

Class 7

1.Subject : हिंदी

2.Objectives

- 1)परिवार मित्र तथा शिक्षक आदि की भाषा सुनकर समझने की योग्यता उत्पन्न करना
- 2)दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना
- 3)लिखित सामग्री को ध्वनि व मात्राओं की शुद्धता के साथ पढ़ने में कुशल बनाना
- 4)वर्तनी की शुद्धता सहित सही से लिखने की योग्यता का विकास करना
- 5)सीखे हुए ज्ञान को परिवेश से जोड़कर रखने की जागरूकता उत्पन्न करना
- 6)अधिगम का स्वयं के जीवन में उपयोग एवं सृजन शक्ति का विकास करना
- 7)व्याकरणिक ज्ञान में वृद्धि करना
- 8)पाठन तथा श्रवण कौशल विकसित करना
- 9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना
- 10)रचनात्मक तथा वाचन कौशल विकसित करना

3.Month wise division of syllabus

Lesson No./Topic	Name of the lesson And activity	Month
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ज्ञान सागर तथा अभ्यास सागर		
पाठ 1	बारहमासा	अप्रैल
पाठ 2	नाटक में नाटक	अप्रैल
पाठ 3	निर्मला, साँप और सयाल	अप्रैल
पाठ 4	बातूनी	मई
पाठ 5	राजू का सपना	मई
पाठ 6	समय	मई
पाठ 7	स्कूल की छुट्टियाँ	जुलाई
पाठ 8	एवरेस्ट की चुनौती	जुलाई
पाठ 9	सवाल का जवाब	अगस्त
पाठ 10	झंडा ऊँचा रहे हमारा	अगस्त
पाठ 11	उस रात की बात	अक्टूबर
पाठ 12	दोहे	अक्टूबर
पाठ 13	साहस को सलाम	अक्टूबर

पाठ 14	एस रामानुजन	नवंबर
पाठ 15	अन्नदाता कृषक	नवंबर
पाठ 16	देशभक्त पुरु	दिसंबर
पाठ 17	काकी	दिसंबर
पाठ 18	बाल लीला और कुंडलियाँ	दिसंबर
पाठ 19	गणेशोत्सव	जनवरी
पाठ 20	कर्मवीर	जनवरी

4. Lesson Wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 1 बारहमासा (बढ़ते हुए ग्लोबल वार्मिंग के	1)कविता के मूल भाव ,लय एवं ध्वनि को समझाना एवं	1)कविता की लय , ध्वनि एवं मूल भाव को समझेंगे	1)व्यक्तिगत 2) व्यक्तिगत	1) विद्यार्थी A4 साइज़ शीट पर बढ़ते हुए ग्लोबल वार्मिंग के खतरे को

