareness, decision-making skills, social sensitivity, and clarity about what excites and motivates them.

This journal supports curiosity, self-expression, and purposeful thinking, helping students connect their interests with personal growth, meaningful goals, and their role in the larger world.

Exploring My Interests

Month & No. of working days	Content		
Half Yearly			
April + May 24+19=43 days	Topics	Class Work	Homework
	The Shift I Notice in Myself	Pg no. 18	-
	My Inside–Outside Reflection	Pg no. 19	-
	What Confidence Means to Me Now	Pg no. 20	-
	My Personal Boundaries	Pg no. 21	-
June + July 04+27=31 days	I Belong to Myself	Pg no. 22	-
	Feelings Are More Than One Word	-	Pg no. 23
	Spiral of Thoughts	-	Pg no. 24
	Stress Signals I Notice in Myself	Pg no. 25	-
August 25 days	Emotional Courage Moment	Pg no. 26	-
	My ‘Name the Feeling’ Challenge	-	Pg no. 27
	My Decision-Making Lens	-	Pg no. 28
	Building Useful Habits	Pg no. 29	-
	I Showed Grit	-	Pg no. 30

Month & No. of working days	Content		
Annual			
October 21 days	Topics	Class Work	Homework
	Time Awareness	-	Pg no. 31
	My Responsibility Check-in	Pg no. 32	-
	My 'Take Initiative' Page	-	Pg no. 33
	What I Value in Friendship	Pg no. 34	-
November 19 days	Handling Conflicts Better	Pg no. 35	-
	Social Awareness Page	Pg no. 36	-
December 25 days	My Curiosity Grows with Me	Pg no. 37	-
	My Place in the Bigger World	Pg no. 38	-
January 21 days	Goals with Meaning	Pg no. 39	-
	Letter to Myself: Keep Becoming You	-	Pg no. 40

TIME MANAGEMENT TIPS



Note:

- A **Time Management PPT** should be discussed before the **1st CPTD in April** to sensitise students.
- **Recap sessions** should be organised in the **last week of August and January** to reinforce strategies and support effective preparation for **Half-Yearly and Annual Examinations**.

Importance of Time Management

Time management is an essential life skill that empowers students to balance **academics, personal responsibilities, and leisure** effectively. It promotes **self-discipline, responsibility, planning skills, emotional well-being**, and supports **competency-based learning**, in alignment with the **National Education Policy (NEP) 2020**, which focuses on holistic development and lifelong learning.

Core Competencies Developed (NEP Aligned)

- Self-management and organisational skills
- Decision-making and problem-solving ability
- Critical and reflective thinking
- Digital literacy with ethical use of AI tools
- Emotional regulation, resilience, and stress management



Effective Time Management Strategies for Exam Success

1. **Plan Ahead** - Create a realistic study timetable. Planned learning helps in better understanding of concepts and reduces stress compared to last-minute preparation.
2. **Prepare a Long-Term Academic Calendar** - Carefully review the syllabus and note important dates for assignments, projects, unit tests, and examinations. Display the calendar near your study area and follow it consistently.
3. **Stay Organised** - Keep all study materials—textbooks, notebooks, reference books, stationery, water, and light snacks—ready to ensure uninterrupted study time.
4. **Take Smart Breaks** - Follow the Pomodoro Technique — 25 minutes study + 5 minutes break. After four rounds, take a longer 15–30-minute break. These breaks enhance concentration, memory, and overall productivity.

5. **Identify Your Peak Learning Time** - Each learner has a unique time when concentration is at its highest. Many students find mornings ideal for studying challenging subjects, as the mind is fresh and more focused.
6. **Maintain Regularity** - Attend school regularly, listen attentively in class, and complete tasks according to the timetable to strengthen understanding and discipline.
7. **Study NCERT Textbooks Thoroughly** - NCERT textbooks form the foundation of learning. Read them carefully before referring to additional resources for deeper understanding.
8. **Practice Through Regular Assessments** - Attempt school tests and worksheets regularly to familiarise yourself with exam patterns and improve performance.
9. **Develop the Habit of Note-Making** - Write key points in your own words. Well-prepared notes support quick revision, clarity of concepts, and independent thinking.
10. **Revise Consistently** - Regular revision strengthens memory retention and builds confidence, ensuring long-term learning.
11. **Focus on Neat Handwriting** - Clear and legible handwriting enables better communication of ideas and ensures accurate evaluation.
12. **Avoid Digital Distractions** – Keep phones on silent or in another room during study hours. Use apps only for learning purposes.
13. **Sleep Schedule Discipline** - Maintain a Fixed Sleep–Wake Cycle. Sleeping and waking at consistent times improves memory, focus, and emotional balance.

