

Syllabus 2021-22

Class VII

- **Term Exams of English, Hindi, Punjabi, Maths, Science and Social Science will be of 80 marks + Periodic Assessment (PT) (20marks) = 100 marks**
- **PT 20marks = [(PT1+PT2+PT3) / (PT4+PT5+PT6) reduced to 10 marks + Subject Enrichment 5 marks + Notebook Evaluation 5 marks]**
- **There will be 2 Subject Enrichment Activities of 5 Marks and 2 Note Book Evaluation of 5 Marks in EACH TERM**

ENGLISH

GENERAL AIMS AND OBJECTIVES

Aims:

The overall aims and objectives of the course are:

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use English effectively for the purpose of studying across the curriculum.
- (iii) to develop an interest in Literature and to appreciate it.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce the structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

Objectives:

LISTENING SKILLS

- (i) To understand meaning of words, phrases and sentences in context.
- (ii) To understand statements, questions, instructions, and commands.
- (iii) To follow simple narratives and description.
- (iv) To grasp the substance and central idea of what is heard.
- (v) To listen and understand audios.
- (vi) To maintain one's listening attention for a reasonable length of time.

SPEAKING SKILLS

- (i) To pronounce words correctly and intelligibly.
- (ii) To use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) To speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) To put ideas in proper sequence.
- (v) To narrate simple experiences and series of events to convey its essence and intention.
- (vi) To describe accurately what the learner observes and experiences.

- (vii) To converse in familiar social situations.
- (viii) To use polite expressions in appropriate ways e.g. Excuse me, I beg your pardon etc.

READING SKILLS

- (i) To understand the total content and underlying meaning in the context.
- (ii) To follow the sequence of ideas, facts etc.
- (iii) To identify and understand phrase or sentence groups.
- (iv) To draw inferences.
- (v) To be able to answer factual, descriptive and inferential questions based on the lessons taught.
- (vi) To predict the outcomes.
- (vii) To grasp the meaning of words and sentences.
- (viii) To acquire the ability to use a suitable dictionary.
- (ix) To understand labels, simple notices and written instructions.
- (x) To form a habit of reading for pleasure and for information.
- (xi) To develop correct reading habits, silently, extensively and intensively.
- (xii) To comment on the passages read.

WRITING SKILLS

- (i) To master the mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) To spell words correctly.
- (iii) To write neatly and legibly with reasonable speed.
- (iv) To use appropriate vocabulary.
- (v) To use correct grammatical items.
- (vi) To write coherently in more than one paragraph.
- (vii) To complete semi controlled compositions like stories, events, processes etc; accurately and fluently.
- (viii) To write the description of people, places and things and respond imaginatively to textual questions.
- (ix) To write paragraphs, letters, narrative pieces, e-mails, stories, diary entries etc

ATTITUDINAL CHANGES

Through the course, the students should be able to imbibe ethical, moral, national and cultural values through various forms of literature.

- Prescribed Books:** (i) **Exploring English - 7 Literature Reader - Collins**
(ii) **Just Grammar**
(iii) **Workbook for Unseen passages and Vocabulary**

PT/LESSON/TOPIC	SPECIFIC LEARNING OUTCOMES	ACTIVITIES
PT1 Textual Comprehension Lesson 1 Bonnie and the Fairies	<input type="checkbox"/> At the end of the story, students would be able to: <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words.	<input type="checkbox"/> Questions on magic to be put forth to the students: <input type="checkbox"/> Do you believe in magic? Give reasons.

	<ul style="list-style-type: none"> <input type="checkbox"/> become familiar with the literary term, 'hyperbole.' <input type="checkbox"/> learn new words and phrases. <input type="checkbox"/> learn about the importance of doing one's own work. 	<ul style="list-style-type: none"> <input type="checkbox"/> If fairies really existed, what would you want them to help you in and why?
Grammar Nouns	<p>Students would be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> define and provide examples of different types of nouns. <input type="checkbox"/> use nouns (words) in sentences while upholding grammatical integrity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students to be shown ppts/videos on different types on Nouns on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Factual Description	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the different forms on factual description. <input type="checkbox"/> 'tell' about the subject by describing its features without including personal opinions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Format and sample of factual description to be displayed on the smart board. <input type="checkbox"/> Students to be made to factually describe their mother/father.
Vocabulary Vocabulary Unit I 20 new words will be taught using the vocabulary workbook along with the words from lesson 1 of the reader.	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> widen the horizons of active vocabulary. <input type="checkbox"/> use new words instead of the old school ones. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students to frame sentences of their own using the new words.
Reading Comprehension Unseen Passages (Unit I) (Unseen Passages 1 & 2)	<p>Students would comprehend HOTS unseen passages.</p>	
PT2 Textual Comprehension Lesson 2 Buying an Elephant	<p>At the end of the story, students would be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words. <input type="checkbox"/> learn new words and phrases. <input type="checkbox"/> become familiar with the literary term, 'simile.' <input type="checkbox"/> understand the difference between train travel, then and now; along with the power of negotiation in sealing deals. 	<ul style="list-style-type: none"> <input type="checkbox"/> The story is an extract from the novel, 'Around the world in 80 days,' the students to be made aware about this and the novel to be summarised and discussed. <input type="checkbox"/> The movie 'Around the World in 80 days' to be shown on the smart board.

	<input type="checkbox"/> comprehend the maxim, 'Where there's a will, there's a way.'	
Grammar Pronouns	Students would be able to <input type="checkbox"/> recognize pronouns and distinguish them from the other parts of speech. <input type="checkbox"/> use pronouns effectively in writing.	<input type="checkbox"/> Students to be shown ppts/videos on different types on Nouns on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Formal Letter	Students would be able to: <input type="checkbox"/> identify the basic elements of a formal letter. <input type="checkbox"/> apply the elements of a formal letter.	<input type="checkbox"/> Format and sample of a formal letter to be displayed on the smart board. <input type="checkbox"/> Students to be made to write a formal letter.
Vocabulary Vocabulary Unit- II 20 new words will be taught using the vocabulary workbook along with the words from lesson 2 of the reader.	Students would be able to <input type="checkbox"/> widen the horizons of active vocabulary. <input type="checkbox"/> use new words instead of the old school ones.	Students to frame sentences of their own using the new words.
Reading Comprehension Unseen Passages (Unit II) (Unseen Passages 3 & 4)	Students would comprehend HOTS unseen passages.	
PT3 Textual Comprehension Lesson 4 Young Florence Saves A Shepherd's Dog	At the end of the story, students would be able to: <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words. <input type="checkbox"/> become familiar with the literary term, 'exclamation.' <input type="checkbox"/> appreciate and the values of empathy, kindness and generosity towards animals.	<input type="checkbox"/> Tell students about the 'Lady with the lamp'- Florence Nightingale. Ask them to contribute to the discussion. <input type="checkbox"/> Show students clippings/videos/ images of Florence tending to her patients, on the smart board.
Grammar Adjectives	Students would be able to <input type="checkbox"/> identify and use different types, degrees and order of adjectives. <input type="checkbox"/> select vivid adjectives to enhance their writing skills.	<input type="checkbox"/> Students to be asked to use one adjective to describe their partner(s). <input type="checkbox"/> Students to be shown ppts/videos on different types on Adjectives on the smart board.

		<input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Informal Letter	Students would be able to: <ul style="list-style-type: none"> <input type="checkbox"/> identify the basic elements of an informal letter. <input type="checkbox"/> apply the elements of an informal letter. 	<input type="checkbox"/> Format and sample of an informal letter to be displayed on the smart board. <input type="checkbox"/> Students to be made to write an informal letter.
Vocabulary Vocabulary Unit III 20 new words will be taught using the vocabulary workbook along with the words from lesson 4 of the reader.	Students would be able to <ul style="list-style-type: none"> <input type="checkbox"/> widen the horizons of active vocabulary. <input type="checkbox"/> use new words instead of the old school ones. 	<input type="checkbox"/> Students to frame sentences of their own using the new words.
Reading Comprehension Unseen Passages (Unit III) (Unseen Passages 5 & 6)	Students would comprehend HOTS unseen passages.	
TERM 1 Textual Comprehension Lesson 5 The Boatman from Chin Hills	At the end of the story, students would be able to: <ul style="list-style-type: none"> <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words. <input type="checkbox"/> develop an appreciation of another culture. 	<input type="checkbox"/> Show students where Burma is on the world map. <input type="checkbox"/> Discuss the importance of rivers in trade.
Grammar Tenses and their types- Past, Present, Future	Students would be able to <ul style="list-style-type: none"> <input type="checkbox"/> use past, present and future tenses with appropriate time markers. <input type="checkbox"/> transform a single sentence into all the various forms of tenses. <input type="checkbox"/> understand the rules and usage of different types of tenses (simple, perfect and continuous) in sentences and paragraphs. 	<input type="checkbox"/> Students to frame a sentence each on all the types of tenses. <input type="checkbox"/> Students to be shown ppts/videos on different types on Tenses on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Notice	Students would be able to <ul style="list-style-type: none"> <input type="checkbox"/> identify the different kinds of notices. <input type="checkbox"/> comprehend the basic format of writing a notice. 	<input type="checkbox"/> Format and sample of a notice to be displayed on the smart board. <input type="checkbox"/> Students to be made to draft a notice.

	<input type="checkbox"/> learn to use selected information and project it effectively.	
Vocabulary Vocabulary Unit IV 20 new words will be taught using the vocabulary workbook along with the words from lesson 5 of the reader.	Students would be able to <input type="checkbox"/> widen the horizons of active vocabulary. <input type="checkbox"/> use new words instead of the old school ones.	Students to frame sentences of their own using the new words.
Reading Comprehension Unseen Passages (Unit IV) (Unseen Passages 7 & 8)	Students would comprehend HOTS unseen passages.	

