

ACADEMIC PLAN 2016-17

CLASS-VII

“Education is a social process. Education is growth. Education is not a preparation for life; Education is life itself.”

John Dewey

Schools play a major role in ensuring that children

- socialize into a culture of self-reliance, collaboration, resource-fullness, and peace oriented values.
- engage in practices that promote personal, physical as well as mental and cognitive development, and well being
- are equipped with a superior future and develop attitude, skills and values to make rational decisions in relation to it.
- receive education that allows them to explore the wider world, to be empathetic and sensitive to other’s needs and environment.
- develop a positive perspective towards life.
- are provided the means and opportunities to enhance their creative expression and the capacity for aesthetic appreciation.

Learning different subjects in school:

- facilitates the learners to have an extensive exposure to all fields of life.
- till secondary level is essential and relevant as it broadens the vision and understanding of a child.

Knowledge is interrelated and integrated as:

- Languages are the basis of all subjects because they develop the competency to read, write and communicate.
- Science encourages responsible action towards environment and stimulates natural curiosity. It also teaches an understanding of natural phenomena and methods of enquiry to foster creative thought.
- Maths promotes logical and critical thinking. It nurtures analytical, quantitative and problem solving skills
- Social Science perspectives and knowledge are indispensable for the growth and progress of the present society base on the experiences of the past
- Visual and Performing Arts develop their aesthetic sensibility.
- Physical and health education contribute to the physical, social, emotional and mental well being of children.

“Four Steps To Achievement: Plan Purposefully, Prepare Prayerfully. Proceed Positively. Pursue Persistently”

William A. Ward

Academic planning is the process of preparing a blueprint in which the arrangement of learning opportunities for a particular grade of learners is created in advance. It has to be scientifically designed for exactness and particularity.

An academic plan ensures-

- building goals for academic success
- a shared vision and understanding and a common language in the school community
- coordination and cohesiveness ensuring quality teaching, learning and assessment programs
- continuity of learning between domains across all grades
- balanced child initiated and teacher initiated activities
- raising awareness about what is being done and why
- building a trail of activities over time to review what has worked well and what has not

An academic plan is equally significant for parents and students as through academic plans -

- the students and their families become aware of the critical information at each grade level related to the different content areas.
- helps them in providing tips and suggestions to the school for supporting and enriching students' academic experiences.
- It becomes convenient for the students to plan ahead their academic activities and develop a strong academic foundation in all the subjects.
- assist child to set long term and short goals and manage their time well
- parents can develop in their wards regular study habits to support academic success.

Assessment measures

- the extent to which desired knowledge, skills and attitudes are attained by students.
- it complements the teaching and learning process,
- it also provides formative and summative feedback to teachers, students, schools and parents.

Assessment provides

- feedback to students, allows them to understand their strengths and weaknesses.
- Through assessment, students can monitor their own performance and progress.

- It also points them in the direction they should go to improve further.
- feedback to teachers, enables them to understand the strengths and weaknesses of their students.
- It provides information about students' achievement of learning outcomes as well as the effectiveness of their teaching.
- feedback to schools. The information gathered facilitates the placement of students in the appropriate stream or course, and the promotion of students from one level to the next.
- It also allows the schools to review the effectiveness of their instructional programme.
- feedback to parents, allows them to monitor their children's progress and achievement through the information obtained.

Type of Assessment	Percentage of weightage in academic session	Month	Term wise weightage
First Term			
Formative Assessment-1	10%	April- May	FA1+FA2=20%
Formative Assessment-2	10%	July- August	
Summative Assessment-1	30%	September	SA1=30%
Second Term			
Formative Assessment-3	10%	October-November	FA3+FA4=20%
Formative Assessment-4	10%	January-February	
Summative Assessment-2	30%	March	SA2=30%

- Each formative assessment will include at least two or all of the following:
 - Pen and Paper Test
 - Class assignments
 - Projects
 - Activities
 - Notebook assessment
- The summative assessment of English will comprise written test and ASL

(Assessment of Speaking and Listening) **Note: The format of an activity is subject to change in a bid to create foundation for better experiential learning platform.**

English

Learning Objectives:

- To listen for information and respond and summarize appropriately and critically in a wide range of situations.
- To participate in a range of conversations and exhibit skills of making oral presentations.
- To engage in independent, silent, sustained reading in the complexity band of their class.
- To produce clear and coherent writing in which the development, organization and style are appropriate to task purpose and audience.
- To determine a theme or central idea of a text and analyze its development within the course of a text, including its relationship to plot.
- To deduce the meaning of unfamiliar lexical items.

Prescribed Text Books: 1. English Literature

2. My English Reader

3. English Practice Book

Suggested Reading: 1. Essentials of English Grammar and Composition(Part-5)

by Sultan Chand Publications

2. The Adventures of Tom Sawyer by Mark Twain

3. The Jungle Book by Rudyard Kipling

Suggested Web links:

bbclearningenglish.com

<http://www.merriam-webster.com/game/index.htm>

<http://www.vocabulary.co.il/>

http://www.learninggamesforkids.com/vocabulary_games.html

<http://gamestolearnenglish.com/fast-english/>

<http://pbskids.org/superwhy/#/game/spellingbee>

<https://www.spellingcity.com/spelling-games-vocabulary-games.html>

Term I- April- September

Month	Content	Activities/Projects
April	<p>English Literature: L-1 Monkey Trouble L-2 Birdie, will you pet? (Poem)</p> <p>Writing Skills: Notice Writing, Diary Entry</p> <p>Grammar: Determiners, Linkers, Jumbled words</p> <p>My English Reader: Unit 2-Relationships</p> <p>English Practice Book: Unit 1- Articles Unit 11- Linkers</p>	<p>Individual: Collage on any one Indian writer who writes in English(eg:- Vikram Seth, Ravindra Singh, Chetan Bhagat, Salman Rushdie, Khushwant Singh etc.)</p> <p>Group: Press conference (Interaction between Press reporters and a famous personality)</p>
May	<p>English Literature: L-5 I Dream a World(Poem)</p> <p>Writing Skills: E-mail Writing</p> <p>Grammar: Controlled Composition, Editing: Error finding</p> <p>My English Reader: Unit 1- People at Work</p> <p>English Practice Book - Unit 5- Transitive and Intransitive Verbs</p>	<p>Individual: Crossword Puzzle</p> <p>Group: Display Board</p>
July	<p>English Literature: L-3 A Hero</p> <p>Writing Skills: Informal Letter Writing, Speech Writing</p> <p>Grammar: Tenses, Close the Gaps</p>	<p>Individual: Poem Recitation</p> <p>Group: Spin a Yarn(Story Weaving): Situation or beginning of a story will be given.</p> <p>Life Skill Activity: Debate on topic 'Children should be allowed to face nasty situations/challenges in life.'</p>