Tips to Remember

English – Language Proficiency

- Use simple, clear, and appropriate vocabulary.
- Write grammatically correct sentences.
- Develop reading and writing skills for effective communication.

Model Papers

Solve model papers provided by the school or *Learners' Comate* to understand question patterns and marking schemes.

Date Sheet-Based Planning

Analyse gaps between examination dates and plan revision accordingly—revise the completed subject first, then prepare for the next.

Health and Well-Being (Holistic Development)

- Consume a balanced diet with fruits, nuts, and vegetables.
- Stay hydrated and avoid junk food.
- Engage in physical activity or sports for at least **30 minutes daily**.
- Ensure adequate sleep for mental alertness and emotional balance.



Responsible and Ethical Use of AI Tools

- Use AI tools to create study schedules and learning plans.
- Seek AI support for concept clarification and revision summaries.
- Practice AI-generated questions for self-assessment.
- Avoid copying answers directly—use AI as a **learning aid**, not a substitute for thinking.
- Follow school guidelines for **safe, ethical, and responsible AI usage**.

Tips for the Examination Day

- Revise notes a day before the exam.
- Do not start new topics on the exam day.
- Stay calm, confident, and positive.
- Sleep well the night before the exam.
- Carry all required stationery.
- Read instructions and questions carefully.
- Allocate time according to marks and attempt questions wisely.

Success is not a secret. It is the outcome of consistent effort, thoughtful preparation, and learning from every experience.



- Set clear and achievable goals
- Identify challenges and work through them
- Create a positive and focused learning environment
- Believe in your abilities and overcome self-doubt
- Accept challenges as opportunities to learn
- Stay disciplined, curious, and resilient
- Demonstrate your potential with confidence



Quality Circle Time (I Term)

Theme for the term: Accepting Body Image Lesson Plan – 1

SEL Competency for the lesson – Self Awareness (The ability to recognize one's feelings and emotions and how they influence decisions and behavior; accept oneself as unique; appreciate personal traits; build positive self-worth; take pride in skills and achievements; and develop confidence and optimism.)

Learning standard :- Identify one's emotions and their influence on one's behavior, performance, and decisions.

Learning outcome :- Recognise that one's emotional responses can be distinct from others in the same situation.

Learning objective :- Students will be able to describe situations that trigger various emotions.

Set the ground rules for QCT

QCT Aids – Speaking Object

Revisit the five skills required for QCT (Listening, Speaking, Looking, Thinking, Concentrating)

Meeting Up:	Students imagine their bodies are crayons. Each student shares which color they would like to be and explains why. Example: "I want to be blue because it feels calm."
Warming up:	Students sit in a circle and create a Compliment Chain . The first student gives themselves a positive compliment. The next student compliments the previous person and then adds their own positive quality. Example: "You are funny, and I like my creativity."
Opening up:	Students respond using the speaking object: • "If you had to describe yourself to someone who has never met you, what would you say?" • "How do you feel about your body most days?" "Why do you feel that way?"
Cheering up:	Students complete the sentence: " There are many things that make me special besides my appearance, such as ____. " Example: kindness, talent, humor, intelligence.
Calming down:	Students imagine being leaves on a tree. A strong wind blows them off, and they float gently to the ground. After the visualization, students share what they saw, how they felt while floating, and where they landed.