<p>खतरे को कम करने में आपका सहयोग विषय पर टी- चार्ट)</p> <p>2 नाटक में नाटक (आपका सहपाठी मंच पर जाते ही अपना संवाद भूल जाता है और फिर नाटक में जो कुछ भी होता है उसके बारे में बताते हुए अपने मित्र को पत्र लिखिए)</p>	<p>पर्यावरण के प्रति सजग बनाना ।</p> <p>2) कहानी के मूल भाव को समझाना एवं रचनात्मक कौशल विकसित करवाना । अनुस्वार एवं अनुनासिक शब्दों में अंतर समझाते हुए सही उच्चारण करना सीखाना ।</p> <p>3) मित्रता का महत्व समझाना एवं कठिन परिस्थितियों में साहस से काम लेने की आदत डलवाना।</p> <p>4) ज़रूरत से ज़्यादा बोलना अच्छा नहीं होता- इस बात का महत्व समझाना एवं शब्द ज्ञान भंडार विकसित करवाना तथा अपने भावों को शब्दों में व्यक्त करने के काबिल बनाना।</p>	<p>एवं पर्यावरण के प्रति सजग बनेंगे।</p> <p>2)रचनात्मक कौशल विकसित होगा अनुस्वार एवं अनुनासिक शब्दों में अंतर समझते हुए सही उच्चारण करना सीखेंगे ।</p> <p>3)एक दूसरे से मैत्रीपूर्ण व्यवहार करेंगे एवं कठिन परिस्थितियों में साहस से काम लेंगे।</p> <p>4) ज़रूरत से ज़्यादा बोलना अच्छा नहीं होता - इस बात का महत्व समझेंगे ,उसके अनुसार व्यवहार करेंगे एवं शब्द ज्ञान भंडार विकसित</p>	<p>3) व्यक्तिगत</p> <p>4) सामूहिक</p> <p>5)व्यक्तिगत</p> <p>6)व्यक्तिगत</p> <p>7)व्यक्तिगत</p> <p>8) व्यक्तिगत</p>	<p>कम करने में अपने सहयोग को टी-चार्ट के रूप में लिखेंगे । (Art Integrated)</p> <p>2 नाटक में नाटक पाठ कहानी पर आधारित है। विद्यार्थी कहानी की रोचकता का आनंद लेंगे और दिए गए विषय पर पत्र लिखेंगे । (Experiential learning)</p> <p>3) विद्यार्थी अपने बहादुरी के कारनामे का वर्णन करते हुए मित्र को पत्र लिखेंगे (Experiential learning)</p> <p>4)आपके चाचा जी आपके मित्र के पड़ोसी हैं ।आपने अपने मित्र को कुछ सामान चाचा जी को देने के लिए कहा</p>
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<p>पाठ 3 निर्मला, साँप और सयाल (अपनी बहादुरी के कारनामे का वर्णन करते हुए मित्र को पत्र लिखें)</p>	<p>5) स्वाध्याय के लिए प्रेरित करना एवं उच्चारण संबंधित त्रुटियों को दूर करवाना।</p> <p>6) शब्द ज्ञान भंडार में वृद्धि करवाना, वाचन कौशल विकसित करवाना, समय के सदुपयोग की आदत डलवाना।</p>	<p>होगा तथा अपने भावों को शब्दों में व्यक्त करने में सक्षम होंगे।</p> <p>5) स्वाध्याय के लिए प्रेरित होंगे एवं उच्चारण संबंधी त्रुटियाँ दूर होंगी।</p> <p>6) शब्द ज्ञान भंडार में वृद्धि होगी। वाचन कौशल विकसित होगा तथा समय का सदुपयोग करेंगे।</p>	<p>9)व्यक्तिगत</p>	<p>है। सामान देते हुए आपके मित्र और आपके चाचा जी के मध्य जो बातचीत हुई उसे संवाद के रूप में लिखें एवं बोलें। (Flip Classroom)</p>
<p>पाठ 4 बातूनी (आपके चाचा जी आपके मित्र के पड़ोसी हैं ।आपने अपने मित्र को कुछ सामान चाचा जी को देने के लिए कहा है। सामान देते हुए आपके मित्र और आपके चाचा जी के</p>	<p>7) शब्द ज्ञान भंडार विकसित करवाना, शब्दों का शुद्ध उच्चारण करना सीखाना एवं रचनात्मक कौशल विकसित करवाना।</p> <p>8) एवरेस्ट पर चढ़ने वाले भारतीयों के जीवन के माध्यम से सकारात्मक दृष्टिकोण विकसित करवाना एवं उनसे</p>	<p>7) शब्द ज्ञान भंडार विकसित होगा, शब्दों का शुद्ध उच्चारण करना सीखेंगे एवं रचनात्मक कौशल विकसित होगा।</p> <p>8) एवरेस्ट पर चढ़ने वाले भारतीयों के जीवन के माध्यम से सकारात्मक</p>	<p>10)व्यक्तिगत</p>	<p>5) पाठ 5 केवल अध्ययन के लिए है अतः पाठ का अध्ययन करेंगे। (Flip Classroom)</p> <p>6) छात्र समय के महत्त्व पर अनुच्छेद लिखेंगे एवं उसके विषय में भाषण देंगे। (Experiential learning)</p> <p>7) परीक्षा के अंतिम दिन के अनुभव को डायरी के रूप में लेखन। (Experiential learning)</p>