	My English Reader: Unit 3- Attitude English Practice Book: Unit 9- Future time Reference Unit 10- Perfect Progressive Tenses	
August	English Literature: L-4 Fight, Manju Fight! Writing Skills: Application Writing Grammar: Active and Passive Voice English Practice Book: Unit 7- Passive Voice	Individual: Listening (Attempt the worksheet based on your listening of a podcast) Group: Advertisement Enactment using Props
September	Revision for Summative Assessment-I	Individual: Assessment of Speaking and Listening Skills

	Formative Assessment I	Formative Assessment II
Formative Assessment Syllabus	Pen and Paper Test Reading: Comprehension passage/poem Writing Skills: Notice Writing Grammar: Determiners, Jumbled Words English Literature: L-1 Monkey Trouble L-2 Birdie, will you be pet? (Poem) My English Reader: Unit 2- Relationships	Pen and Paper Test Reading: Comprehension passage/poem Writing Skills: E-mail Writing Grammar: Linkers , Editing: Error finding English Literature: L-3 A Hero L-5 I Dream a World (Poem) My English Reader: Unit- 1 People at Work
Summative Assessment I Syllabus	Reading: Comprehension passage/poem Writing Skills: E-mail Writing, Notice Writing, Speech Writing, Letter Writing (Informal), Application Writing Grammar:	

	<p>Linkers, Determiners, Tenses, Active and Passive Voice, Editing: Error Finding Controlled Composition, Jumbled Words, Close the gaps</p> <p>English Literature: L-1 Monkey Trouble L-2 Birdie, Will you be my Pet? L-3 A Hero L-4 Fight, Manju Fight! L-5 I Dream a World</p> <p>My English Reader: Unit 1- People at Work Unit 2- Relationships Unit 3- Attitude</p>
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Term II- October- March		
Month	Content	Activities/Projects
October	<p>English Literature: L-6 Stone Soup in Bohemia</p> <p>Writing Skills: Bio-Sketch Writing</p> <p>Grammar: Reported Speech, Jumbled Words</p> <p>My English Reader: Unit 4- Achievers</p> <p>English Practice Book: Unit-8 Reported Speech</p>	<p>Individual: Prepare the cover page of the school magazine</p> <p>Group: Story Enactment</p>
November	<p>English Literature: L-7 A Stormy Adventure L-8 The Spider and The fly (A Fable)</p> <p>Writing Skills: Message Writing</p> <p>Grammar: Editing(Omission), Close the Gaps</p> <p>My English Reader: Unit 5- The Future World</p>	<p>Individual: Expressing my views (extempore)</p> <p>Group: Radio Show</p> <p>Life Skill Activity: Poster on 'Pizzas vs Paranthas' Or 'Junk Food vs Home made Delicacies'</p>

December	<p>English Literature: L-9 The Human Robot L-11 Chocolates in your Dreams</p> <p>Writing Skills: Letter Writing(Formal)</p> <p>Grammar: Sentences, Modals</p> <p>My English Reader: Unit 6- Unity in Diversity.</p> <p>English Practice Book:- Unit-2 The Sentence Unit-3The Compound Sentence Unit- 6 Modals</p>	<p>Individual: Slogan Writing(Unity in Diversity)</p> <p>Group: Quiz</p>
January	<p>English Literature:- L-10 Friends and Flatterers</p> <p>Writing Skills: Article writing</p> <p>English Practice Book: Unit-12 Reading for Understanding</p>	<p>Individual: Listening (Attempt the worksheet based on your listening of a podcast)</p> <p>Group: Story Writing(comic strip or a visual or pictures will be provided to write a story)</p>
February	Revision for Summative Assessment II	Individual: Assessment of Speaking and Listening Skills
March	Summative Assessment II	

Formative Assessment Syllabus	Formative Assessment III	Formative Assessment IV
	<p>Pen and Paper Test</p> <p>Reading: Comprehension passage/poem</p> <p>Writing Skills: Bio-Sketch</p> <p>Grammar: Reported Speech, Jumbled Words</p> <p>English Literature:</p>	<p>Pen and Paper Test</p> <p>Reading: Comprehension passage/poem</p> <p>Writing Skills: Message Writing</p> <p>Grammar: Modals, Editing: Omission</p> <p>English Literature: L-7 The Stormy Adventure</p>

	<p>L-6:-Stone Soup in Bohemia L-8 The Spider and The Fly(A Fable) My English Reader: Unit 4- Achievers</p>	<p>L-10 Friends and Flatterers(Poem) My English Reader: Unit 6- Unity In Diversity</p>
<p>Summative Assessment II Syllabus</p>	<p>Reading: Comprehension passage/poem Writing Skills: Bio-Sketch, Message Writing, Letter Writing(Formal),Article Writing, Speech Writing Grammar: Tenses, Reported Speech, Editing, Controlled Composition, Modals, Close the gaps, Jumbled Words, Linkers English Literature: L-6 Stone Soup in Bohemia L-7 A Stormy Adventure L-8 The Spider and The Fly L-9 Human Robot L-10 Friends and Flatterers L-11 Chocolates in Your Dreams My English Reader: Unit 4- Achievers Unit 5- Future World Unit 6- Unity in Diversity</p>	

हिंदी

शिक्षण उद्देश्य-

- * भाषा के शुद्ध व प्रभावपूर्ण प्रयोग की क्षमता विकसित कराना ।
- * व्याकरण के शुद्ध नियमों का ज्ञान कराना ।
- * शब्द- भंडार को विकसित करना ।
- * हिंदी भाषा के मानक रूप से परिचित कराना।
- * मौलिक लेखन एवं सृजनात्मक प्रवृत्ति का विकास करना ।
- * स्वाध्याय की प्रवृत्ति का विकास करना ।

निर्धारित पाठ्य पुस्तकें : 1.ज्ञान सागर 2.अभ्यास सागर

प्रस्तावित पुस्तकें :

1. मुंशी प्रेमचंद की कहानियाँ

2. आर.के.नारायण की कहानियाँ,

3. महादेवी वर्मा के संस्मरण व यात्रा वृत्तांत

संदर्भित वेब-लिंक्स :

www.gadyakosh.org

www.kavitakosh.org

www.iloveindia.com

प्रथम सत्र - अप्रैल -सितंबर		
मास	विषय सामग्री	गतिविधियाँ /परियोजना
अप्रैल	पाठ -१- बारहमासा(कविता) पाठ-२-नाटक में नाटक, पाठ-३--निर्मला,साँप और सयाल व्याकरण-संज्ञा व भेद तत्सम,तद्भव,उपसर्ग,प्रत्यय, विराम चिह्न अभ्यास सागर-पाठों से संबंधित	व्यक्तिगत-कविता वाचन सामूहिक -नाटक मंचन
मई	पाठ-४- बातूनी पाठ-५- राजू का सपना पाठ-६- समय(कविता) व्याकरण-पत्र लेखन अनुच्छेद लेखन,अभ्यास सागर	व्यक्तिगत - सूक्ति लेखन सामूहिक -बहुविषयक प्रोजेक्ट
जुलाई	पाठ-७- स्कूल की छुट्टियाँ पाठ-८- एवरेस्ट की चुनौती पाठ-९- सवाल का जवाब व्याकरण-विशेषण एवं भेद,कारकचिह्न,स्वर संधि , अभ्यास सागर-पाठों से संबंधित	व्यक्तिगत -भाषण सामूहिक - मूक अभिनय
अगस्त	पाठ-१९-गणेशोत्सव व्याकरण-संवाद लेखन,चित्र लेखन.अनुच्छेद- (पाठों से	व्यक्तिगत-वर्ग पहेली सामूहिक - कहानी अथवा नाटक का नवीन अंत