TERM I

Complete Syllabus from PT1 to PT3 along with TERM 1.

	SPECIFIC LEARNING OUTCOMES	ACTIVITIES
PT4 Textual Comprehension Lesson 7 Dal Delight	At the end of the story, students would be able to: <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words. <input type="checkbox"/> appreciate the values of wit and intelligence.	Students to be asked to talk about their favorite dishes and whether they know of someone with a signature dish that he/she is known for.
Grammar Direct and Indirect Speech	Students would be able to <input type="checkbox"/> understand the difference between direct and reported speech. <input type="checkbox"/> change sentences from direct to reported and vice versa, based on different types of sentences. <input type="checkbox"/> use narrative effectively in writing activities.	<input type="checkbox"/> Students would be asked to perform this activity with their partner(s). One would speak out a sentence in direct speech and the other would have to convert it to reported and vice versa. <input type="checkbox"/> Students to be shown ppts/videos on d on direct and indirect speech on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Paragraph	<input type="checkbox"/> Learning to write within boundaries. <input type="checkbox"/> Ability to express more with a lesser content.	<input type="checkbox"/> Students to be shown a sample paragraph. <input type="checkbox"/> Students to be made to write a paragraph (on the given topic) on their own.

	<ul style="list-style-type: none"> ○ Learning to write effectively for maximum impact. 	
Vocabulary Unit- V 20 new words will be taught using the vocabulary workbook along with the words from lesson 7 of the reader.	Students would be able to <ul style="list-style-type: none"> □ widen the horizons of active vocabulary. □ use new words instead of the old school ones. 	Students to frame sentences of their own using the new words.
Reading Comprehension Unseen Passages (Unit V) (Unseen Passages 9 & 10)	Students would comprehend HOTS unseen passages.	
PT5 Textual Comprehension Lesson 8 The Selfish Giant	At the end of the story, students would be able to: <ul style="list-style-type: none"> □ comprehend the story. □ understand the contextual meaning of words. □ appreciate the value of self-reflection and being rewarded on turning over a new leaf. 	<ul style="list-style-type: none"> □ Students to be asked to describe a giant and the four seasons. □ Students to be shown the movie 'A Selfish Giant' on the smart board.
Grammar Active and Passive Voice	Students would be able to <ul style="list-style-type: none"> □ identify the voice in different sentences. □ differentiate between active and passive voice and their uses. □ convert active into passive voice and vice versa. 	<ul style="list-style-type: none"> □ Students to be asked to put forth sentences to each other. Students to identify the voice of the sentence and to convert the sentences into active or passive voice respectively. □ Students to be shown ppts/videos on d on active and passive voice on the smart board. □ Exercises to be displayed on the smart board and students to give answers verbally.
Writing Article Writing	Students would be able to <ul style="list-style-type: none"> □ recognize the basic elements of a good article. □ construct ways to write compact articles. 	<ul style="list-style-type: none"> □ Format and sample of an article to be displayed on the smart board. □ Students to be made to write an article.
Vocabulary Vocabulary Unit- VI 20 new words will be taught using the vocabulary workbook	Students would be able to <ul style="list-style-type: none"> □ widen the horizons of active vocabulary. □ use new words instead of the old school ones. 	<ul style="list-style-type: none"> □ Students to frame sentences of their own using the new words.

along with the words from lesson 8 of the reader.		
Reading Comprehension Unseen Passages (Unit VI) (Unseen Passages 11 & 12)	Students would comprehend HOTS unseen passages.	
PT6 Textual Comprehension Lesson 11 Miss. Honey's Cottage	At the end of the story, students would be able to: <input type="checkbox"/> comprehend the story. <input type="checkbox"/> understand the contextual meaning of words. <input type="checkbox"/> understand the means to survive as used by poor people.	<input type="checkbox"/> Students to be asked to describe their favorite teacher and to imagine the kind of lifestyle they lead. <input type="checkbox"/> Students to be actively involved in the introduction/discussion of the novel, 'Matilda.' <input type="checkbox"/> Students to be shown the movie 'Matilda' on the smart board.
Grammar Conjunctions	Students would be able to: <input type="checkbox"/> identify and use suitable conjunctions to connect phrases and sentences. <input type="checkbox"/> classify the different conjunctions into various groups. <input type="checkbox"/> use conjunctions effectively while writing.	<input type="checkbox"/> Students to be divided into teams and use conjunctions (without repeating) to link nouns, clauses or phrases written on the board. The team with the maximum links wins. <input type="checkbox"/> Students to be shown ppts/videos on different types on Conjunctions on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Grammar Prepositions	Students would be able to <input type="checkbox"/> identify different prepositions (place, direction, time) <input type="checkbox"/> recognise prepositional phrases. <input type="checkbox"/> distinguish between various types of prepositions. <input type="checkbox"/> correctly use prepositions in writing.	<input type="checkbox"/> Students to verbally frame a sentence each using prepositions. <input type="checkbox"/> Students to be shown ppts/videos on different types on Prepositions on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
Writing Diary Entry	Students would be able to:	<input type="checkbox"/> Students to be asked to tell about their daily

	<ul style="list-style-type: none"> <input type="checkbox"/> understand the format and purpose of diary entries. <input type="checkbox"/> make suitable paragraphs related to the topic given and write fluently. <input type="checkbox"/> write in chronological order using appropriate tenses. <input type="checkbox"/> have a better perspective about their thoughts. 	<p>routine in a proper sequence (with time).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Format and sample of a diary entry to be displayed on the smart board. <input type="checkbox"/> Students to be made to write diary entry.
<p>Vocabulary Vocabulary Unit- VII 20 new words will be taught using the vocabulary workbook along with the words from lesson 11 of the reader.</p>	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> widen the horizons of active vocabulary. <input type="checkbox"/> use new words instead of the old school ones. 	<p>Students to frame sentences of their own using the new words.</p>
<p>Reading Comprehension Unseen Passages (Unit VII) (Unseen Passages 13 & 14)</p>	<p>Students would comprehend HOTS unseen passages.</p>	
<p>TERM 2 Grammar Articles</p>	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and differentiate between the articles and use them correctly wherever needed in sentences and paragraphs <input type="checkbox"/> memorize all the various exceptional cases of the same. 	<ul style="list-style-type: none"> <input type="checkbox"/> A partner quiz on articles to be taken. <input type="checkbox"/> Students to be shown ppts/videos on different types on Articles on the smart board. <input type="checkbox"/> Exercises to be displayed on the smart board and students to give answers verbally.
<p>Writing Story Writing</p>	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> outline the basic elements of a good story. <input type="checkbox"/> imagine and create characters, plot, dialogues and climax of a story. <input type="checkbox"/> write a story based on a given beginning line, ending line, outline, picture, title. <input type="checkbox"/> infer a moral and inculcate good values. 	<p>Students to be asked to narrate short stories of their choice.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Format and sample of a story to be displayed on the smart board. <input type="checkbox"/> Students to be made to write a story.
<p>Vocabulary Vocabulary Unit- VIII</p>	<p>Students would be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> widen the horizons of active vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students to frame sentences of their own using the new words.

20 new words will be taught using the vocabulary workbook.	<input type="checkbox"/> use new words instead of the old school ones.	
Reading Comprehension Unseen Passages (Unit VIII) (Unseen Passages 15 & 16)	Students would comprehend HOTS unseen passages.	
TERM 2		
Complete Syllabus of PT4, PT5, PT6 and 20% of syllabus from TERM 1 (Lesson 1 Bonnie and the Fairies, Pronouns) along with TERM 2.		

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

HINDI

GENERAL AIMS AND OBJECTIVES

Aims :-

The overall aims and objectives of the course are:

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use Hindi effectively for study purpose across the curriculum.
- (iii) to develop interest in and appreciation of Literature.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

Objective:-

LISTENING SKILLS

- (i) understand meaning of words, phrases and sentences in context.
- (ii) understand statements, questions, instructions, and commands.
- (iii) follow simple narratives and description.
- (iv) grasp the substance and central idea of what is heard.
- (v) listen and understand audios.
- (vi) maintain his/her listening attention for a reasonable length of time.

SPEAKING SKILLS

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.

READING SKILLS

- (i) understand the total content and underlying meaning in the context.
- (ii) follow sequence of ideas, facts etc.
- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.
- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

WRITING SKILLS

- (i) master the mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) spell words correctly.
- (iii) write neatly and legibly with reasonable speed.
- (iv) use appropriate vocabulary.
- (v) use correct grammatical items.
- (vi) write coherently in more than one paragraph.
- (vii) complete semi controlled compositions like stories, events, processes etc accurately and fluently
- (viii) write description of people, places and things and respond imaginatively to textual questions;
- (ix) write paragraphs, letters, Dialogues, emails, stories, etc

ATTITUDINAL CHANGE

Through the course, the student should be able to - imbibe ethical, moral, national and cultural values through various forms of literature.