Quality Circle Time (I Term)

Lesson Plan – 2

SEL competency for the lesson – Self Management (The ability to express emotions appropriately; manage stress; cope with difficult situations in healthy ways; identify support systems; and work toward goals in an organized manner.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Mirror, Soothing Log

Meeting Up:	Students move around the room and meet peers. When two students meet, they take turns making a silly face and saying, “ Don’t you dare laugh. ” Any student who laughs sits down, and the activity continues until one student remains.
Warming up:	Students form a Gratitude Circle . Each student shares something they appreciate about their body or a healthy coping habit. Example: “I appreciate my strong legs,” or “I take deep breaths when stressed.”
Opening up:	Students discuss: • “How does your body feel when you are stressed or anxious?” “What helps you calm your body when you feel overwhelmed?”
Cheering up:	Students complete the sentence: “ I am very proud of my friend ____ because he/she is special in ____. ” The named student responds with “ Thank you. ” Students reflect on the feeling of appreciation and achievement.
Calming down:	Students close their eyes while soft music plays and visualize one happy moment from their life. They then share their moment in small groups or with the circle.

Quality Circle Time (I Term)

Lesson Plan – 3

SEL competency for the lesson – Social Awareness (The ability to form positive relationships with people from diverse backgrounds; understand cultural differences; empathize with others; be sensitive to social influences; and take responsible action.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups differ and contribute to society.

Learning objective: - Students will recognize diversity in society.

Revisit the five skills required for QCT

QCT Aids – Speaking Object

Meeting Up:	Students sit in a circle and form a Kindness Chain . Each student compliments someone based on a non-physical quality . Example: "I like your honesty."
Warming up:	Students reflect and share: " Have you ever seen something online or in media that made you feel bad about your body? How did you deal with it? "
Opening up:	Students discuss "What if" situations such as: • What if someone you don't know praises your appearance online What if that person asks to meet you and tells you not to inform your parents?
Cheering up:	Students share two wishes they have for themselves that do not focus on appearance. Example: success, confidence, learning new skills.
Calming down:	Students sit in a circle and play Electric Squeeze , passing a gentle squeeze around the group while staying focused and calm.

Quality Circle Time (I Term)

Lesson Plan – 4

SEL competency for the lesson – Relationship Management (The ability to build healthy relationships; communicate assertively; resist negative peer pressure; offer constructive feedback; and resolve conflicts respectfully.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork.

Learning objective: - Students will examine how they respond to peer pressure.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Parachute

Meeting Up:	Students sit in a circle. One student stands, walks across the circle, and introduces themselves to a classmate they do not usually interact with. Example: “Hello, I’m Riya. Nice to meet you.” The activity continues until everyone has participated.
Warming up:	Students write a short Thank You Note to someone who made them feel good about themselves or supported them. Notes may be shared aloud if students feel comfortable.
Opening up:	Students reflect and respond: “Think about a friend who makes you feel good about yourself. What qualities do they have?”
Cheering up:	Students play a Parachute Greeting Game , where pairs greet each other in the center with a handshake or friendly gesture before returning to their places.
Calming down:	Students play the Melting Game , standing like snowmen and slowly melting to the floor, ending in a relaxed and calm posture.

Quality Circle Time (I Term)

Lesson Plan – 5

SEL competency for the lesson – Responsible Decision Making (The ability to make constructive choices about personal behavior, health, relationships, and safety; understand rules; examine consequences; and act responsibly.)

Learning standard: - Consider ethical, safety, and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will examine the purpose of rules.

Revisit the five skills required for QCT

QCT Aids – Speaking Object, Soothing Log

Meeting Up:	Students play the Fruit Basket Game , switching seats based on fruit names while following rules of safety and fairness.
Warming up:	Students play “ What Would You Do? ”, sharing responses to scenarios such as: “You see someone being bullied about their appearance. What would you do?”
Opening up:	Students reflect on a time they made a decision that affected their health or how they felt about their body, and discuss whether it was responsible and why.
Cheering up:	Students complete: “ If everyone in this class made one responsible decision today to support their health, it could be ____. ”
Calming down:	Students close their eyes and visualize being underwater near a coral reef, floating peacefully, observing colorful fish, and feeling calm and safe before slowly returning attention to the classroom.