<p>मध्य जो बातचीत हुई उसे संवाद के रूप में लिखें।)</p>	<p>प्रेरणा लेकर उन्नति की ओर बढ़ाना ।</p>	<p>दृष्टिकोण उत्पन्न होगा एवं उनसे प्रेरणा लेकर उन्नति की ओर बढ़ने का प्रयास करेंगे ।</p>	<p>11)व्यक्तिगत</p>	<p>8) जिन भारतीयों को एवरेस्ट पर चढ़ने में सफलता मिली उनकी जानकारी चित्र सहित A-4 शीट पर लिखेंगे। (Art Integrated)</p>
<p>पाठ 5 राजू का सपना (केवल अध्ययन के लिए)</p>	<p>9) समाज के सभी वर्गों के लिए संवेदनशील एवं भावुक बनाना ।</p> <p>10) देशभक्ति की भावना उत्पन्न करवाना एवं भारतीय झंडे के इतिहास की जानकारी मिलेगी।</p>	<p>9) समाज के सभी वर्गों के लिए संवेदनशील एवं भावुक बनेंगे एवं सकारात्मक दृष्टिकोण विकसित होगा ।</p> <p>10) देशभक्ति की भावना उत्पन्न होगी एवं भारतीय झंडे के इतिहास की जानकारी मिलेगी।</p>	<p>12) सामूहिक</p>	<p>9) परोपकार के महत्त्व पर अनुच्छेद लेखन एवं दिवाली पर पटाखे न चलने का संदेश देते हुए पोस्टर लेखन ।</p>
<p>पाठ 6 समय (कविता का सस्वर वाचन एवं समय के महत्त्व पर भाषण)</p>	<p>11) 'अतिथि देवो भव' -भारतीय संस्कृति का अनुसरण करना सीखाना ।</p> <p>12) शुद्ध उच्चारण सीखाना एवं वाचन कौशल विकसित करवाना ।</p>	<p>11) अतिथि देवो भव - भारतीय संस्कृति का अनुसरण करते हुए अतिथियों का आदर करना सीखेंगे ।</p> <p>12) शुद्ध उच्चारण सीखेंगे</p>	<p>13) व्यक्तिगत 14) व्यक्तिगत 15) सामूहिक 16) सामूहिक 17)व्यक्तिगत</p>	<p>(Experiential Learning and Art integration) 10) देश भक्ति का संदेश देने वाली कहानी लेखन एवं भारतीय झंडे के इतिहास का सचित्र वर्णन ।</p>
<p>पाठ 7 स्कूल की छुट्टियाँ (परीक्षा के अंतिम दिन के अनुभव</p>	<p>13) शब्द ज्ञान भंडार विकसित करवाना, मुश्किल परिस्थितियों</p>	<p>12) शुद्ध उच्चारण सीखेंगे</p>	<p>17)व्यक्तिगत</p>	<p>वर्णन ।</p>