	संबंधित,काल्पनिक) अभ्यास सागर-पाठों से संबंधित	
सितंबर -	प्रथम सत्रीय परीक्षा हेतु पुनरावृत्ति कार्य	
रचनात्मक मूल्यांकन पाठ्यक्रम	रचनात्मक मूल्यांकन सं 1	रचनात्मक मूल्यांकन सं 2
	ज्ञान सागर-पाठ-१,२ अभ्यास सागर- पाठ-१,२ ज्ञान सागर के पाठों से संबंधित अपठित गद्यांश तथा पद्यांश	ज्ञान सागर-पाठ-३,४ अभ्यास सागर- पाठ-३,४ ज्ञान सागर के पाठों से संबंधित अपठित गद्यांश तथा पद्यांश,चित्र वर्णन

द्वितीय सत्र - अक्टूबर- मार्च		
मास	विषय सामग्री	गतिविधियाँ /परियोजना
अक्टूबर	पाठ-११- उस रात की बात पाठ-१२- दोहे क्रिया विशेषण व भेद पर्यायवाची, विलोम, काल व भेद	व्यक्तिगत-प्रमुख नदियों की जानकारी सामूहिक - समाचार वाचन
नवम्बर	पाठ-१३- साहस को सलाम पाठ-१५- अन्नदाता कृषक व्याकरण- शब्द भेद- (रूढ़, यौगिक, योगरूढ़) अलंकार, (अनुप्रास, उपमा, अतिशयोक्ति) पत्र लेखन अनुच्छेद लेखन	व्यक्तिगत - हिंदी गीतों में से अलंकार ढूँढना सामूहिक -शुभकामना कार्ड (सुंदर संदेश सहित)
दिसंबर	पाठ-१६- देशभक्त पुरु पाठ-१७-काकी	व्यक्तिगत -अपने बचपन का एक संस्मरण लिखिए ।

	पाठ-१८-बाल लीला और कुंडलिया अभ्यास सागर-पाठों से संबंधित	सामूहिक - प्रश्नोत्तरी-दृश्य-श्रवण कौशल
जनवरी	पाठ-२०-कर्मवीर	व्यक्तिगत -एक शब्द से अनेक शब्दों का निर्माण सामूहिक -घूमता चक्र(कहानी)
फरवरी	वार्षिक परीक्षा हेतु पुनरावृत्ति कार्य	
	*(गतिविधियों में परिवर्तन हो सकता है)	

	रचनात्मक मूल्यांकन सं 3	रचनात्मक मूल्यांकन सं 4
रचनात्मक मूल्यांकन पाठ्यक्रम	पाठ-११- पाठ-१२- अभ्यास सागर-पाठ- ११,१२ ज्ञान सागर के पाठों से संबंधित अपठित गद्यांश व पद्यांश,संवाद लेखन	पाठ-१३- पाठ-१५- पाठ-१६- अभ्याससागर-पाठ- १३,१५,१६ ज्ञान सागर के पाठों से संबंधित अपठित गद्यांश व पद्यांश
संकलित परीक्षा 2 पाठ्यक्रम	ज्ञान सागर- पाठ-११- उस रात की बात पाठ-१२- दोहे पाठ-१३- साहस को सलाम पाठ-१५- अन्नदाता कृषक पाठ-१६- देशभक्त पुरु पाठ-१७-काकी पाठ-१८-बाल लीला और कुंडलिया पाठ-२०-कर्मवीर अभ्यास सागर- पाठ- ११,१२,१३,१५,१६,१७,१८,२०, अभ्यास सागर- ज्ञान सागर के पाठों से संबंधित व्याकरण - संधि , अलंकार, पत्र लेखन, अनुच्छेद लेखन, चित्र लेखन,अपठित गद्यांश व पद्यांश	

संस्कृतम्

शिक्षणोद्देश्यानि –

- संस्कृतभाषायां निर्देशान् श्रुत्वा पठित्वा च तदनुसारं व्यवहारं कर्तुं समर्थाः भवेयुः।
- संस्कृते लिखिताः लघुकथाः पद्यानि च श्रुत्वा तानि अवगच्छेयुः।
- संस्कृतेन लघुवाक्यानि वदेयुः।
- पाठ्यपुस्तके प्रदत्तान् पाठान् श्लोकान् च पठित्वा भावं ग्रहीतुं समर्थाः भवेयुः।
- कश्चिद् अपि विषयं किमपि चित्रं वा आधृत्य संस्कृतेन सरलवाक्यानि रचयेयुः।
- श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुं समर्थाः भवेयुः।

निर्धारितानि पाठ्यपुस्तकानि – सुरभिः (कक्षा –सप्तमी)

- अन्ये सहायक-ग्रन्थाः –
 - ❖ प्रारम्भिक-रचनानुवाद-कौमुदी(लेखकः- आचार्यः कपिलदेव द्विवेदी)
 - ❖ 'मणिका' संस्कृत-व्याकरणम्, सरस्वती-प्रकाशनम्(कक्षा –सप्तमी)
- द्रष्टव्यानि अन्तर्जाल-स्थानकानि -
 1. www.technofunlearn.blogspot.in
 2. www.divyavaak10.blogspot.in
 3. www.sanskrittutorial.in
 4. www.sanskritabharti.in
 5. www.sanskritdocuments.org

प्रथमसत्रम् - अप्रैल-तः सेप्टेम्बर-पर्यन्तम्		
मासः	विषयः	गतिविधयः
अप्रैल	<p>व्याकरणम्-</p> <ul style="list-style-type: none">○ वर्णमाला (वर्णसंयोजनम्/वर्णविन्यासः)○ कारकपरिचयः○ शब्दरूपाणि - बाल, माला, फल○ सर्वनामशब्दाः - अस्मद्, युष्मद्○ पुरुषविचारः○ धातुरूपाणि - पठ्, भू, लिख्, चल्, गम्, अस् (लट्-लृट्-लकारयोः)○ संख्या - 1-50○ अव्ययानि - एकदा, उच्चैः, अपि, बहिः, अधः, मा, पुरा, इतस्ततः	सामूहिकी – श्लोक-वाचनम्