Books:

- **Palash Hindi Pathyapustak 7**
- **Gulmohar Hindi Vyakaran**

PT / Chapter	SPECIFIC LEARNING OUTCOME	ACTIVITY
PT1 साहित्य: गद्य खंड- पाठ-2 ईदगाह (कहानी) शब्द-अर्थ, प्रश्न-उत्तर, अभ्यास-कार्य	<ul style="list-style-type: none">➤ अपने रिश्तों के प्रति प्रेम, त्याग व समर्पण की भावना का समावेश होगा।➤ मनुष्यों को अपनी बुद्धि का प्रयोग करना चाहिए, किसी की बातों में नहीं आना चाहिए।➤ कम शब्दों में बहुत कुछ कहने की कला सीखेंगे।➤ कल्पना व वास्तविकता का अंतर समझ पाएँगे।	अनौपचारिक पत्र- अपने मित्र को अपने घर पर ईद का त्योहार मनाने के लिए आमंत्रण पत्र लिखिए।

पाठ-6 वर्षा की विदाई (कविता) (स्वतः पठन हेतु)		
व्याकरण: संज्ञा और उसके भेद, कारक, उपसर्ग	<ul style="list-style-type: none"> ➤ बच्चों को हिंदी भाषा व व्याकरण का ज्ञान होगा ➤ वे नए-नए शब्द बनाना सीखेंगे। ➤ भाषा की शुद्धता का ज्ञान मिलेगा। 	इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।
शब्द-भंडार: विलोम (1-30), अनेकार्थक (1-15), मुहावरे (1-15) शुद्ध वर्तनी, विराम चिह्न	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी,विराम चिह्न का प्रयोग सीख पाएँगे। 	
रचना-कार्य: अनौपचारिक पत्र विज्ञापन बनाना- 'अरमान साइकिल स्टोर' पर विज्ञापन तैयार कीजिए।	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	
अपठित-गद्यांश		
PT2 साहित्य: पद्य-खंड पाठ 1 नारी!तुम केवल श्रद्धा हो (कविता) (प्रश्नोत्तर, अभ्यास कार्य)	<ul style="list-style-type: none"> ➤ कृतज्ञता की भावना का विकास हुआ। ➤ नारी की महत्त्वता और संसार में उनके स्थान की जानकारी से अवगत करवाया गया। ➤ शुद्ध उच्चारण के साथ पठन क्षमता का विकास, अलंकारों का ज्ञान व लयबद्ध शब्दों का ज्ञान। 	स्लोगन मेकिंग- नारी का महत्व
पाठ 3 अतिथि देवो भवः (लेख) (स्वतः पठन हेतु)		
व्याकरण: सर्वनाम,क्रिया विशेषण	<ul style="list-style-type: none"> ➤ बच्चों को हिंदी भाषा व व्याकरण का ज्ञान होगा ➤ सर्वनाम की परिभाषा,भेद व प्रयोग ➤ क्रिया की विशेषता बताने वाले शब्दों का ज्ञान। 	इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।
शब्द-भंडार: वाक्यांश के लिए एक शब्द (1-25), पर्यायवाची (1-12) शुद्ध वर्तनी,विराम चिह्न	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी,विराम चिह्न का प्रयोग सीख पाएँगे। 	

<p>रचना-कार्य: औपचारिक पत्र: विद्यालय में खेल के सामान की कमी दूर करने हेतु प्रधानाचार्या जी को पत्र लिखिए। विज्ञापन बनाना- 'कोचिंग सेंटर' पर विज्ञापन तैयार कीजिए।</p>	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	
<p>अपठित-पद्यांश</p>		
<p>PT3 साहित्य: गद्य खंड- पाठ 5 साइकिल की सवारी (हास्य कथा) (प्रश्नोत्तर, अभ्यास कार्य)</p>	<ul style="list-style-type: none"> ➤ जीवन में सूझ-बूझ के साथ कार्य करने के महत्त्व को समझेंगे। ➤ गलत निर्णय हमारे जीवन को किस प्रकार प्रभावित करते हैं-सीखेंगे। ➤ अभ्यास का महत्त्व, कार्य के प्रति निष्ठा व लगन का समावेश होगा। 	<p>बार-बार अभ्यास करते रहना ही सफलता पाने का मार्ग प्रशस्त करता है। इस विषय में अपने विचार प्रकट कीजिए।</p>
<p>पाठ 7 जवाहर भाई (रेखाचित्र) (स्वतः पठन हेतु)</p>		
<p>व्याकरण: विशेषण, क्रिया, वचन बदलो</p>	<ul style="list-style-type: none"> ➤ बच्चों को हिंदी भाषा व व्याकरण का ज्ञान होगा ➤ विशेषण की परिभाषा, भेद व प्रयोग ➤ क्रिया व कर्म का मेल बताने वाले शब्दों का ज्ञान। ➤ एकवचन से बहुवचन बनाने का ज्ञान। 	<p>इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।</p>
<p>शब्द-भंडार: मुहावरे (16-30), पर्यायवाची (13-22) शुद्ध वर्तनी, विराम चिह्न</p>	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी, विराम चिह्न का प्रयोग सीख पाएँगे। 	
<p>रचना-कार्य: संवाद लेखन: यात्री और कुली के बीच बातचीत, अनुच्छेद लेखन: प्लास्टिक कचरा ।</p>	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	
<p>अपठित-गद्यांश</p>		
TERM 1		
<p>Complete Syllabus of PT1, PT2, PT3 *Self Reading Chapters Will Not Be Included In Term Exams</p>		
<p>PT4 साहित्य:</p>	<ul style="list-style-type: none"> ➤ वर्तमान समय में मानवीय संवेदनाय समाप्त होती जा रही है। विद्यार्थी मानवीय संवेदनाओं से परिचित होंगे। 	<p>'जैसे को तैसा' इस विषय पर कक्षा में चर्चा की जाएगी।</p>

<p>गद्य-खंड पाठ 10 शह और मात (कहानी) (प्रश्नोत्तर, अभ्यास कार्य)</p> <p>पाठ 14 आप किनके साथ हैं? (स्वतः पठन हेतु)</p>	<ul style="list-style-type: none"> ➤ बच्चों को चतुराई से समस्या का समाधान करने की सीख देना। ➤ पाठ के मूल भाव को समझेंगे। 	
<p>व्याकरण: संधि (दीर्घ, गुण), लिंग बदलो</p>	<ul style="list-style-type: none"> ➤ नए-नए सार्थक शब्दों का निर्माण। ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ स्वर तथा व्यंजन का ज्ञान। 	इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।
<p>शब्द-भंडार: विलोम (31-60), मुहावरे (31-44) शुद्ध वर्तनी, विराम चिह्न</p>	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी,विराम चिह्न का प्रयोग सीख पाएँगे। 	
<p>रचना-कार्य: अनुच्छेद लेखन: उन्नति का मार्ग-अभ्यास ।</p>	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	
<p>अपठित-गद्यांश</p>		
<p>PT5 साहित्य: पद्य-खंड पाठ 11 कदंब का पेड़ (कविता) (प्रश्नोत्तर, अभ्यास कार्य) पाठ 9 ठेस (मार्मिक कथा) (स्वतः पठन हेतु)</p>	<ul style="list-style-type: none"> ➤ बाल सुलभ चेष्टाओं से विद्यार्थी परिचित होंगे। ➤ विद्यार्थियों को अन्य रसों के बारे में जानकारी मिलेगी। ➤ बच्चे कविता में छिपे भावों को जान पाएँगे।इससे बच्चों को श्री कृष्ण की बाल लीलाओं की जानकारी मिलेगी। 	<p>आपने भी अपनी माँ के साथ कोई न कोई शरारत अवश्य की होगी-अपने विचार प्रस्तुत कीजिए।</p> <p>विज्ञापन- 'जन्माष्टमी उत्सव'पर समारोह का आयोजन ।</p>
<p>व्याकरण: प्रत्यय, काल।</p>	<ul style="list-style-type: none"> ➤ नए-नए सार्थक शब्दों का निर्माण। ➤ वाक्यों में आने वाली अशुद्धियों का ज्ञान व उन्हें शुद्ध करना। ➤ क्रिया के होने के समय का ज्ञान। 	इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।
<p>शब्द-भंडार: वाक्यांश के लिए एक शब्द (26-53),पर्यायवाची (23-34)</p>	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी,विराम चिह्न का प्रयोग सीख पाएँगे। 	
<p>रचना-कार्य: औपचारिक पत्र: अपने प्रधानाचार्य जी को पत्र लिखकर स्कूल में पेयजल की कमी को दूर करने की प्रार्थना कीजिए।</p>	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	