Quality Circle Time (II Term)

Theme for the term: Puberty Issues – Changes and Challenges

Lesson Plan – 1

SEL Competency for the lesson – Self Awareness (The ability to recognize one's feelings and emotions, understand how they influence decisions and behavior, accept oneself as unique, appreciate personal traits, and build positive self-worth and confidence.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognise that one's emotional responses can be distinct from others in the same situation.

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

Teaching Aids: Changes Chart, Speaking Object

Revisit the five skills required for QCT (Listening, Speaking, Looking, Thinking, Concentrating)

Meeting Up:	Students introduce themselves by sharing one change they have noticed in themselves recently and how they felt about it. <i>Example: "I have grown taller, and I feel proud."</i>
Warming up:	Students sit in a circle and act out emotions such as excitement, confusion, frustration, or nervousness related to growing up. Others guess the emotion and briefly share when they have felt something similar.
Opening up:	Using the speaking object, students complete the sentence: "When I think about puberty, I feel ____ because ____." Examples may include feeling curious, unsure, excited, or worried.
Cheering up:	Students share qualities they believe help a person stay happy and confident. <i>Example: kindness, patience, self-respect, honesty.</i>
Calming down:	Students close their eyes, relax their bodies, and think of a happy or comforting memory. Each student may share one positive thought, with the option to say "pass."

Quality Circle Time (II Term)

Lesson Plan – 2

SEL Competency for the lesson – Self Management (The ability to express emotions appropriately, manage stress, cope with challenges in healthy ways, seek support, and set personal goals.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed through the circle time session.

Teaching Aids: Speaking Object, Soothing Log

Revisit the five skills required for QCT

Meeting Up:	Students discuss useful self-management skills for puberty, such as managing time, handling emotions, asking for help, or calming down during stress.
Warming up:	Students stand in a circle and complete the sentence: “One healthy change I would like to make is ____.” <i>Example: “I want to reduce screen time.”</i>
Opening up:	Students share positive self-statements related to managing change. <i>Example: “I am capable of handling changes calmly.”</i>
Cheering up:	In pairs, one student keeps a fixed facial expression while the partner tries to make them laugh without touching, helping practice emotional control.
Calming down:	Students take 5–7 slow breaths and imagine a happy moment in their life. They reflect on one personal change that could help them grow socially or emotionally.

Quality Circle Time (II Term)

Lesson Plan – 3

SEL Competency for the lesson – Social Awareness (The ability to understand diversity, empathize with others, respect different backgrounds, stay socially aware, and respond responsibly to social challenges.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups are different and contribute to society.

Learning objective: - Students will be able to recognise the existence of diversity in society through this circle time session.

Teaching Aids: Speaking Object, Parachute, Soft Toy / Soft Ball

Revisit the five skills required for QCT

Meeting Up:	Students sit in a circle and show facial expressions for emotions such as happy, sad, nervous, lonely, or angry when named by the teacher.
Warming up:	Students stand in a circle and toss a soft ball while giving compliments related to kindness, empathy, or respectful behavior. <i>Example: "You are supportive."</i>
Opening up:	Students respond to safe "What if" questions such as: • What if someone online makes you feel special but asks you to keep secrets? • What if you feel unsafe while alone at home?
Cheering up:	Students play Chinese Whispers , passing a sentence quietly around the circle and comparing the final message with the original.
Calming down:	Students use a parachute and soft ball to create gentle, slow movements together, focusing on cooperation and calmness.

Quality Circle Time (II Term)

Lesson Plan – 4

SEL Competency for the lesson – Relationship Management (The ability to build healthy relationships, communicate assertively, resist negative peer pressure, resolve conflicts peacefully, and show empathy.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will be able to examine how they respond to peer pressure through this circle time session.

Teaching Aids: Speaking Object, Hat, Pen, Paper, Music Player

Revisit the five skills required for QCT

Meeting Up:	Students silently link arms in groups based on a number called out, encouraging cooperation and awareness.
Warming up:	Students act out short social scenarios related to friendship, peer pressure, or misunderstandings, while others guess the situation and suggest respectful responses.
Opening up:	Students discuss: • How can you build a positive self-image during puberty? How can you be a better listener to friends going through similar changes?
Cheering up:	Students wear a special hat and make one positive wish that could make people happier. <i>Example: "I wish everyone felt confident."</i>
Calming down:	Students dance freely to music and freeze when it stops, ending with soft music to relax their bodies and minds.