मई	पाठः - 1. बुद्धिः एव अस्माकं बलम् पाठः - 2. अभ्यास एव परमो गुरुः व्याकरणम् ○ सन्धिः - दीर्घः (आ, ई, ऊ, ऋ) ○ प्रत्ययः - क्त्वा ○ काल-विचारः	वैयक्तिकी- आत्म-परिचयः
जुलाई	पाठः - 3. उपकारकाः वृक्षाः पाठः - 4. आगच्छ ! भोजनं कुर्याम व्याकरणम् ○ शब्दरूपाणि - छात्र, रमा, पुष्प ○ धातुरूपाणि - वद्, हस्, लिख्, पा, दृश् (लट्-लृट्-लकारयोः) ○ सन्धिः - गुणः (ए, ओ) ○ प्रत्ययः - तुमुन्	वैयक्तिकी- भित्तिपत्रिका-निर्माणम्
अगस्त	पाठः - 5. यस्य बुद्धिः तस्य बलम् पाठः - 6. सुवचनानि व्याकरणम् ○ उपसर्गाः - प्र, आ, प्रति, सम्, वि, निर् ○ उपपदविभक्तिः - द्वितीया, तृतीया, चतुर्थी (अभितः, परितः, प्रति, विना, काणः, अलम्, सह, नमः, दा) - केवलम् विभक्तिमेलनम् ○ अपठित-गद्यांशः	सामूहिकी - कथा/गद्यवाचनम् (वाचिकाभिनयपूर्वकम्)
सेप्टेम्बर	SA-1 - परीक्षार्थं सम्पूर्ण-पाठ्यक्रमस्य पुनरावृत्तिः	सामूहिकी - प्रश्नमञ्चः (पाठ-व्याकरणाधृतः)
रचनात्मकमूल्याङ्कन-पाठ्यक्रमः	रचनात्मकमूल्याङ्कनम्- 1	रचनात्मकमूल्याङ्कनम्- 2
	१. शब्दरूपाणि - बाल, माला, फल, अस्मद् (सर्वासु विभक्तिषु) २. धातुरूपाणि - पठ्, भू, लिख्, चल्, गम्, अस् (लट्-लृट्-लकारयोः) ३. सन्धिः - दीर्घः ५. संख्याः - १ तः 25 [1-25] ६. प्रत्ययाः - क्त्वा ४. अव्ययानि - एकदा, उच्चैः, अपि, बहिः, अधः, मा, पुरा, इतस्ततः	१. शब्दरूपाणि - छात्र, रमा, पुष्प, युष्मद् (सर्वासु विभक्तिषु) २. धातुरूपाणि - वद्, हस्, लिख्, पा, दृश् (लट्-लृट्-लकारयोः) ३. संख्या - २६ तः ५० पर्यन्तम् [26-50] ४. सन्धिः - गुणः ५. उपसर्गः - प्र, आ, प्रति, सम्, वि, निर् ६. प्रत्ययः - तुमुन्

<p>संकलनात्मकमूल्याङ्कनम्-1- पाठ्यक्रमः</p>	<p>पाठः - 1. बुद्धिः एव अस्माकं बलम्</p> <p>पाठः - 2. अभ्यास एव परमो गुरुः</p> <p>पाठः - 3. उपकारकाः वृक्षाः</p> <p>पाठः - 4. आगच्छ ! भोजनं कुर्यामि</p> <p>पाठः - 5. यस्य बुद्धिः तस्य बलम्</p> <p>पाठः - 6. सुवचनानि</p> <p>व्याकरणम्</p> <ul style="list-style-type: none"> ○ वर्णमाला (वर्णसंयोजनम्/वर्णविन्यासः) ○ कारकपरिचयः ○ शब्दरूपाणि - बाल, माला, फल, छात्र, रमा, पुष्प ○ सर्वनामशब्दाः - अस्मद्, युष्मद् ○ पुरुष-विचारः ○ धातुरूपाणि - पठ्, भू, लिख्, चल्, गम्, अस्, वद्, हस्, लिख्, पा, दृश् (लट्-लृट्-लकारयोः) ○ संख्या - 1-50 ○ अव्ययानि - एकदा, उच्चैः, अपि, बहिः, अधः, मा, पुरा, इतस्ततः ○ सन्धिः - दीर्घः गुणः च ○ प्रत्ययः - क्त्वा तुमुन् च ○ समयः (काल-विचारः) ○ उपसर्गाः - प्र, आ, प्रति, सम्, वि, निर् ○ उपपदविभक्तिः - द्वितीया, तृतीया, चतुर्थी (अभितः, परितः, प्रति, विना, काणः, अलम्, सह, नमः, दा) - केवलम् विभक्तिमेलनम् ○ अपठित-गद्यांशः
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द्वितीयसत्रम् – अक्टूबर-तः मार्च-पर्यन्तम्		
मासः	विषयः	गतिविधयः
अक्टूबर	<p>पाठः - 7. बुद्धिः एव उत्तमा</p> <p>व्याकरणम्</p> <ul style="list-style-type: none"> ○ शब्दरूपाणि - मुनि, मति ○ सर्वनामशब्दाः - किम् (त्रिषु लिङ्गेषु) 	वैयक्तिकी-चित्रपदकोष-निर्माणम्

	<ul style="list-style-type: none"> ○ धातुरूपाणि - पठ्, भू, लिख्, चल्, गम्, अस्, वद्, हस्, लिख्, पा, दृश् (लोट्-लङ्-लकारयोः) <p>संख्या - 51-75</p>	
नवम्बर	<p>पाठः - 8. अविवेकः परमापदां पदम्</p> <p>व्याकरणम्</p> <ul style="list-style-type: none"> ○ सन्धिः - गुणः (ए, ओ), वृद्धिः (ऐ, औ) ○ प्रत्ययः - ल्यप् ○ अव्ययानि - धिक्, कुत्र, ह्यः, अद्य, श्वः, ऋते, अधुना, एव, सर्वत्र ○ उपसर्गाः - उप, उत्, अनु, निस्, अव, परि ○ उपपदविभक्तिः - पञ्चमी, षष्ठी, सप्तमी (बहिः, ऋते, उपरि, अधः, स्निह्) – केवलं विभक्तिमेलनम् 	सामूहिकी- शुद्धाशुद्धि-विवेचनम्
दिसम्बर	<p>पाठः - 9. बुद्धिमान् गोपालकः</p> <p>पाठः - 10. मधुराणि वचनानि</p> <p>व्याकरणम्</p> <ul style="list-style-type: none"> ○ सन्धिः - वृद्धिः ○ शब्दरूपाणि - पूर्वपठितानि सर्वाणि ○ धातुरूपाणि - पूर्वपठितानि सर्वाणि (लोट्-लङ्-लकारयोः) ○ उपसर्गाः - पूर्वपठिताः सर्वे ○ काल-विचारः ○ अपठित-गद्यांशः 	सामूहिकी – प्रश्नमञ्चः (पाठ-व्याकरणाधृतः) आर्यविद्यासभापरीक्षाम् अभिलक्ष्य
जनवरी	<p>व्याकरणम्</p> <ul style="list-style-type: none"> ○ अव्ययानि - पूर्वपठितानिसर्वाणि ○ प्रत्ययाः - पूर्वपठिताः सर्वे ○ संख्या - पूर्वपठिताः सर्वाः ○ उपपदविभक्तिः - पूर्वपठिता सर्वा (केवलम् विभक्तिमेलनम्) 	वैयक्तिकी- चित्रपदकोष-निर्माणम्
फरवरी	SA-2-परीक्षार्थं सम्पूर्ण-पाठ्यक्रमस्य पुनरावृत्तिः	सामूहिकी – संख्या-क्रीडा