विज्ञापन बनाना: 'जन्माष्टमी उत्सव'पर समारोह का आयोजन ।		
अपठित-पद्यांश		
PT6 साहित्य: गद्य खंड: पाठ 12 भोलाराम का जीव (कहानी) (प्रश्नोत्तर, अभ्यास कार्य) पाठ 16 कलाम साहब के साथ बिताए गए अंतिम दिन की याद (स्वतः पठन हेतु)	<ul style="list-style-type: none"> ➤ विद्यार्थी भ्रष्टाचारके बुरे प्रभावों के बारे में जागरूक होंगे। ➤ भ्रष्टाचार प्रगति और विकास में बाधक है इसलिए सोच-विचार कर कार्य करना चाहिए। बिना सोचे-विचारे किया गया कार्य हमारे लिए हानिकारक तथा घातक सिद्ध हो सकता है।इस नाटक के माध्यम से बच्चे मनोरंजक व्यंग्य को समझेंगे। ➤ गद्य की व्यंग्य विधा की जानकारी प्राप्त होगी। ➤ बच्चों को यह ज्ञान हो जाएगा कि भ्रष्टाचार सामाजिक असमानता का कारण है । 	कक्षा में समूह बनाकर नाटक मंचन किया जाएगा। संवाद लेखन: दो सखियों के बीच भ्रष्टाचार विषय पर संवाद लिखिए।
व्याकरण: समुच्चयबोधक, विस्मयादिबोधक	<ul style="list-style-type: none"> ➤ मन के भावों को शब्दों द्वारा व्यक्त करना। ➤ अनेक शब्दों को एक शब्द में संक्षिप्त करना। ➤ शब्दों व वाक्यों को भिन्न-भिन्न शब्दों द्वारा जोड़ना। 	इन विषयों पर आधाति अभ्यास कार्य करवाया जाएगा।
शब्द-भंडार: मुहावरे (45 से अंत तक) पर्यायवाची (35 से अंत तक) शुद्ध वर्तनी, विराम चिह्न	<ul style="list-style-type: none"> ➤ नए शब्दों व उनके विभिन्न अर्थों का ज्ञान होगा। ➤ शुद्ध वर्तनी, विराम चिह्न का प्रयोग सीख पाएँगे। 	शुद्ध वर्तनी,विराम चिह्न का प्रयोग वाक्यों में करेंगे।
रचना-कार्य संवाद लेखन: दो सखियों के बीच भ्रष्टाचार विषय पर संवाद लिखिए।	<ul style="list-style-type: none"> ➤ बच्चों में रचनात्मक कार्यशीलता का विकास होगा। ➤ नए विषयों की जानकारी मिलेगी। 	संवाद लेखन को पात्र अभिनय के रूप में प्रस्तुत किया जाएगा।
अपठित-गद्यांश		
TERM 2		
पाठ 8 पन्ना धाय (ऐतिहासिक कथा), (प्रश्नोत्तर, अभ्यास कार्य)	<ul style="list-style-type: none"> ➤ स्वामिभक्ति का संचार होगा। ➤ बलिदान की भावना को श्रेष्ठम मानना ➤ त्याग की भावना को समझाना। ➤ विकट परिस्थितियों का सामना करना। 	पन्ना धाय ने उस विकट परिस्थिति में जो किया उसके अलावा वह और क्या कर सकती थी-अपने विचार प्रस्तुत कीजिए।

Note: Syllabus to be included in Term 2 of
Term 1 (20%): संज्ञा, सर्वनाम ।

And Complete Syllabus of PT4, PT5, PT6, and पाठ 18

***Self Reading Chapters Will Not Be Included In Term Exams**

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to:

- Understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.

- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

PUNJABI

GENERAL AIMS AND OBJECTIVES

Aims:-

The overall aims and objectives of the course are :

- (i) to enable the learner to communicate effectively and appropriately in real life situations.
- (ii) to use punjabi effectively for study purpose across the curriculum.
- (iii) to develop interest in and appreciation of Literature.
- (iv) to develop and integrate the use of the four skills i.e. listening, speaking, reading, writing.
- (v) to revise and reinforce structure already learnt.
- (vi) to develop thinking skills to enable children to analyse, process and make sense of information.

Objective:-

LISTENING SKILLS

- (i) understand meaning of words, phrases and sentences in context.
- (ii) understand statements, questions, instructions, and commands.
- (iii) follow simple narratives and description.
- (iv) grasp the substance and central idea of what is heard.
- (v) listen and understand audios.
- (vi) maintain his/her listening attention for a reasonable length of time.

SPEAKING SKILLS

- (i) pronounce words correctly and intelligibly.
- (ii) use appropriate word stress, sentence stress and elementary intonation patterns.
- (iii) speak intelligibly while making statements, asking questions, giving instructions and commands, reporting events.
- (iv) put ideas in proper sequence.
- (v) narrate simple experiences and series of events to convey its essence and intention.
- (vi) describe accurately what he/she observes and experiences.
- (vii) converse in familiar social situations.

READING SKILLS

- (i) understand the total content and underlying meaning in the context.
- (ii) follow sequence of ideas, facts etc.
- (iii) identify and understand phrase or sentence groups.
- (iv) draw inferences.
- (v) predict outcome.
- (vi) grasp meaning of words and sentences.
- (vii) acquire the ability to use a suitable dictionary.
- (viii) understand labels, simple notices and written instructions.
- (ix) form a habit of reading for pleasure and for information.
- (x) develop correct reading habits, silently, extensively and intensively.
- (xi) comment on the passages read.

WRITING SKILLS

- (i) master the mechanics of writing; the use of correct punctuation marks and capital letters.
- (ii) spell words correctly.
- (iii) write neatly and legibly with reasonable speed.
- (iv) use appropriate vocabulary.
- (v) use correct grammatical items.
- (vi) write coherently in more than one paragraph.
- (vii) complete semi controlled compositions like stories, events, processes etc accurately and fluently
- (viii) write paragraphs, letters, Dialouges, stories etc
- (ix) write paragraphs, letters, Dialouges, stories etc

ATTITUDINAL CHANGE

Through the course, the student should be able to -
imbibe ethical, moral, national and cultural values through various forms of literature.

Books:

- GYAAN RISHMA
- PARAMVEER PUNJABI LANGUAGE OF VYAKARAN
-

PT1	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-3 ਅਖਬਾਰ ਦਾ ਕਮਾਲ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-2 ਜ਼ਮੀਨ ਅਸਮਾਨ ਦਾ ਫਰਕ (ਸਵੈ- ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਅਖਬਾਰ ਪੜਨ ਨਾਲ ਘਰ ਬੈਠੇ ਹਰ ਖੇਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। 2. ਮਾਨਸਿਕ ਸ਼ਕਤੀ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 3. ਅਖਬਾਰ ਪੜਨ ਨਾਲ ਨਵੇਂ ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।	ਅਖਬਾਰਾਂ ਦੇ ਲਾਭ-ਹਾਨੀਆਂ ਬਾਰੇ ਲੇਖ ਰਚਨਾ ਲਿਖਣਾ।
ਵਿਆਕਰਨ: ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ਵਿਸਥਾਰ ਸਹਿਤ (ਪੰਨਾ 49), ਵਿਰੋਧੀਸ਼ਬਦ (ਪੰਨਾ 83), ਵਿਸਰਾਮ-ਚਿੰਨ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਨ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਨਵੇਂ ਵਾਕਾਂ ਦੀ ਯੋਗਤਾ ਦੇ ਕਾਬਲ ਹੋਣਗੇ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ-ਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਪੈਰਾ ਰਚਨਾ	1. ਬੱਚਿਆਂ ਦੇ ਗਿਆਨ ਦੀ ਪਰਖ ਹੋਵੇਗੀ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
PT2	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-1 ਬਲਿਹਾਰੀ ਕੁਦਰਤ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-6 ਲਾਲਾ ਲਾਜਪਤ ਰਾਏ (ਸਵੈ- ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ- ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਕੁਦਰਤ ਤੇ ਕੁਦਰਤੀ ਨਜ਼ਾਰਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। 2. ਕੁਦਰਤ ਨੂੰ ਅਨੁਭਵ ਜਾਂ ਮਹਿਸੂਸ ਕਰਨ ਦੇ ਯੋਗਤਾ ਮਿਲੇਗੀ।	ਆਸ-ਪਾਸ ਦੇ ਕੁਦਰਤੀ ਵਾਤਾਵਰਨ ਦੇ ਅਧਾਰ ਤੇ ਪੋਸਟਰ ਬਣਾਉਣਾ।
ਵਿਆਕਰਨ: ਕਾਰਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਵਿਸਥਾਰ ਸਹਿਤ) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ (ਪੰਨਾ-85) (1-15)	1. ਬੱਚੇ ਅਰਥਾਂ ਵਿੱਚ ਆਉਣ ਵਾਲੀ ਸਮਾਨਤਾ ਨੂੰ ਸਮਝਣਗੇ। 2. ਬੱਚੇ ਨਵੇਂ-ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	

ਰਚਨਾ: ਬਿਨੈ- ਪੱਤਰ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
PT3	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-9 ਵੱਡੇ ਕੰਮ ਦੀ ਭਾਲ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-10 ਖੂਨਦਾਨ (ਸਵੈ-ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਭਾਈ ਘੱਨਈਆ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। 2. ਆਪਸੀ ਭਾਈਚਾਰੇ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।	ਵੱਖ-ਵੱਖ ਤਸਵੀਰਾਂ ਇੱਕਠੀਆਂ ਕਰਕੇ ਭਾਈ ਘੱਨਈਆ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਲਿਖੋ।
ਵਿਆਕਰਨ: ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਪੰਨਾ - 94), ਮੁਹਾਵਰੇ (1-15)	1. ਬੱਚੇ ਵਾਕ ਦੀ ਸੰਖੇਪਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। 2. ਭਾਸ਼ਾ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਵਿਕਾਸ ਹੋਵੇਗਾ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦ ਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਲੇਖ ਰਚਨਾ-ਚਿੱਤਰ ਵਰਣਨ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	

TERM 1

Complete Syllabus of PT1, PT2, PT3 and ਵਿਸਮਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ ।

Activities to be done:

- ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਵਿਚਕਾਰ ਆਪਸੀ ਵਾਰਤਾਲਾਪ।
- ਪਾਣੀ ਦੀ ਸੱਮਸਿਆ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।