Quality Circle Time (II Term)

Lesson Plan – 5

SEL Competency for the lesson – Responsible Decision Making (The ability to make thoughtful choices about personal behavior, health, relationships, and safety; understand rules; consider consequences; and act responsibly.)

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will be able to examine the purpose of rules through this circle time session.

Teaching Aids: Speaking Object, Tambourine

Revisit the five skills required for QCT

Meeting Up:	Students respond to statements by showing thumbs up or thumbs down and briefly explaining their choice. <i>Example: "It's okay to cheat if no one finds out."</i>
Warming up:	Students build a sentence chain on responsible decision-making. <i>Example: "When I face a difficult decision, I should... think... consider options... think of consequences."</i>
Opening up:	Students share two real-life challenges they currently face and discuss responsible ways to handle them.
Cheering up:	Each student shares one personal change that helped them grow positively. <i>Example: "I learned to control my anger."</i>
Calming down:	A few students create rhythms using a tambourine while others repeat the pattern by clapping, ending the session in a calm and focused mood.

Chetna Syllabus

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way. Some time on their own or by seeking help from the right person at the right time.

Half Yearly

Month	Content	Resource Person
April & May	Session-1 (For Students) 1. Type of abuses – Physical, Verbal, Emotional, Sexual. 2. “Safe Secret” and “Unsafe Secret.” 3. Safety from abusers (Discussion followed by Worksheet – given in English Learner’s Comate) 4. (Important information related to personal safety (to be discussed) • POCSO committee members of the school. • Child helpline no.-1098 • Complaint/suggestion box in the school. • POCSO E-Box • Introduction of NCPCR (National commission for protection of child right)	Counsellor
	Session-2 (For Students) Parivartan Session (separately for boys and girls) (a session on menstrual hygiene, UTI for girls) and (Handling changes during Puberty, UTI for Boys)	Girls – female counsellor / senior female teacher Boys - male Counsellor/ male bio teacher
June +	Session-3(For Students)	Counsellor

July	Child safety and well-being – Responsible Gadget Usage (mind your screen time) • Navigating the digital tempest : Unravelling the threads of OVER-THE-TOP (OTT) AND media addiction in modern landscape. • Cyber grooming • School's IT acceptable usage policy • Impulse Driven Behaviour	
August	Session-4(For Students) 1. Setting boundaries and respecting privacy (teaching about when to say NO) 2. Appreciate the feeling of growing up. 3. The Irreplaceable Role of Parents in Our Lives	Class Teacher
	Session-5(For Students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher

Annual Term

Month	Content	
November	Session-1 (For Students) 1. “Friendship and Empathy” : the importance of empathy in building strong friendships. Discussing scenarios where empathy plays a key role which can help students understand the value of compassion and kindness in their relationships with peers. Be Assertive in different situations - Activity (Discussion followed by Worksheet – given in English Learner's Comate) - English subject teacher will conduct this activity	Counsellor
December + January	Session-2(For Students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
	Session-3 (For Students) 1. Bullying (a) Body image and related concern (body shaming) (b) Resisting peer pressure (to be discussed with the help of Slide Shows) 2. CBSE & UNESCO-approved videos on bullying: Video Link 3. Know your feelings - Introductory Activity (Discussion followed by Worksheet – given in English Learner's Comate)	Counsellor

ATL (Atal Tinkering Lab) - VII

In alignment with the vision of **NITI Aayog**, Atal Tinkering Labs (ATL) have been established in Sunbeam Schools to promote **innovation, creativity, and scientific thinking** among students.

ATL provides a hands-on learning environment where students explore **STEM concepts** through experimentation, problem-solving, and design thinking. Equipped with mechanical, electrical, and electronic components, sensors, embedded systems, and **fabrication tools including a 3D printer**, the lab enables students to transform ideas into working models.

Guided by trained mentors, ATL nurtures curiosity, strengthens conceptual understanding, and builds **future-ready and entrepreneurial skills**.