मार्च	संकलनात्मकमूल्याङ्कनम्- 2-परीक्षा:		
रचनात्मक-मूल्याङ्कन-पाठ्यक्रमः	रचनात्मक-मूल्याङ्कनम्- 3	रचनात्मक-मूल्याङ्कनम्- 4	
	<ol style="list-style-type: none"> 1. शब्दरूपाणि - मुनि, मति, तत् (त्रिषु लिङ्गेषु) 2. धातुरूपाणि - (क) वद्, नम्, त्यज्, रच् (पञ्चसु लकारेषु) (ख) लभ्, रुच् (लङ्-लकारे) 3. संख्या - 51-75 4. सन्धिः - वृद्धिः 5. अव्ययानि - पुरा, ऋते, विना, नमः, एव, उच्चैः, अधुना, श्वः, ह्यः 6. प्रत्ययौ - तुमुन्, क्त 	<ol style="list-style-type: none"> 1. शब्दरूपाणि - मातृ, पितृ, विद्वस् 2. धातुरूपाणि - (क) लिख्, पा, कृ (पञ्चसु लकारेषु) (ख) सेव्, लभ्, शुभ्, रुच् (लङ्-लकारे) 3. उपसर्गाः - दुस्, नि, निस्, प्र, प्रति, परि, वि, सम् 4. संवाद-लेखनम् 5. समासौ - अव्ययीभाव-द्वन्द्वौ 	
संकलनात्मकमूल्याङ्कन-2-पाठ्यक्रमः	<p>पाठः - 7. बुद्धिः एव उत्तमा</p> <p>पाठः - 8. अविवेकः परमापदां पदम्</p> <p>पाठः - 9. बुद्धिमान् गोपालकः</p> <p>पाठः - 10. मधुराणि वचनानि व्याकरणम्</p> <ul style="list-style-type: none"> ○ शब्दरूपाणि - मुनि, मति ○ सर्वनामशब्दाः - किम् (त्रिषु लिङ्गेषु) ○ धातुरूपाणि - पठ्, भू, लिख्, चल, गम्, अस्, वद्, हस्, लिख्, पा, दृश् (लोट्-लङ्-लकारयोः) ○ संख्या - 51-75 ○ सन्धिः - गुणः वृद्धिः च ○ प्रत्ययः - ल्यप् ○ अव्ययानि - धिक्, कुत्र, ह्यः, अद्य, श्वः, ऋते, अधुना, एव, सर्वत्र ○ उपसर्गाः - उप, उत्, अनु, निस्, अव, परि ○ उपपदविभक्तिः - पञ्चमी, षष्ठी, सप्तमी (बहिः, ऋते, उपरि, ○ अधः, स्निह्) - केवलम् ○ काल-विचारः ○ अपठित-गद्यांशः 		

Mathematics

Learning Objectives:

- To understand the language of technical terms , symbols , statements , formulae , definitions , logic etc
- To learn and develop technique of problem solving.
- To develop the ability to estimate, check and verify results.
- To develop the ability to think correctly, to draw conclusions, generalizations and inferences.
- To make use of mathematical concept and processes in everyday life.
- To recognize the adequacy or inadequacy of given data in relation to any problem.

The concept of Mathematics Laboratory has been introduced by the Board with the objective of

- Making teaching and learning of the subject interactive, participatory, fun filled Strengthening the learning of mathematical concepts through concrete materials and hands-on-experiences.
- Relating classroom learning to real life situations and discourage rote and mechanical learning.

Prescribed Text Books: 1. Mathematics Class VII by DAV Publications

Suggested Web links:

<http://www.learnnext.com/nextgurukul/wiki/CBSE/VII.htm>

<https://in.ixl.com/math/class-vii>

<http://www.topperlearning.com/study/cbse/class-7/mathematics/b101c6s3>

Term I- April- September		
Month	Content	Activities/Projects
April	Unit 1 – Rational Numbers Unit 2 – Operations on Rational Numbers	Individual: To make a 3x3 magic square, using numbers 1 to 9. Group: To represent the sum and difference of two rational numbers on a number line.

May	Unit 3 – Rational Numbers as Decimals	Individual: To symbolize the product of decimal numbers on a square by drawing horizontal/ vertical lines and shading.
July	Unit 4- Application of Percentages Unit 12- Data Handling	Individual: To compare the given data by using percentage and transforming the numerical data into visual data.
August	Unit 8 – Triangle and its Properties. Unit 13- Symmetry	Group: Paper folding activities to determine various properties of a Triangle.
September	Revision for Summative Assessment I	

Formative Assessment Syllabus	Formative Assessment I	Formative Assessment II
	Unit 1 – Rational Numbers	Unit 2 –Operation on Rational Numbers.
Summative Assessment I Syllabus	Unit 1 – Rational Numbers Unit 2 – Operations on Rational Numbers Unit 3 – Rational Numbers as Decimals Unit 4- Application of Percentages. Unit 8 – Triangle and its Properties. Unit 12- Data Handling Unit 13- Symmetry	

Term II- October- March		
Month	Content	Activities/Projects
October	Unit 5- Exponents and Powers Unit 7- Linear Equations in one variable	Individual: 1. Verify the law of exponents experimentally when (i) the base is same (ii) the bases are different. 2. Find the value of an exponential expression through a paper folding activity.

November	Unit 9-Congruent Triangles Unit 10- Construction of Triangles	Group: 1.Tangrams by paper folding (8*8 grid) 2. Experiments to verify Congruent Triangles.
December	Unit 11- Perimeter and Area. Unit 6- Algebraic Expressions	Individual: Experiments to verify the circumference of a circle and hence find the value of the irrational number.
January	Unit 14- Visualising Solids	Individual: Using Paper Folding activities to determine the number of lines of symmetry of the following shapes: (a) equilateral triangle (b) isosceles triangle (c) square (d) rectangle (e) rhombus Group: (a) Draw a cube with an edge 5 cm long on an isometric dot paper. Also draw its oblique sketch. (b) Draw a cuboid of dimension 7 cm, 4 cm and 2 cm on an isometric dot paper. Also draw its oblique sketch. (c) To find the number of missing unit cubes in a given shape to obtain a given shape of desired dimension. Note: Teacher may ask the students to use unit cubes and explore.
February	Revision for Summative Assessment II	
March	Summative Assessment II	

	Formative Assessment III	Formative Assessment IV
Formative Assessment Syllabus	Unit 4 – Exponents and Powers.	Unit 11- Perimeter and Area

Summative Assessment II Syllabus	Unit 5- Exponents and Powers. Unit 6- Algebraic Expressions Unit 7- Linear Equations in one variable Unit 9- Congruent Triangles. Unit 10- Construction of Triangles. Unit 11- Perimeter and Area. Unit 14- Visualising Solids
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Science

Learning objectives:

- To develop a scientific attitude and temper.
- To develop experimental skills and sharpens their sense of enquiry.
- To develop the power of questioning amongst the students.
- To instill creativity and organizational skills
- to inculcate science and technology related values.