को डायरी के रूप में लेखन)	में से साहस के बल पर बाहर निकलने के सक्षम बनाना ।	एवं वाचन कौशल विकसित होगा ।	18)व्यक्तिगत एवं सामूहिक	(Experiential Learning, Art Integration)
पाठ-8 एवरेस्ट की चुनौती (एवरेस्ट के शिखर पर चढ़ने वाले किन्हीं दो विख्यात भारतीयों का चित्र सहित वर्णन)	14) शब्द ज्ञान भंडार एवं वाचन कौशल विकसित करवाना । 15) कविता के सुर एवं लय से परिचित करवाना एवं समान लय वाले शब्दों का निर्माण करना सीखाना तथा उच्चारण क्षमता का विकसित करवाना ।	13)शब्द ज्ञान भंडार विकसित होगा, मुश्किल परिस्थितियों का साहस से सामना करने का प्रयास करेंगे । 14) शब्द ज्ञान भंडार एवं वाचन कौशल विकसित होगा । 15) कविता के सुर एवं लय से परिचित होंगे एवं समान लय वाले शब्दों का निर्माण करने में सक्षम होंगे तथा उच्चारण क्षमता विकसित होगी ।	19) व्यक्तिगत 20) सामूहिक /व्यक्तिगत	11) सूचना लेखन (Experiential Learning) 12) 'दोहे' पाठ के दोहे याद करके कक्षा में दो विद्यार्थी समूह में सुनाएँगे एवं देश में साफ सफाई के प्रति जागरूकता जगाने हेतु विज्ञापन लेखन । (Flip Classroom and Art Integration)
पाठ 9 सवाल का जवाब (परोपकार का महत्त्व विषय पर अनुच्छेद लेखन)	16) देश भक्ति की भावना उत्पन्न करवाना एवं उनका आत्मविश्वास बढ़ाना तथा स्वाध्याय के लिए प्रेरित करना ।	तथा उच्चारण क्षमता विकसित होगी ।		13) 'मन के हारे हार है मन के जीते जीत' विषय पर अनुच्छेद लेखन ।(Experiential learning)
पाठ10)	17)चिंतन ,मनन ,निरीक्षण एवं आत्मसात करने की प्रवृत्ति का विकास करवाना एवं	16) देश भक्ति की भावना उत्पन्न होंगी एवं उनका आत्मविश्वास बढ़ेगा ।		14) 'एस रामानुजन' पाठ पढ़कर उसके

<p>झंडा ऊँचा रहे (यह कविता केवल पढ़ने के लिए है - कविता गायन एवं भारतीय झंडे के इतिहास को चित्र सहित A4 शीट पर लिखें)</p>	<p>रचनात्मक कौशल विकसित करवाना। 18) आत्मविश्वास बढ़ाना, वाचन का अभ्यास करवाना एवं रचनात्मक कौशल विकसित करवाना। 19) विराम चिह्नों का प्रयोग करना सीखाना एवं रचनात्मक कौशल विकसित करवाना।</p>	<p>17) चिंतन, मनन, निरीक्षण एवं आत्मसात करने की प्रवृत्ति विकसित होगी एवं रचनात्मक कौशल विकसित होगा। 18) आत्मविश्वास बढ़ेगा, वाचन एवं रचनात्मक कौशल विकसित होगा।</p>		<p>विषय में जानकारी कक्षा में बोलेंगे। (Flip Classroom) 15) कविता गायन। (Flip Classroom) 16) छात्रों को 'देशभक्त पुरु' नामक नाटक के विभिन्न चरित्र बनवाकर उनसे कक्षा में नाट्य मंचन करवाया जाएगा। (Flip Classroom) 17) पतंग उड़ाने के समय किन सावधानियों को ध्यान में रखना चाहिए? उसके विषय में बताते हुए अनुज को पत्र लिखें (Experiential Learning)</p>
<p>पाठ-11 उस रात की बात (सूचना लेखन)</p>	<p>20) व्याकरणिक ज्ञान में वृद्धि, रचनात्मक कौशल, लेखन कौशल एवं आत्मविश्वास विकसित करवाना।</p>	<p>19) विराम चिह्नों का प्रयोग करना सीखेंगे एवं रचनात्मक कौशल विकसित होगा।</p>		<p>18) सूर के पद विद्यार्थी उचित लय और ध्वनि के साथ समूह में कक्षा में सुनाएँगे। (Flip Classroom)</p>
<p>पाठ 12 दोहे (दोहे याद करके कक्षा में सुनाएँ) पाठ 13 साहस को सलाम</p>		<p>20) व्याकरणिक ज्ञान में वृद्धि, रचनात्मक कौशल, लेखन कौशल एवं आत्मविश्वास विकसित होगा।</p>		