Note

- Practical File must be maintained for all ATL activities.
- Assignments given in Physics Learner's Comate (LC) should be completed and checked.
- Assessment will be conducted based on the activities prescribed in the Precept.



Months	Topics
April 24 Days	Module 1: Basic Introduction Digital Literacy : To help understand the basics of using computing devices • Introduction to Technology 1. Technology 2. Science 3. Consequences 4. Use • Different Types and Design of Robots Module 2: Identification of Problem Statement • Ideation: To encourage Students to think out of the box. • Conceptual Design Process 1. To enable Students to practice and identify design opportunities through various phases with the help of hands-on activities a) Purpose b) Creative process c) Problem solving and Design • PPT to be made by the children based on their own ideas. • Lab Visit

ATL (Atal Tinkering Lab)

Months	Topics
May 19 Days	Module 3 : Conceptual Understanding of computational devices 1. <u>Electronics Measurements</u> Electrical charge (Voltage, Current, Resistance, Multimeter, Measuring Voltage, Measuring Resistance) ● Activity - Description and stages about measuring the resistance, voltage & current. ● ATL Assignment-1: Based on Basic Electronic Components mentioned in precept.
June + July 4+27 Days	CONTINUE..(MODULE 3) ● Resistance color coding ● LED - Polarity, operating voltage of led, LED current, LED voltage, LED wavelength, Application of LED. ● Potentiometer - Variable Resistor, Potentiometer Type, Rotatory Potentiometer, Slider Potentiometer, Rheostats , Potentiometer Applications) ● Soldering - Introduction, Soldering with Printed Circuit Board (PCB). ● ATL Assignment-2: Based on soldering with PCB.
Aug 25 Days	1. Mechanical Kit - Introduction, Assembly Guide (MOTORS, GEARS, METALLIC PARTS) ● SPEEDSTER ● SWEEPER ● HELICOPTER ● F1 CAR ● Aerodynamics ● ATL Assignment-3: Based on soldering Mechanical Kit.
Sep 24 Days	Revision & Assessment
Oct+Nov 21+19 days	Module-4: ARDUINO • Introduction • Microprocessor / Microcontroller • LED blinking with arduino. • Programming / Coding

ATL (Atal Tinkering Lab)

Months	Topics
Dec 25 Days	Software & Hardware Intoduction ● Familiar with M-block ● M-block code for controller (Arduino) ● Activity - To make 3-D Matrix of LED Light. ● ATL Assignment-4: Basedon M-block Programming with Arduino Code..
Jan 21 Days	● 3-D Printer - Designing & Printing ● Sensor - Introduction. ● Activity - (i) To design 3-D object. (ii) To deploy sensor based blind stick. ● ATL Assignment-5: Based on 3-D printer and sensor - basic concepts.
Feb 24 Days	Revision & Assessment
	For Levels 3 and 4, select number of students from classes VI–IX and XI (Science Stream) will be chosen based on their performance in the activities conducted at Levels 1 and 2 in their regular classes. These levels (3 and 4) will then be conducted within the FA clubs of ATL.



ALIGNMENT OF CONTENT WITH TINKERING LEVELS



Criteria	PRE-TINKER Level -1	TINKER CLUB Level -2	TINKER LAB Level -3	TINKER LAB Level -4
Recommended	To all students of Classes VI-IX & XI (Science)	To all students of Classes VI-IX & XI (Science)	To some selected students of different age groups	Self-motivated and passionate selected handful students of different age groups
Duration	1st Term	2nd Term	FA – ATL Club (Whole Year)	FA– ATL Club (Whole Year)
Core Objective	• Creating awareness about ATL • Inspire and Ignite Passion • Initiating the process of Ideation	• Take Participants from zero to tinker skills • Digital Awareness Programmes – Cyber Safety • Initiating Aptitude for creative thinking • Design Thinking	• Elevate the Level of students from Tinkerer to Maker • Initiating aptitude for innovation mind set • Digital Wellness module • Presentation about Ideation • Presentation about Stages of Design Thinking	• Enable students to grow from Maker to Innovator • Tech creation implementation
Suggested Content	• Digital Literacy • Ideation • Design thinking	• Basic Programming • Application of concepts • Design thinking • Physical Computing	• Coding – Decoding • Real Time Projects (DIY –Do it yourself) Using the learning from the previous levels.	• Coding – Decoding • Real Time Projects (DIY –Do it yourself)
Resources	• Presentation about ATL • Digital online module • Digital Wellness Module • PPTs - Ideation • Basic Electronic Components	• Introduction to Computational Thinking • Understanding flowcharts and algorithms • Basic Electronic Components • Basic Boards & ATL Kits • Understanding Circuits • Revisit concepts and activities of design thinking	• Tools and Kits • Software • Presentations to know boards • Activity Cards for Physical Computing • Revisit concepts and activities of design thinking, computational thinking	• Tools and Kits • Software • Real Time Projects (DIY –Do it yourself)
Ownership	ATL In-charge	ATL In-charge	ATL In-charge supported by External Mentors	Students and ATL In-charge supported by External Mentors