Prescribed Text Books: The Living World (a book of Science and Technology)

Suggested Reading: Science of Class VII by S.K. Jain

Suggested Web links: makemegenius.com, khanacademy.com

Term I- April- September		
Month	Content	Activities/Projects
April	<ul style="list-style-type: none"> • Chapter -1 Nutrition in Living Organisms- Plants • Chapter-5, Heat 	<p>Individual:</p> <ol style="list-style-type: none"> 1. To prepare temporary slide of Stomata. 2. On the map of India, indicate places where there is a) heavy rainfall b) medium rainfall c) no rainfall. Enumerate the problems faced by people living in these regions. <p>Group:</p> <ol style="list-style-type: none"> 1. To find the range and least count of different thermometers. 2. To study the effect of saliva on starch.
May	<ul style="list-style-type: none"> • Chapter-2 Nutrition in Living organisms-Man and Animals • Chapter- 6, Motion and Time 	<p>Individual:</p> <ol style="list-style-type: none"> 1. Model Making (use clay and POP) - Digestive system of human beings, cow and buccal cavity. <p>Group:</p> <ol style="list-style-type: none"> 1. To Measure the time period of a simple pendulum. 2. Multidisciplinary project.

July	<ul style="list-style-type: none"> Chapter- 3, Chemical substances and processes Chapter-4, Acids, Bases and Salts 	<p>Individual:</p> <ol style="list-style-type: none"> To identify various substances as acids and bases with the help of indicators. To demonstrate Anaerobic respiration in yeast. <p>Group:</p> <ol style="list-style-type: none"> To perform different types of reactions and classify them as physical or chemical changes (Combination reaction, displacement reaction, neutralization.) Compare water holding capacity of different types of soil.
August	<ul style="list-style-type: none"> Chapter-7 Respiration in Organisms Chapter- 16, Water Chapter-14 Fabric from fibre 	<p>Individual:</p> <ol style="list-style-type: none"> Demonstration to exhibit that exhaled air contains carbon dioxide.
September	SA-I	
Formative Assessment Syllabus	Formative Assessment I	Formative Assessment II
	<p>Pen and paper test –</p> <ul style="list-style-type: none"> Chapter-1 Nutrition in Living Organisms-Plants. 	<p>Pen and paper test-</p> <ul style="list-style-type: none"> Chapter- 5, Heat Chapter-2 Nutrition in Living organisms- Man and Animals
Summative Assessment I Syllabus	<ul style="list-style-type: none"> Chapters- 1 Nutrition in Living Organisms-Plants Chapter-2 Nutrition in Living organisms-Man and Animals Chapter- 3 Chemical substances and processes Chapter-4 Acids, Bases and Salts Chapter-5 Heat Chapter- 6 Motion and Time Chapter-7 Respiration in Organisms Chapter-14 Fabric from fibre Chapter- 16 Water 	

Term II- October- March

Month	Content	Activities/Projects
October	<ul style="list-style-type: none"> • Chapter-9 Reproduction in Plants • Chapter- 13, weather, climate and adaptations of animals to climate. 	<p>Individual:</p> <ol style="list-style-type: none"> 1. On the world map mark four major climatic zones using coloured wool. 2. Experiment to observe asexual reproduction in plants. <p>.Group:</p> <ol style="list-style-type: none"> 1. Create a Terrarium.
November	<ul style="list-style-type: none"> • Chapter-8 Transportation in plants and animals • Chapter- 11, Electric charges at rest. • Chapter-12, Light 	<p>Individual:</p> <ol style="list-style-type: none"> 1. PowerPoint presentation on production of wool and silk. 2. Identification of types of mirrors and their uses. <p>Group:</p> <ol style="list-style-type: none"> 1. Identify various materials as conductors and insulators. 2. Set up a light box with a simple slit to produce a single narrow ray of light.
December	<ul style="list-style-type: none"> • Chapter-10 Soil • Chapter-15 Forest • Chapter-17, Electric Current and its Effects. 	<p>Individual:</p> <ol style="list-style-type: none"> 1. Collect data about the maximum current rating of domestic appliances and find out the type of fuse used for their safety. <p>Group:</p> <ol style="list-style-type: none"> 1. Make an electric circuit using switch, bulbs, battery. 2. To demonstrate the functioning of electromagnet. 3. Fun with food webs.
January	Revision	
February	SA-II	

Formative Assessment Syllabus	Formative Assessment III	Formative Assessment IV
	Pen and paper test – <ul style="list-style-type: none"> • Chapter-9 Reproduction in Plants • Chapter-11, Electric charges at rest. 	Pen and paper test – <ul style="list-style-type: none"> • Chapter-10 Soil • Chapter- 13, weather, climate and adaptations of animals to climate
Summative Assessment II Syllabus	<ul style="list-style-type: none"> • Chapter-9 Reproduction in Plants • Chapter-11, Electric charges at rest. • Chapter-12, Light • Chapter- 13, weather, climate and adaptations of animals to climate • Chapter-10 Soil • Chapter-15 Forest • Chapter-17, Electric Current and its Effects. • Chapter-8 Transportation in plants and animals 	

Social Science

Learning Objectives-

- To relate to their everyday life and the issues discussed in the text book.
- To imbibe the ideals of democracy, rule of law and the Indian constitution.
- To recognize the ways in which policiess affect our daily life.
- To know various types of sources of information and reflect on them critically.
- To provide a general idea of the developments within the given time periods

Prescribed Text Books: We and Our world

Suggested Reading: Trek primary social studies Oxford publication

Social science Scholastic Publication

Suggested Web links: Youtube,

www.national geographic.com

www.indianhistory.com

Term I- April- September

Month	Content	Activities/Projects
April	Ch – 1 Components of Environment Ch – 9 Medieval Period	Individual: Presentation on any one ruler – a) Rastrakutas b) Pratiharas c) Palas Group: Folder Making- Make a folder using handmade sheets and write a catchy slogan on it.
May	Ch – 10 Rise of small kingdoms in North India Ch 18 – Democracy and Equality	Individual: Scrape file – Prepare a scrape file with pictures and information of temples of North and South India built during Palas, Pratiharas, & Rastrakutas Group: Quiz from Ch – 1,9,10 &18
July	Ch 12 – Turkish invasion in North India Ch – 13 Delhi Sultanate Ch 19 Our State Government	Group: Create a project on any one ruler of Delhi Sultanate highlighting the following – achievements, art and architecture, administration etc
August	Ch – 2 Earth and the changes on it Ch -3 The Surface and the interior of the earth	Individual: Identify the different types of soils on the given map.
September	Revision of Summative Assessment 1	
Formative Assessment Syllabus		Formative Assessment I
		Formative Assessment II
		Ch 1 Components of the Environment
		Ch 9 Medieval Period Ch 10 Rise of Small kingdoms in North India