PT4	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-17 ਸੰਤੂ ਗੱਪੀ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ- 15 ਚੰਡੀਗੜ੍ਹ (ਸਵੈ-ਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ ਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਪਿਡ ਦੇ ਖੁੱਲੇ ਮਾਹੌਲ ਬਾਰੇ ਜਾਣਕਾਰੀ। 2. ਪੇਂਡੂ ਲੋਕਾਂ ਦੇ ਸਾਦੇ ਜੀਵਨ ਅਤੇ ਸੋਚ ਬਾਰੇ ਜਾਣਕਾਰੀ।	ਪੇਂਡੂ ਅਤੇ ਸ਼ਹਿਰੀ ਲੋਕਾਂ ਵਿੱਚ ਅੰਤਰ ਦੱਸਦਿਆ ਪੈਰਾ ਰਚਨਾ ਲਿਖੋ।
ਵਿਆਕਰਨ: ਸ਼ਬਦ ਰੂਪਾਂਤਰਨ - ਨਾਂਵ ਤੋਂ ਵਿਸ਼ੇਸ਼ਣ (ਪੰਨਾ-79) ਯੋਜਕ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ-64)	1. ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ ਨੂੰ ਸਮਝਣ ਦੇ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਵਿਆਕਰਨ ਦਾ ਗਿਆਨ ਵਧੇਗਾ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਨਿੱਜੀ-ਪੱਤਰ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
PT5	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-19 ਮਾਂ ਦਾ ਪਿਆਰ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-18 ਘੜੇ ਦਾ ਪਾਣੀ (ਸਵੈ-ਅਧਿਐਨ ਲਈ)	1. ਮਾਂ ਦਾ ਬੱਚੇ ਪ੍ਰਤੀ ਪ੍ਰੇਮ ਪਿਆਰ ਦੀ ਭਾਵਨਾ। 2. ਕਵਿਤਾ ਵਿੱਚ ਆਏ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।	ਮਾਂ ਵਿਸ਼ੇ ਤੇ 5-7 ਸਤਰਾਂ ਸੁਣਾਓ।
ਵਿਆਕਰਨ: ਕਿਰਿਆਵਿਸ਼ੇਸ਼ਣਦੀਪਰਿਭਾਸ਼ਾਤੇਭੇਦਵਿਸਥਾਰਸ ਹਿਤ (ਪੰਨਾ 59) । ਕਿਰਿਆ ਤੋਂ ਨਾਂਵ ਬਣਾਉਣਾ (ਪੰਨਾ -79-80)	1. ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ ਨੂੰ ਸਮਝਣ ਦੇ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਵਿਆਕਰਨ ਦਾ ਗਿਆਨ ਵਧੇਗਾ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।

ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਚਿੱਤਰ ਵਰਣਨ	1. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
PT6	Learning Outcome	Activities
ਸਾਹਿਤ: ਪਾਠ-11 ਲਿਫਾਫੇ (ਜਮਾਤ ਵਿੱਚ) ਪਾਠ-13 ਤੀਆਂ (ਸਵੈਅਧਿਐਨ ਲਈ) (ਸ਼ਬਦ-ਅਰਥ, ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕਬਣਾਓ ਅਭਿਆਸ ਸਹਿਤ)	1. ਪਲਾਸਟਿਕ ਕਰਕੇ ਸਮਾਜ ਵਿੱਚ ਹੋ ਰਹੇ ਪ੍ਰਦੂਸ਼ਣ ਬਾਰੇ ਪਤਾ ਚਲੇਗਾ। 2. ਲਿਫਾਫਿਆਂ ਨਾਲ ਪੈਦਾ ਹੋ ਰਹੀ ਸੱਮਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।	ਪ੍ਰਦੂਸ਼ਣ ਘਟਾਓ ਵਾਤਾਵਰਨ ਬਚਾਓ ਤੇ ਪੋਸਟਰ ਬਣਾਓ।
ਵਿਆਕਰਨ: ਸੰਬੰਧਕਦੀਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ (ਪੰਨਾ-63), ਮੁਹਾਵਰੇ (15-30)	1. ਭਾਸ਼ਾ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਬੱਚਿਆਂ ਵਿੱਚ ਰਚਨਾਤਮਕਤਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।	ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਤੇ ਬੱਚੇ ਅਭਿਆਸ ਕਰਨਗੇ।
ਸ਼ਬਦ ਭੰਡਾਰ: ਸ਼ਬਦਅਰਥ	1. ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। 2. ਸ਼ਬਦਾਂ ਦੇ ਅਲੱਗ-ਅਲੱਗ ਅਰਥ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ।	
ਰਚਨਾ: ਲੇਖ ਰਚਨਾ-(ਸਮਾਜਿਕ ਸਮੱਸਿਆਵਾਂ ਤੇ ਅਧਾਰਿਤ)	1. ਬੱਚੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਆਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਗੇ। 2. ਬੱਚੇ ਭਾਂਤ-ਭਾਂਤ ਦੇ ਵਿਸ਼ਿਆ ਨੂੰ ਸਿੱਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	
Term 2		
Syllabus to be included in Term 2 of		
Term 1 (20%): ਵਿਆਕਰਨ: ਨਾਂਵ ਤੇ ਵਿਸ਼ੇਸ਼ਣ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਭੇਦ, ਵਿਰੋਧੀ ਸ਼ਬਦ।		
Complete Syllabus of PT4, PT5, PT6, ਅਤੇ ਬਹੁਅਰਥਕ-ਸ਼ਬਦ (1-15) ਤੱਕ		
Activities to be done:		
1. ਕਵਿਤਾ ਸੁਣਾਓ।		
2. ਸ਼ਾਡੇ ਕੌਮੀ ਝੰਡੇ ਵਿਚਲਾ ਰੰਗ ਹਰਿਆਲੀ ਦਾ ਪ੍ਰਤੀਕ ਹੈ - ਪੋਸਟਰ ਬਣਾਓ।		

GENERAL LEARNING OUTCOMES

TEXTUAL COMPREHENSION

Students will be able to:

- Read and understand text and answer direct, inferential and imaginative questions.
- Collate different parts of the text and be able to summarize them into coherent statements.
- Delineate character(s) from actions/ speech.
- Assess the theme and style of the story.
- Do critical analysis of poems.
- Read, understand and appreciate poetry.

GRAMMAR

Students will be able to:

- Demonstrate an understanding of grammatical structures in conversations and discussions.
- Practice their grammar skills in writing sentences, answers and short paragraphs.

VOCABULARY

Students will be able to:

- Understand the meanings and usage of new vocabulary words along with their antonyms and synonyms.

UNSEEN PASSAGES

Students will be able to:

- Actively think about what is happening in a text while reading it and understand it.
- Read with a question in mind, which requires students to skim and scan during reading.
- Understand that there are different types of questions, and be able to categorise them.
- Answer questions based on Higher Order Thinking Skills by connecting ideas and using background knowledge.

WRITING

Students will be able to:

- Express thoughts, ideas, facts fluently.
- Divide thoughts and ideas into paragraphs.
- Write about events in sequential order.
- Use appropriate vocabulary.
- Write grammatically correct sentences.
- Follow the format of various writing activities.

MATHS

GENERAL OBJECTIVES OF MATHS

1. To appreciate the usefulness, power and beauty of mathematics
2. To organize life as numbers are needed in counting, subtraction, multiplication, division, weighing, selling, buying, percentages, exchanges, commissions, discounts, profit and loss, areas, volumes etc., which have got an immense practical value in life.
3. To develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics for occupations like accountancy, banking, tailoring, carpentry, taxation, insurance etc
4. To enable the students to make appropriate estimations.
5. To increase pupils engagement by creating interest and love for mathematics.

Text Book- I DID IT Mathematics 7 (Cambridge)

Rupesh Pathak, Vaishali Bhatia

PT / Name of the chapter	Learning outcomes	Activities
PT1 Ch.1 Integers	<ol style="list-style-type: none">1. Students will be able to do various operations on integers e.g multiplication, division2. They will be able to apply this knowledge in their day to day life.	Solving a puzzle based on integers.
Ch.2- Fractions and Decimals	After studying this chapter students will be able to <ol style="list-style-type: none">1. Multiply a fraction by a whole number or a fraction.2. Understand the concept of reciprocal or multiplicative inverse of a fraction.3. Divide a fraction by a whole number or a fraction and vice versa.4. Multiply the decimal numbers by both whole numbers and decimal numbers5. Divide the decimal numbers by both whole numbers and decimal numbers6. Convert units of measurement from higher to lower and lower to higher units of measurements.7. Apply all this knowledge in the real life problems.	To find the fraction of a fraction using paper models.
PT2 Ch. 3 - Rational Numbers	After studying this chapter students will be able to <ol style="list-style-type: none">1. Understand the concept of rational numbers and express them in the standard form2. Express rational numbers on the number line.3. Understand equivalent rational numbers	Prepare a magic square of size 3x3 such that sum of the rational numbers in each rows or columns comes up to 15/10 or 1.5

	<ol style="list-style-type: none"> 4. Compare rational numbers and arrange them in ascending or descending order. 5. Find rational numbers between any two rational numbers. 6. Define absolute value of a rational number 7. Do the operations of addition, subtraction, multiplication and division of rational numbers. 	
Ch. 4 - Exponents (Ex 4.1 only)	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. Define and explain the meaning of exponents. 	
<p>PT3 Ch.7- Lines and angles.</p>	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. Understand and apply the concept of complementary angles, supplementary angles, adjacent angles, and vertically opposite angles. 2. Understand and apply the concept of interior angles, exterior angles, alternate angles, corresponding angles formed by transversal by intersecting two or more lines. 3. Understand and apply the properties of angles that are formed when a transversal intersects two or more parallel lines. 	
Ch.8- Triangle and properties	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. Understand the concept of interior and exterior triangular region. 2. Understand the concept of the interior angle theorem. 3. Understand the concept that the exterior angle of a triangle is equal to the sum of the two interior opposite angles. 4. Understand and verify the concept of sum of length of two sides of a triangle is always greater than the third side. 5. Understand the concept of Pythagoras theorem. 	Make a book on Triangle, its types and properties using Book Creator.
<p>Term I Ch.15 - Probability</p> <p>After studying this chapter students will be able to Understand the concept of probability with simple examples.</p>		

Understand the concept of sample space and calculate the probability of simple events.