ROBOTICS CURRICULUM

(Only for ANP, SIV, SNT & ING)

Robotics is an interdisciplinary field that blends science, engineering, and technology to develop problem-solving and critical thinking skills in students. Through hands-on activities, learners explore STEM concepts and work with embedded systems found in everyday devices, fostering curiosity, creativity, and innovation.



- Practical File to be maintained for all activities.
- Assignments will be done in Physics Learner's Comate and will be subjected to correction.

Months	Platform	Topics
April =24 Days	Introduction of Robotics and Introduction of Electronics	Module 1: Basic Introduction • What is Robots • Classification of Robots • Application of Robots • Basic Components of Robot • Different Types of Robots ✓ PPT to be shown to students. ✓ Lab Visit. Assignment 1: Based on basic introduction of Robotics and their types. Module 2: Conceptual Understanding of computational devices. • Introduction of Electronics • Identification of Components • Use of components and their connectivity • Introduction of Breadboards
Components Used: Breadboard, Switches, Buzzer (Kit No. 1)		
May (19 Days)	Electronics (Ohm's Law, Resistance and Switches) & Diode	Module 2: (Continue... ..) • Introduction of Resistance and ohm's Law. • Active and Passive Component. ✓ Lab Activity 1: Build simple closed circuit of LED ON/OFF with Push Button. Assignment 2: Based on Basic Electronics and Ohm's Law.
Components Used: Breadboard, Diode, Switches, Buzzer (Kit No. 1)		
June + July (4+27) = 31 Days	RGB LED, Switches and Series - Parallel Concept	Module 2: (Continue.....) • Series and Parallel Circuit with Leds • Introduction of color Mixing with RGB Led ✓ Lab Activity 2: Build a circuit related to Series and Parallel. ✓ Lab Activity 3: Build a circuit for RGB LED and control with potentiometer. Assignment 3: Based on RGB LED, SWITCHES and Series and parallel concept.

Components Used: Breadboard, RGB Led, Switches, Buzzer (Kit No. 1)		
Aug 25 Days	Arduino	Module 3: Introduction of Arduino Boards • Introduction of Arduino UNO. • Software Installation, Booting Up, Uses and Components. • Starting of code. • Push button with Arduino and Fading of Led ✓ Lab Activity 4: Students write programs for Digital Output : Blinking an LED
Components Used: Arduino Uno (Kit No. 1)		
Sep 24 Days	Revision Project	Challenge Task: • Build a Traffic Light using Arduino Uno.
Oct 21 Days	Arduino	• Introduction to Analog Input Pins • Pin Description of Analog Input from Arduino • Uses of Analog Input ✓ Lab Activity 6: Analog Output : Fading LED
Components Used: Arduino Uno (Kit No. 1)		
Nov 19 Days	Sensors Introduction	• Sensor Introduction • Types of Sensors • IR Sensor Introduction ✓ Lab Activity 5: Make a circuit Based on IR Sensor Analog Input : Potentiometer Assignment 4: Based on Arduino and Sensors
Components Used: IR sensors, Breadboard, Connecting Wires, Led, Battery and Battery Clip		
Dec 25 Days	Mechanical Construction	• Introduction to Mechanical Construction • Components of Mechanical Construction ✓ Lab Activity 6: Make a Crane Robot using Mechanzo. Link for Reference: https://youtu.be/w-0EFJraEYQ Assignment 5: Based on Mechanzo Kit.
Jan 21 Days	3D Designing: 3D Pen/3D Printer	• Introduction to 3D Printer/3D Pen • Loading and Unloading of Filament • Introduce the software Tinker Cad ✓ Lab Activity 7: Make a Dice using 3D Pen/3D Printer Assignment 6: Based on 3D Printer/3D Pen.
Feb 24 Days	Revision	Challenge Project: • Make a Project of Arduino Uno and Dc Motor to understand the working of motor