Summative Assessment I Syllabus	Ch 1 Components of Environment Ch 2 Earth and the changes on it Ch 3 The surface and the interior of the earth Ch 9 Medieval Period Ch 10 Rise of small kingdoms in North India Ch 12 Turkish Invasion Ch 13 Delhi Sultanate Ch 18 Democracy and Equality Ch –19 Our State Government	
Term II- October- March		
Month	Content	Activities/Projects
October	Ch – 4 Air around us Ch – 15 Mughal Empire	Individual: Crossword puzzle based on chapter 4 'Air around us' Group: Collage Making- Prepare a collage on various monuments built during the Mughal period
November	Ch 5 Water surrounding the earth Ch 6 Life on the Earth Ch 20 Media the main stay of democracy	Individual: Identify the given pictures of different types of media and write the form of media Group: Group Discussion on preservation of natural resources
December	Ch 7 Human Environment Ch 21 Advertising & democracy Ch 17 Major religions	Group: Power Point Presentation on ch Major religions
January	Ch 22 Unpacking Gender	Individual: Write a report on the changing status of women from ancient to modern times
February	Revision of summative assessment 2	
March		

	Formative Assessment III	Formative Assessment IV
Formative Assessment Syllabus	Ch 4 Air around us	Ch 20 Media the mainstay of democracy
Summative Assessment II Syllabus	Ch 4 Air around us Ch 5 Water surrounding the earth Ch 6 Life on the Earth Ch 7 Human Environment Ch 15 Mughal Empire Ch 17 Major Religions Ch 20 Media Ch 21 Advertising and Democracy Ch 22 Unpacking Gender	

Computer Science

Learning Objectives :

1. To Use Motion Tween to Animate
2. Animating Using Movie Clips
3. To use Actions to Create Non-Linear Movies
4. To optimizing a Flash Site
5. To publish a Creation
6. To demonstrate a range of practical software development and other computing skills in accord with best modern engineering practice.

Prescribed Text Books: Hands -On

Suggested Reading: Super Scratch programming adventure, Sractch programming in easy steps

Sams teach yourselves Macromedia Flash MX

Suggested Web links: WWW.SCRATCH.MIT.EDU

<http://www.scratch.ie/>

<http://www.scratchjr.org/>

<http://www.teacherclick.com/>

<http://www.cybercomputing.co.uk/>

Term I- April- September		
Month	Content	Activities/Projects
April	L-1 Computer Software	Individual -Collect and Paste the pictures of System, Application software , Open Source Software loaded in your Computer System in a Scrapbook.
May	L-2 Internet Services	Group - Create a blog on www.blogger.com . Post an article on ' Cyber Security ' .
July	L-3 Scratch	Group - Create a sprite following the given instruction. Import a new sprite, titled Lion from the Animals folder. Erase its tail with the help of eraser tool. Click the OK button when done. Give a name to this new sprite.
August	L-3 Scratch	Group - Make a forest scene. You can either draw or import the images. This scene should have- A background for stage At least five different animals.
September	Revision for SA-1	
Summative Assessment I Syllabus		L-1 Computer Software L-2 Internet Services L-3 Scratch

Term II- October- March

Month	Content	Activities/Projects
October	L-4 Animation in Scratch	<p>Individual - Create the animation following the given instructions-</p> <p>Import two costumes cat A and cat B</p> <p>Snap a programming block to grow the size of parrot-1 and shrink the size of parrot-1</p> <p>Click the rotation style button only face left-right, so that the sprite does not run upside down when it bounces the edge of the stage.</p>
November	L-5 Macromedia Flash MX	<p>Group - Follow the given instructions-</p> <p>Draw the Planets in the Solar System .</p> <p>Use the Fill Transform Tool to bring out difference among them.</p> <p>Label them using the Text Tool.</p>
December	L- 6 Animation In Flash	<p>Group - Follow the given instructions-</p> <p>Copy and paste any clip on the stage from the clipart gallery of MS-Office 2007.</p> <p>Convert this clip into symbol.</p> <p>Activity 2 - Draw/import train on the stage and move it using the Motion Tweening.</p>
January	L- 7 Animation In Flash (Part 2)	<p>Individual - Create animation as per the given instructions-</p> <p>Insert two layers on the timeline. Draw sky on layer 1 and an aeroplane on layer 2.</p> <p>On layer 2, create the Motion Tweening to run the aeroplane in the sky.</p>
February	Revision for SA-2	

Summative Assessment II Syllabus	L-4 Animation in Scratch L-5 Macromedia Flash MX L-6 Animation In Flash L-7 Animation In Flash (Part 2)
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धर्मशिक्षा

शैक्षणिक उद्देश्य : मूल्य आधारित शिक्षा प्रदान करना ।
नैतिकता ,सामाजिकता ,आध्यात्मिकता विषयक संस्कार प्रदान करना ।

निर्धारित पाठ्य पुस्तकें : धर्मशिक्षा भाग -7

प्रस्तावित पुस्तकें : सत्यार्थ प्रकाश , नित्यकर्म विधि , यज्ञ विमर्श | डी.ए.वी. प्रकाशन
से प्रकाशित धार्मिक पत्रिकाएं एवं पुस्तकें ।

प्रथम सत्र – अप्रैल –सितंबर		
मास	विषय सामग्री	गतिविधियाँ /परियोजना
अप्रैल	पाठ संख्या 1,2,3 ईश्वरस्तुति प्रार्थना, धर्म के 10 लक्षण, आर्य समाज के नियम (3,4,5,6,)	व्यक्तिगत ।- गायत्री मन्त्र कंठस्थ करना । धर्म के 10 लक्षणों के विषय में चर्चा करना।
मई	पाठ संख्या 4,5, अभियान गीत, व्यायाम	व्यक्तिगत –व्यायाम की आवश्यकता पर चर्चा
जुलाई	पाठ संख्या 6,7 , प्रात उठने के लाभ ,उद्बोधन गीत	सामूहिक – सूर्योदय के लाभ पर लघु निबंध लिखना , चर्चा करना
अगस्त	पाठ संख्या 8,9,10 सत्संग,योग एवं उसके अंग, ईश विनय प्रार्थना (स्वर सहित कंठस्थ)	सामूहिक – योग पर CHART बनाना
सितंबर	संकलित (SA-1) परीक्षा पाठ्यक्रम का पुनरावलोकन करना	SA -1 परीक्षा हेतु अभ्यास कार्य करना एवं परीक्षा देना

रचनात्मक मूल्यांकन पाठ्यक्रम	रचनात्मक मूल्यांकन सं 1	रचनात्मक मूल्यांकन सं 2
	-----N/A -----	-----N/A -----
संकलित परीक्षा (SA-1) पाठ्यक्रम	ईश्वरस्तुति, धर्म के 10 लक्षण, अभियान गीत, व्यायाम, प्रातः उठने के लाभ, योग एवं उसके अंग, सत्संग का महत्व उद्बोधन गीत , ईश विनय प्रार्थना (स्वर सहित कंठस्थ) (पाठ 1-10 तक)	