All Chapters from PT1 to PT3

<p>PT4 Ch.13 - Perimeter and Area</p>	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. They will get familiar with the terms perimeter and area of various plane figures. 2. They will understand different formulae and will be able to apply these in their day to day life. 	<p>To conduct an activity to find the value of π(pi) by using different size of circles.</p>
<p>Ch.9 - Congruence of Triangles</p>	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. Understand the concept of congruence with examples from the materials around us 2. Understand the concept of congruence of simple geometrical shapes e.g lines segments, angles, circles, squares, rectangles, equilateral triangles. 3. Understand the concept of three necessary conditions (SSS, SAS, ASA) of congruence for triangles. 4. Understand the necessary conditions for two right triangles to be congruent (RHS). 	
<p>PT5 Ch.5 - Algebraic Expressions</p>	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. After doing this chapter children will be able to define and identify coefficients, powers, like, unlike terms in a given algebraic expression. 2. Add and subtract algebraic expressions. 3. State the degree of given alg. Expression. 4. Find the value of alg. Expression for given values of variables. 	<p>Addition in algebra using visual algebra.</p>
<p>Ch.14 Comparing Quantities (Ex 14.1 and 14.2)</p>	<p>After studying this chapter students will be able to</p> <ol style="list-style-type: none"> 1. Understand the concept of percentage as a fraction. 2. Convert a fraction, ratio, decimal fraction to percentage and vice versa 	<p>Converting the marks obtained in 5 subjects in PT3 into percentage, fractions and decimals.</p>

	<ol style="list-style-type: none"> 3. Express a quantity as a percentage of another quantity. 4. Solve problems involving percentage in their daily life. 	
PT6 Ch.6 - Linear Equations in one variable	After studying this chapter students will be able to <ol style="list-style-type: none"> 1. After doing this chapter children will be able to understand the meaning of root of an alg. Equation. 2. Solve the equation to find their roots. 3. Frame the algebraic equation for the given statement sums and solve them. 	
Ch.14 Comparing Quantities (Ex 14.3)	Apply the knowledge of percentage in situations involving profit and loss.	
Term II Ch.15 - Data Handling	After studying this chapter students will be able to <ol style="list-style-type: none"> 1. Select the relevant data for a given situation, organize it, observe the range, find the range and prepare its frequency table. 2. Calculate the measures of central tendency such as mean, median and mode from given data. 3. Use a frequency table to prepare a bar graph/Interpret a given bar graph. 	To collect the data of runs scored in the last 5 matches by two cricket teams (may be 20–20, one day or test series). Present the information in the form of a double bar graph.
All syllabus from PT4 to PT6 And 20% of Term 1 including Rational Numbers and Triangles and its properties		

SCIENCE

Learning objectives-

The overall aims and objectives of the course are to-

1. develop scientific temper and scientific thinking.
2. process scientific skills which include-
 - observation(s).
 - posing question(s).
 - searching various resources of learning.
 - planning investigations.

- hypothesis formulation and testing.
 - using various tools for collecting, analyzing and interpreting data.
 - supporting explanations with evidences and justifications.
 - critically thinking to consider, weigh and compare alternative explanations.
 - reflecting on their own thinking.
 - appreciation for historical aspects of evolution of science.
3. develop sensitivity towards environmental concerns.
 4. understand and respect human dignity and rights and gender equality.
 5. appreciate values of honesty, integrity, cooperation, concern for life and public property.

Book: New Science In Everyday Life Publisher: Oxford

PT1	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:1 Nutrition In Plants	<ul style="list-style-type: none"> <input type="checkbox"/> Classify between different modes of nutrition. <input type="checkbox"/> Explain the concept of photosynthesis and how solar energy gets converted into food. <input type="checkbox"/> Relate the process of photosynthesis with preparation of food. <input type="checkbox"/> Discuss the knowledge of symbiotic relationship with various examples 	<ul style="list-style-type: none"> <input type="checkbox"/> To test the presence of starch in a leaf <input type="checkbox"/> To show that sunlight is necessary for photosynthesis <input type="checkbox"/> To show that chlorophyll is necessary for photosynthesis
Ch:7 Climate and Adaptation	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between weather, climate and seasons. <input type="checkbox"/> Explain the phenomenon of weather and factors affecting weather. <input type="checkbox"/> Explain different climatic zones. <input type="checkbox"/> Relate the adaptations of different animals with weather conditions. 	
PT2	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:3 Fibre to Fabric	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding life cycle of silk moth. <input type="checkbox"/> Explain the process of processing of animal fiber <input type="checkbox"/> Classify the material and organisms on the basis of plants and animal fibers. 	<ul style="list-style-type: none"> <input type="checkbox"/> To differentiate natural fibers from synthetic fibers
Ch:6 Temperature And Heat	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the concept of Heat and relation between heat and temperature <input type="checkbox"/> Interconversion of Celsius, Fahrenheit and Kelvin scales 	<ul style="list-style-type: none"> <input type="checkbox"/> To observe heat transfer through conduction <input type="checkbox"/> To observe heat transfer through convection

	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the different modes of heat transfers with examples from real life situations. 	
PT3	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:5 Acids, Bases And Salts	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between acid bases and salts with examples on the basis of their properties. <input type="checkbox"/> List out the properties of acids, bases and salts, classify different types of salts. <input type="checkbox"/> Write the equations for acid base reactions. <input type="checkbox"/> Explain the role of neutralization in everyday life. 	<ul style="list-style-type: none"> <input type="checkbox"/> To classify substances as acidic, basic and neutral using natural and synthetic indicators
Ch:4 Chemicals And Chemical Changes	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between physical and chemical changes. <input type="checkbox"/> relate real life situations to explain the changes e.g.rusting of iron 	<ul style="list-style-type: none"> <input type="checkbox"/> To observe a chemical reaction <input type="checkbox"/> To show that rusting of iron requires both oxygen and moisture <input type="checkbox"/> To observe reaction between vinegar and baking soda <input type="checkbox"/> Displacement reaction between iron and copper sulphate
TERM 1	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:2 Nutrition In Animals	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the different mode of food utilization in animals. <input type="checkbox"/> Differentiate between parasitic, holozoic and saprophytic mode of nutrition. <input type="checkbox"/> Draw the Human Digestive system and explain the role of each part and associated glands. <input type="checkbox"/> Relate the holozoic mode of nutrition in Amoeba and humans. <input type="checkbox"/> Explain the Rumination and digestive system in ruminants 	<ul style="list-style-type: none"> <input type="checkbox"/> To study different types of human teeth using a model of teeth
TERM 1		
Complete Syllabus of PT1, PT2 and PT3		
PT4	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:9 Respiration In Organisms	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the process of respiration in human beings and role of associated organs. <input type="checkbox"/> Differentiate between respiration and breathing. 	<ul style="list-style-type: none"> <input type="checkbox"/> To prove that exhaled air is rich in carbon dioxide <input type="checkbox"/> Construct a working model showing the

	<ul style="list-style-type: none"> <input type="checkbox"/> Calculate pulse rate and breathing rate. <input type="checkbox"/> Draw and label the respiratory system. 	mechanism of breathing
Ch:12 Time And Motion	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the different types of motions with examples from day to day life. <input type="checkbox"/> Plot and interpret Time Distance graph <input type="checkbox"/> Measures and calculates speed of moving object, time period of simple pendulum. 	<ul style="list-style-type: none"> <input type="checkbox"/> To find the time period of a pendulum <input type="checkbox"/> To prove that time period of a pendulum does not depend on the mass of the bob
PT5	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:10 Transport of Substances in Animals and Plants	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the transportation process in plants and animals <input type="checkbox"/> Differentiate between arteries and veins; conducting tissues xylem and phloem. <input type="checkbox"/> Classify the blood corpuscles. <input type="checkbox"/> Draw a well labelled diagram excretory system. <input type="checkbox"/> Label the diagram of human heart 	<ul style="list-style-type: none"> <input type="checkbox"/> To observe osmosis <input type="checkbox"/> To show that xylem conducts water in a plant
Ch:13 Electric Current And Its Effects	<ul style="list-style-type: none"> <input type="checkbox"/> Draw well labeled diagrams of electric circuits <input type="checkbox"/> Differentiate between open and closed circuit <input type="checkbox"/> Explain the process and phenomenon of heating and magnetic effects of current. 	<ul style="list-style-type: none"> <input type="checkbox"/> To observe heating effect of electric current <input type="checkbox"/> To show that electricity and magnetism are related <input type="checkbox"/> Construct the model of an electromagnet/electric bell.
PT6	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:11 Reproduction In Plants	<ul style="list-style-type: none"> <input type="checkbox"/> Classify between vegetative and reproductive parts of plants. <input type="checkbox"/> Distinguish between sexual and asexual methods of reproduction with examples <input type="checkbox"/> Apply the knowledge of asexual methods of reproduction in cultivation <input type="checkbox"/> Draw the well labelled diagram of structure of flower. <input type="checkbox"/> Explain the method of sexual reproduction in flower and seed dispersal 	<ul style="list-style-type: none"> <input type="checkbox"/> To study the structure of a flower <input type="checkbox"/> To study the structure of a seed
Term 2	Specific Learning Outcomes Students will be able to	Learning Activities
Ch:15 Light	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between mirrors and lens on the basis of their properties. 	<ul style="list-style-type: none"> <input type="checkbox"/> To show that light travels in a straight line

	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the phenomenon of light and laws of reflection. <input type="checkbox"/> Differentiate between convex and concave mirrors on the basis of their structure and properties. <input type="checkbox"/> Differentiate between real and virtual image. 	<ul style="list-style-type: none"> <input type="checkbox"/> To study image formation in a concave and a convex mirror <input type="checkbox"/> To observe splitting of light through a prism
Ch:18 Wastewater Management	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the phenomenon involved in the treatment of polluted water. <input type="checkbox"/> Makes efforts to protect environment. 	