SUMMER HOLIDAY HOMEWORK

English (To be done in the Language Notebook)

1. Enrichment Activities-1 (pg. 47)
21st Century English Coursebook
Students will be divided into teams.
They will research about how life on Mars is different to life on Earth.
They will present what are the things they would miss/ not miss back on Earth.
Refer pg. 51 in 21st Century English Coursebook.
2. Read anyone book from the list of suggested reading (English & Hindi) given in your syllabi and write in the Reading Log Book.
3. Read the book '**Varanasi.... Eternal Sunshine in our Heart**' for Reading for Pleasure Exam . (Units from "Culture" to "The City")

Hindi :

ग्रीष्मावकाश गृहकार्य

१ से १०० तक (अंकों तथा शब्दों में) गिनती लर्नर्स कोमेट में लिखने के लिए दिया जाएगा।

मधुश्री हिन्दी पाठमाला-७ मेरा बचपन

योग्यता आधारित गतिविधियाँ पृष्ठ संख्या ३२ प्रश्न संख्या ५ (अनेक प्रसिद्ध हस्तियों ने अपनी आत्मकथा लिखी है। किन्हीं चार भारतीयों का उल्लेख करते हुए उनकी आत्मकक्षा की पुस्तक का नाम लिखिए।) को सम्बोध उत्तर पुस्तिका में कार्य पूर्ण करेंगे।

Maths :

Logical Reasoning Assignment will be done in Enrichment Booklet

Sanskrit :

परियोजना निर्माण कार्यम् - पृ० सं० १४

Kaushal Bodh Project :

Tie and Dye (Page 51-82) Project-1

Students will follow the guidelines and format given in English Learners Comate and complete all details in Skill & Vocational Education Register and submit it to the subject teacher for Evaluation.

Students will make at least two handkerchief (6 inch × 6 inch) with any two patterns (Bandhani / Shibori / Leheriya) and staple it in the Register.

Drawing & Craft :

Animal Portrait: Squirrel-Pg. No.22 (to be done in notebook),

Landscape Village Hut - Pg. No. 23 (to be done in notebook)

Music :

गायन, वादन तथा नृत्य-तीनों कलाओं के क्षेत्र से एक-एक कलाकार के चित्र के साथ संक्षिप्त परिचय दीजिए।

WINTER HOLIDAY HOMEWORK

English :

(To be done in the Language Notebook)

Enrichment Activities-2 (pg. 126)

21st Century English Coursebook

Students will choose a scientist of their own choice.

They will research about him/ her in details.

They will use the information to prepare the biographical report (include pictures)

Then, create cue cards based on the biographical report.

Refer pg. 126 in 21st Century English Coursebook

Hindi:

शीतावकाश गृहकार्य -

मधुश्री हिन्दी पाठमाला -७

योग्यता आधारित गतिविधियाँ (पृष्ठ संख्या १४४)

प्रश्न संख्या १ 'वसुधैव कुटुम्बकम्' भारत के उपनिषद् के एक श्लोक का अंश है। कक्षा की भित्ति पत्रिका (soft board) के लिए एक चार्ट पर पूरा श्लोक और उसका अर्थ लिखिए।

Sanskrit :

परियोजना निर्माण कार्यम् - पृ० सं० ५३

Drawing & Craft :

Mandala Dot Craft Activity - Pg. No. 48

The Sunbeam Value Tree



A large rectangular box with rounded corners, containing 20 horizontal dotted lines for writing. The box is outlined with a double border. The dotted lines are evenly spaced and run across the width of the box.