द्वितीय सत्र – अक्टूबर- मार्च		
मास	विषय सामग्री	गतिविधियाँ /परियोजना
अक्टूबर	पाठ संख्या 11,12,13, स्वामी श्रधदानन्द, महात्मा हंसराज स्वामी दर्शनानंद	व्यक्तिगत – महापुरषों की जीवनियों एवं कार्यों पर चर्चा करना / बताना /समझाना
नवम्बर	पाठ संख्या 14 ,15 आर्य पथिक पंडित लेखराम, उदघोष गीत (कविता)	भारत देश का चित्र वर्णन सामूहिक - सुखी एवं निरोगी जीवन पर लेख
दिसंबर	पाठ संख्या 16,17,18 ,मेरा देश , रोगी कौन नहीं ? अंध विश्वास का फल,	सामूहिक – संध्या प्रार्थना के मंत्रों को याद करेंगे
जनवरी	पाठ संख्या 19,20 अटल प्रीति, हमारे पर्व	व्यक्तिगत- धर्म के लक्षणों पर चर्चा करना वैदिक पर्वों पर CHART बनाना
फरवरी	संकलित परीक्षा (SA -2) के पाठ्यक्रम का दोहरीकरण	संकलित (SA-2) परीक्षा की तैयारी करना
मार्च	संकलित SA-2 परीक्षा	संकलित (SA-2) परीक्षा देना

रचनात्मक मूल्यांकन पाठ्यक्रम	रचनात्मक मूल्यांकन सं 3	रचनात्मक मूल्यांकन सं 4
	-----N/A-----	-----N/A-----
संकलित परीक्षा 2 पाठ्यक्रम	स्वामी श्रध्दानन्द, महात्मा हंसराज स्वामी दर्शनानंद आर्य पथिक पंडित लेखराम उद्घोष (कविता) मेरा देश, रोगी कौन नहीं ?, अंध विश्वास का फल, अटल प्रीति, हमारे पर्व (संकलित परीक्षा (SA -2) का पाठ्यक्रम)	

General Knowledge

Prescribed Book: Kid Wiz for class VII

Summative Assessment I	<p style="text-align: right;">(Pages 1-55)</p> <ol style="list-style-type: none"> 1. Unit I Language and Literature 2. Unit 2 Environment Around 3. Unit 3 World Around <p style="text-align: center;"><i>Current Affairs</i></p>
Summative Assessment II	<p style="text-align: right;">(Pages 56-97)</p> <ol style="list-style-type: none"> 1. Unit 4 Art and Culture 2. Unit 5 Math Magic 3. Unit 6 Sports and Games <p style="text-align: center;"><i>Current Affairs</i></p>

Drawing

Learning Objectives :

- To strengthen imagination and creative skills
- To enhance aesthetic sensibility
- To develop observation skills
- To improve colouring skills

Prescribed Text Books: Step by Step – A book of drawing and painting.

Suggested Reading:

1. Art in new era – A book of art and craft (series)
2. Kalakriti (a book of artists and students work)
3. Art and craft by Nicholas Horsburgh

Suggested Web links:

1. Youtube.com
www.youtube.com/watch?v=p9xKxEV1FkY
2. Wikipedia.com https://en.wikipedia.org/wiki/Indian_art
3. google.com pocketsketching.com/links/
[https://plus.google.com/..](https://plus.google.com/)

Term I- April- September

Month	Content	Activities/Projects
April	<ol style="list-style-type: none"> 1. Elements of Art 2. Introduction to pencil shading 3. S.B.S Pages 3, 5, 7, 9 &10 	Composition – Object drawing in pencil shading
May	<ol style="list-style-type: none"> 1. Animal study with pencil shading 2. S.B.S Pages 14 & 16 3. Human study S.B.s pages 20 – 23 	Poster Making
July	<ol style="list-style-type: none"> 1. Introduction to water colours 2. S.B.S Pages 4, 6, 8, 11, 12, 13, 15 	<ol style="list-style-type: none"> 1. Landscape in water colours 2. Bulletin Board Decoration
August	<ol style="list-style-type: none"> 1. Animal composition in water colours 2. S.B.S Pages 19 & 20 3. Human study 	Craft
September	Introduction to Perspective	
July	<ol style="list-style-type: none"> 3. Introduction to water colours 4. S.B.S Pages 4, 6, 8, 11, 12, 13, 15 	<ol style="list-style-type: none"> 3. Landscape in water colours 4. Bulletin Board Decoration
August	<ol style="list-style-type: none"> 4. Animal composition in water colours 5. S.B.S Pages 19 & 20 6. Human study 	Craft
September	Introduction to Perspective	

Term II- October- March		
Month	Content	Activities/Projects
October	<ol style="list-style-type: none"> 1. Landscape in pencil shading. S.B.S page 39 2. Landscape in art file S.B.S pages 37 & 41 	Craft
November	<ol style="list-style-type: none"> 1. Composition Pages 43 & 45 2. Street vendor 	Decorating Bulletin Board
December	<ol style="list-style-type: none"> 1. Composition 2. S.B.S Pages 46 & 47 3. Craft 	Poster Making
January	<ol style="list-style-type: none"> 1. Park Scene 2. Craft 	<ol style="list-style-type: none"> 1. Bulletin Board 2. Landscape

Summative Assessment I Syllabus	<ol style="list-style-type: none"> 1. Landscape 2. Animal 3. composition 4. Poster 	
Summative Assessment II Syllabus	<ol style="list-style-type: none"> 1. Poster 2. Landscape 3. Composition-Park scene 4. Street Vendor 	

GERMAN

Month	Topic	Activity
March-April	Wiederholung: <ul style="list-style-type: none"> • sich vorstellen • Zahlen • Konjugationen 	Arbeitsbuch diskutieren
May-June	Modul 2/Lektion 1: Das Haus von Familie Weigel <ul style="list-style-type: none"> • Wohnungsbeschreibung • Moebel • Adjektiven 	Eigene Zimmer beschreiben

July-August	Grammatik: <ul style="list-style-type: none"> • Artikel (bestimmter und unbestimmter) • Nicht und klein 	Eine Wohnung zeichnen und beschreiben
September-October	Modul 2 /Lektion 2: Ein Besuch <ul style="list-style-type: none"> • Willkommengrüß zu den Gästen • Etwas den Gästen anbieten • Grammatik: Verben- moechten, trinken, essen 	Dialog- wenn du Gaeste zu Hause Hast
November-december	Modul 2/ Lektion 3: Mautzi Unsere Katze <ul style="list-style-type: none"> • Haustiere (mit Artikel und Plural formen) • Grammatik: Verben- moegen, spielen 	Mein Haustier beschreiben
January-February	Modul 2/ Lektion 4: Die Nachbarn von Familie Weigel <ul style="list-style-type: none"> • Wortschatz wiederholen • Grammatik: Wo, woher, Praepositionen: in, aus 	Ihr /Ihre Nachbar/in beschreiben

SA I Syllabus: Lektion 1, Lektion 2
SA II Syllabus: Lektion 3, Lektion 4