TERM 2

**Syllabus of TERM 1 (20%) Ch.2, Ch.4
And Complete Syllabus of Term 2 (PT4, PT5 and PT6)
2 Practical based Activities to be done.**

SOCIAL SCIENCE

Text Book: Longman Vistas (History-Geography-Civics)

The question paper will be divided into 3 parts as follows:

A) Knowledge:

Will consist of questions covering basic facts, concepts, terms etc.

B) Understanding

Will consist of questions to assess the student's ability to understand, interpret and explain basic facts/concepts/principles etc.

C) Application

Will consist of questions to assess the student's ability to use knowledge/understanding of facts/Principles etc in new situations/solving problems.

PT1	LEARNING OUTCOME	ACTIVITY
Geography Ch1. Our Environment	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about the environment <input type="checkbox"/> Understand how the physical and biological environment interact. <input type="checkbox"/> Learn about natural environment which includes lithosphere, hydrosphere, atmosphere and biosphere. <input type="checkbox"/> Develop understanding of the human environment . 	Prepare a poster showing the 'Role of Man in Modifying the Environment'.
Civics Ch1. Democracy and Equality	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about the importance of equality in democracy <input type="checkbox"/> Appreciate how our leaders worked to eradicate inequality. <input type="checkbox"/> Know about the steps taken by the government and our constitution to ensure equality. 	Talk to a few students of a government school. Find out whether they are served the midday meal regularly as promised by the government. What could be the possible loopholes of the scheme that have been overlooked?

PT2	LEARNING OUTCOME	ACTIVITY
Geography Ch2. The Structure of the Earth	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about three concentric layers of the Earth-crust , mantle, core <input type="checkbox"/> Learn about types of rocks and their formation-igneous, sedimentary and metamorphic rocks. 	Research on which types of rocks have been used to make monuments in north India vs. south India and why?
Ch2. Emergence of New Kingdoms (700-1200 CE)	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about kingdoms that emerged during the medieval period. <input type="checkbox"/> Tripartite struggle and importance of Kanauj <input type="checkbox"/> Know about Turkish invaders. <input type="checkbox"/> Learn about the powerful kingdoms of the south- the Cholas and their administration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collect pictures and information of temples built in the medieval period in the kingdoms of south India. <input type="checkbox"/> Discussion on why a feudal political structure similar to Europe could not grow in India.
Civics Ch2. Institutions of Democracy	<ul style="list-style-type: none"> <input type="checkbox"/> To understand the concept of universal adult franchise. <input type="checkbox"/> Learn about how elections are conducted. <input type="checkbox"/> Learn about different political parties and coalition government. 	<input type="checkbox"/> Mock elections to be held in class
PT3	LEARNING OUTCOME	ACTIVITY
Geography Ch3. Earth Movement and Major Landforms	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about internal and external forces of the Earth <input type="checkbox"/> Learn about degradation and aggradation <input type="checkbox"/> Understand weathering and erosion <input type="checkbox"/> Landforms made by rivers, glaciers, winds and waves <input type="checkbox"/> Learn about lithospheric plates and plate movements <input type="checkbox"/> Learn about earthquakes and volcanoes 	<p>Class discussion on how erosion and deposition caused by the various agents of gradation bring about equilibrium on the Earth's surface.</p> <p>Research and share: The Union Territory of Chandigarh and Punjab have high vulnerability to earthquakes. (Provide reasons/ precautions/examples of damage from the past)</p>
History Ch 3 The Sultans of Delhi	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about the dynasties of the Delhi Sultanate <input type="checkbox"/> Understand the system of administration. <input type="checkbox"/> Analyse the cause of decline of the Delhi Sultanate. 	Prepare a timeline to trace the rise and fall of the five dynasties of the Delhi sultanate in India from 1206-1526CE
TERM 1	LEARNING OUTCOME	ACTIVITY
Civics Ch3. State Government	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about the levels and organs of the government <input type="checkbox"/> Learn about the legislative assembly and council of states <input type="checkbox"/> Understand the powers of Governor and Chief Minister. 	Some areas have recently been recognized as states/ UTs. Choose any one of them and trace its path to the change.

About the state judiciary.

TERM 1

Complete Syllabus of PT1, PT2, PT3 and Civics Ch 3

Activities to be done:

1. On a political map of India mark and label the states and capitals of India. Research and document your findings about any one state and its capital.
2. On a political map of India, show the course of the Ganga River with important cities along its course. Write a report on any one important city marked on the map and recent status given to the river Ganga.

PT4	LEARNING OUTCOME	ACTIVITY
Geography Ch4 .Composition and Structure of the Atmosphere	<input type="checkbox"/> Learn about the composition and structure of the atmosphere <input type="checkbox"/> Understand the significance of the atmosphere	Research and share: - solution for global warming.
History Ch 4 The Mughal Empire	<input type="checkbox"/> Establishment of the Mughal empire <input type="checkbox"/> Administrative and Religious policies followed by the Mughals <input type="checkbox"/> Analyse the causes of the decline of Mughal Empire in India.	<input type="checkbox"/> Collect pictures / information / prepare a chart on the famous buildings made during the Mughal period. Display and share your learnings in class. <input type="checkbox"/> Comparison: how were the Mughals different from the previous invaders?
Civics Ch4. Working of the State Government	<input type="checkbox"/> Learn about the welfare functions of the state <input type="checkbox"/> Compare working of Public and private health services in India <input type="checkbox"/> Understand why there is inequality in healthcare distribution <input type="checkbox"/> Inadequacy of public health services	<input type="checkbox"/> What five parameters would you consider to call a person healthy? Talk to 10 people of various ages, tabulate your findings and put a remark- Healthy/Unhealthy.
PT5	LEARNING OUTCOME	ACTIVITY
Geography Ch6.Elements of Weather and Climate	<input type="checkbox"/> Understand the difference between weather and climate <input type="checkbox"/> Learn about temperature, atmospheric pressure, permanent pressure belts, winds, humidity, condensation and precipitation.	<input type="checkbox"/> Collect weather related articles and photographs from newspapers and magazines. You may include unusual and interesting stories that focus on any weather element. You may include any anecdote experienced by you or an acquaintance related to some strange or special event associated with weather.

Civics Ch5. Gender & Gender Inequality	<input type="checkbox"/> Understand the meaning of the term gender and gender inequality, gender discrimination. <input type="checkbox"/> How the government works to remove gender inequality	<input type="checkbox"/> Make a list of the home chores that each member of your family does. Assess whether the division of these chores are fair. Provide input on how the situation can be improved.
PT6	LEARNING OUTCOME	ACTIVITY
Geography Ch6. Water and its circulation	<input type="checkbox"/> Learn about the types of movements of ocean water- waves, tides, ocean currents <input type="checkbox"/> Importance of tides <input type="checkbox"/> Ocean currents of different oceans <input type="checkbox"/> Effects of ocean currents <input type="checkbox"/> Learn about the water cycle, fresh water and saline water. <input type="checkbox"/> Learn about the major water bodies <input type="checkbox"/> Learn about the importance of oceans	<input type="checkbox"/> Research and discuss a few fishing areas of the world where warm and cold ocean currents meet. Map Work- <input type="checkbox"/> on an outline map of the world mark and label the following water bodies- Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Mediterranean Sea, North Sea, Red Sea, Caribbean Sea, Black Sea, Caspian Sea, Arabian Sea, Bay Of Bengal, South China Sea, Sea Of Japan.
History Ch9. Regional Cultures [pg pg 67-71]	<input type="checkbox"/> Learn about the growth of regional cultures during the medieval period. <input type="checkbox"/> Understand how regional cultures created new styles of literature, paintings, architecture and languages <input type="checkbox"/> Famous scholars who helped to shape and develop regional languages	<input type="checkbox"/> Collect information on the development of local languages in your area. Find out how much your local language draws from Sanskrit.
TERM 2	LEARNING OUTCOME	ACTIVITY
History Ch10 Rise of Autonomous States	<input type="checkbox"/> Learn about the emergence of regional kingdom in the eighteenth century <input type="checkbox"/> About the rise of Sikhs, marathas, jats, Bengal, awadh and Hyderabad	<input type="checkbox"/> Analyse the reason why the later Mughals were unable to consolidate/ protect the Mughal empire from collapse.
TERM 2		
Complete Syllabus of PT4, PT5, PT6, History Ch 10 + 20% of Term 1 (Geography: Ch2, Civics: Ch3) Activities to be done:		

1. Analyse the religious ideas that were prevalent in India during the medieval period and prepare a detailed report about any one sufi or bhakti movement saint.
2. Pick out any T.V. news channel and write a report on the kinds of news highlighted by the channel. Critically examine its strong points as well as its weak points and suggest ways to improve it.

MAP SYLLABUS

SUBJECT	CHAPTER	MAP
History	Ch2 Emergence of new kingdoms (700-1200CE)	New kingdoms of early medieval India <ul style="list-style-type: none"> ● Palas ● Pratiharas ● Rashtrakutas ● Cholas
History	Ch4 The Mughal empire	Major centres of the Mughals in India <ul style="list-style-type: none"> ● Panipat ● Delhi ● Agra ● Ahmednagar ● Bijapur ● Golconda
History	Ch10 Rise of autonomous states	Regional powers and autonomous states of India that emerged with the decline of Mughals <ul style="list-style-type: none"> ● Jats ● Sikhs ● Marathas ● Bengal ● Awadh ● Hyderabad
Geography	Ch 6. Waters and its circulation	Major water bodies in the world <ul style="list-style-type: none"> ● Pacific Ocean ● Atlantic Ocean ● Arctic Ocean ● Indian Ocean ● Southern Ocean ● Mediterranean sea ● Black sea ● South China sea ● Arabian sea
	Ch 6. Waters and its circulation	Global ocean currents <ul style="list-style-type: none"> ● Labrador current ● North atlantic drift ● Gulf stream ● Peru current ● West wind drift ● Kuroshio current ● Oya shio current

COMPUTER STUDIES

Format for PTs and distribution of marks:

Max. Marks: 30

Total weightage of PT's in term result: 60%

Practical: 30 marks practical work based on work done in PT syllabus.

Format for the Term1 & Term2 and distribution of marks

Term exam will have theory assessment only

Max marks: 40

Weight age in Term result: 40%

The questions will be of the Short Answer Type (½ to 2 marks)

Book –Cyber Tools by Kips

Term 1 PT 2		
Chapters	Learning outcome	Activities
Chap.1 Number System	To learn about Decimal Number System, Conversion of Decimal Number to Binary Number ,Conversion of Binary to Decimal Number, Octal, Hexadecimal and Computer Arithmetic	1. Practical activity on page 15. 2. Assignment will be given related to conversion of different number system.
Chap.2 Using Excel as a Database	To learn about database and its parts. Using a form to Enter Data, Adding, Searching and Deleting a record in a form, Sorting, Filtering data and data validation, Subtotal feature and analyzing data with pivot table	Practical activity page 28.
PT 3		
Chap.3 Advanced Features of Excel	To learn about chart and its various components, Formatting of charts, Using goal seek, Grouping worksheet, Sparklines and consolidation of data	Practical activity given on page 42 & 43.
TERM 1		
Complete Syllabus of PT2 and PT3.		
Term 2 PT5		
Chap.6 More on Python	<input type="checkbox"/> Types of operators <input type="checkbox"/> Operator Precedence <input type="checkbox"/> Algorithm <input type="checkbox"/> Flowchart	<input type="checkbox"/> Practical activity pages- 92 and 93. <input type="checkbox"/> Create a program to print your name 10

	<ul style="list-style-type: none"> <input type="checkbox"/> Conditional Statement in Python <input type="checkbox"/> Types of control structure <input type="checkbox"/> Conditional Statements. 	<p>times using replication operator.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a program by inputting 2 numbers <input type="checkbox"/> Add the numbers <input type="checkbox"/> Subtract the numbers <input type="checkbox"/> Find remainder when one number is divided by the other. <input type="checkbox"/> Find quotient when normal division is performed. <input type="checkbox"/> Multiply the numbers <input type="checkbox"/> Create a program to find if a year is a leap year or not. A year is a leap year if it is divisible by 4. <input type="checkbox"/> Write a program to display “Valid Voter” if the person should be ≥ 18.
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PT 6

Chap.10 Cyber Threats and Security.	<ul style="list-style-type: none"> <input type="checkbox"/> Cybercrime <input type="checkbox"/> Cybercrime Against Individual Person <input type="checkbox"/> Property <input type="checkbox"/> Organisation/Society <input type="checkbox"/> Cyber Security 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical activity pages 139. <input type="checkbox"/> PPT on Cyber Security
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Chap.7 Introduction to HTML 5	<ul style="list-style-type: none"> <input type="checkbox"/> Html & its history <input type="checkbox"/> Tools to be used <input type="checkbox"/> Creating an HTML Documents <input type="checkbox"/> Tags, Elements & Attributes <input type="checkbox"/> Rules for writing html code <input type="checkbox"/> Html Document structure <input type="checkbox"/> Heading, Paragraph, Line break <input type="checkbox"/> <code><HR></code>, <code></code>, <code><I></code> <input type="checkbox"/> Background properties 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical activity page 109.
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TERM 2

Complete Syllabus of PT5 and PT6(Theory assessment only)

Note: Term 2 includes 20% of Term 1 syllabus will include Chap.1: Number System and Chap.3: Advance feature of Excel

GENERAL KNOWLEDGE

**Book: Milligascar – Know The World Around You
Millennium Book source Pvt. Ltd.**

Note: There will be 2 PTs in each term. The PTs will be 25 marks each (20 from book and 5 from worksheet) with 30minutes time duration.

Worksheet of PT2 & PT6 will be based on Local Knowledge.

Worksheet of PT4 & PT8 will be based on Current Affairs.

PT2

- | | | |
|-----|-----------------|-----------------------|
| 1. | Page 6 | Baobab Tree |
| 2. | Page 7 | Dragon Tree |
| 3. | Page 17 | Lake Superior |
| 4. | Page 18 | Detian Waterfalls |
| 5. | Page 19 | Yellow River |
| 6. | Page 31 | Ayers Rock |
| 7. | Page 32 | Gol Gumbaz |
| 8. | Page 40 | Ghoomar |
| 9. | Page 47 | Great Rulers |
| 10. | Page 49 | Indra Nooyi |
| 11. | Page 60 | Accidental Inventions |
| 12. | Page 70 | Nobel Laureates |
| 13. | Local Knowledge | |

Term 1

- | | | |
|-----|-----------------|-------------------------|
| 1. | Page 8 | St. Helena's Gumwood |
| 2. | Page 9 | Koala |
| 3. | Page 20 | Arctic Ocean |
| 4. | Page 21 | Appalachian Mountains |
| 5. | Page 22 | Ardennes Forest |
| 6. | Page 33 | Statue of Liberty |
| 7. | Page 34 | Golden Gate Bridge |
| 8. | Page 41 | Hula |
| 9. | Page 50 | Abraham Lincoln |
| 10. | Page 51 | Sunita Williams |
| 11. | Page 66 | Jnanpith Award |
| 12. | Page 75 | National Parks Of India |
| 13. | Current Affairs | |

PT5

- | | | |
|----|---------|-----------------------------------|
| 1. | Page 10 | Snow Leopard |
| 2. | Page 11 | Musk Deer |
| 3. | Page 23 | Black Forest |
| 4. | Page 24 | Northeast Greenland National Park |

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| 5. | Page 25 | Kalahari Desert |
| 6. | Page 35 | Hoover Dam |
| 7. | Page 36 | Burj Khalifa |
| 8. | Page 42 | Navratri Festival |
| 9. | Page 54 | Thomas Alva Edison |
| 10. | Page 55 | William Shakespeare |
| 11. | Page 67 | Magsaysay Award |
| 12. | Page 76 | Books and Authors |
| 13. | Local Knowledge | |

Term 2

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| 1. | Page 12 | Woodpecker |
| 2. | Page 14 | Pink headed duck |
| 3. | Page 26 | Atlas Mountains |
| 4. | Page 27 | Krubera Cave |
| 5. | Page 29 | Important Islands of the world |
| 6. | Page 37 | Lighthouse of Alexandria |
| 7. | Page 38 | Important Cities of the World |
| 8. | Page 43 | Carnival of Rio De Janeiro |
| 9. | Page 56 | Charlie Chaplin |
| 10. | Page 57 | Sports Personalities |
| 11. | Page 69 | Business Tycoons |
| 12. | Page 77 | Abbreviations and Sobriquets |
| 13. | Current Affairs | |

ART/CRAFT

General Learning Objectives

- 1) Objects can tell us the place and time, the practices, habits and beliefs of the people. By exploring objects from different areas and cultures, students may know how materials and functions, affect design and appearance of objects.
- 2) People are always curious about themselves and others. Throughout history, the human figure has inspired the works of many artists. Students may observe the appearances, personalities, moods and attitudes of individuals and/ or various cultures.
- 3) Traditions reflect ideas, concepts, values held by different people in different parts of the country and the world. By looking at similarities and differences, students should learn to respect and appreciate the diversity of cultures.
- 4) The students need to be sensitive and extend their observation and interpretation of objects and images from the world they live in. These themes would provide avenues for expression of the natural and man-made environment and would look at issues affecting the world.
- 5) The students need to learn from events and experiences, either remembered, imagined or evoked through the use of stimulus materials. Pupils can explore ideas, concepts, memories and feelings, which may be universal and at the same time deeply personal. It involves ideas about emotion, human condition, cultural values and identities.

Visual Arts – Prachi Publications

There will be no PTs for ART/CRAFT. The following topics are to be covered and Grades will be awarded on the basis of the work done through each term.

TERM 1

1. Object Based Exercises – Pages 27 – 38
2. People Based Exercises – Pages 39 – 56
3. Experience Based Exercises – Pages 99 – 109

TERM 2

1. Tradition Based Exercises – Pages 57 – 70
2. Environment Based Exercises –Pages 71 – 98
3. Experience Based Exercises- Pages 110 – 111

Learning Outcomes

- 1) The students learn to draw various man-made objects around them in a realistic manner by adding dimensions and shades or values. They spend time looking, measuring with eye, calculating distance, comparing different sizes and looking for reference points in line centrally, vertically and horizontally.
- 2) The student study the proper proportions of hands and legs, construction of the limbs, the body movements and the action poses, the proportion of the human body and the importance of light and shade, facial expressions and emotions depicted, the color tones to be used with proper light and shade effect.
- 3) They learn to respect and draw different traditions and cultures by observation and knowledge and depict them clearly.
- 4) They learn to appreciate the environment they live in and depict it in their drawings by observation and practice.
- 5) They learn to use their skills and the various methods and techniques to enhance their work. They work with different materials and experience a variety of ideas and ways to create a work of art.