<p>(‘मन के हारे हार एवं मन के जीते जीते’ विषय पर अनुच्छेद लेखन)</p> <p>पाठ-14 एस रामानुजन (एस. रामानुजन के विषय में डायरी लेखन)</p> <p>पाठ 15 अन्नदाता कृषक कविता का सस्वर वाचन 16) देशभक्त पुरु (नाट्य रूपांतर) 17) काकी (पतंग उड़ते समय कौन-</p>				<p>19) ‘सबसे अलग है दोस्तों बचपन का ज़माना’ नामक विषय पर एक स्वरचित कविता लिखेंगे । (Experiential Learning)</p> <p>19) प्रधानाचार्य को पत्र लेखन करवाया जाएगा । (Experiential Learning)</p> <p>20) अनुच्छेद लेखन एवं व्याकरण पर आधारित प्रश्नोत्तरी । (Experimental Learning and Flip classroom)</p>
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<p>कौन सी सावधानियाँ बरतनी चाहिए उसके विषय में बताते हुए अनुज को पत्र)</p> <p>18) बाल लीला और कुंडलिया (साखी गायन)</p> <p>19) गणेशोत्सव (औपचारिक पत्र एवं स्वरचित कविता लेखन)</p> <p>20) कर्मवीर- अनुच्छेद लेखन एवं व्याकरण पर आधारित (प्रश्नोत्तरी)</p>				
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5. Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Month of Assessment	Mode of Assessment	Weightage		
1	PT1	May	Pen paper Test	35		
2	PT2	July/August	Activity Based Assessment	20		
3	Half YEARLY	September	Pen paper Test	70		
4	PT3	October/November	Activity Based Assessment	20		
5	PT4	December	Pen paper Test	35		
6	Final	February/March	Pen paper Test	70		

- Periodic -I (May)

ज्ञान सागर	पाठ 1 से 3
व्याकरण	पाठ संज्ञा एवं भेद ,संयुक्त व्यंजन, अनुस्वार व अनुनासिक चिह्न, अल्प्राण एवं महाप्राण शब्द, वचन, लिंग, पर्यायवाची, समानार्थी, वाक्यांश के लिए एक शब्द, मुहावरे
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (अनौपचारिक) ।

Half Yearly (September)

ज्ञान सागर	पाठ 1 से 10
व्याकरण	संज्ञा एवं भेद, सर्वनाम एवं भेद, विशेषण एवं भेद, क्रिया एवं भेद, उपसर्ग ,प्रत्यय, लिंग, वचन, विलोम शब्द, अनुस्वार एवं अनुनासिक चिह्न ,पर्यायवाची शब्द, वाक्यांश हेतु एक शब्द, मुहावरे, समानार्थी शब्द, समरूपी भिन्नार्थक शब्द, मुहावरे
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (अनौपचारिक), सूचना लेखन ।

Periodic -IV (December)

ज्ञान सागर	पाठ 11 से 15
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व्याकरण	क्रिया व भेद, क्रियाविशेषण व भेद, काल व भेद, र का प्रयोग, विविध शब्द प्रयोग, नुक्ता प्रयोग, रूढ़ यौगिक व योगरूढ़ शब्द, द्वंद समास, उपसर्ग, प्रत्यय अनुस्वार व अनुनासिक चिह्न, विलोम शब्द ।
रचनात्मक लेखन	अनुच्छेद लेखन, औपचारिक पत्र लेखन, विज्ञापन लेखन (सामाजिक जागरूकता जगाने हेतु) ।

वार्षिक परीक्षा हेतु पाठ्यक्रम

ज्ञान सागर	पाठ 3, 6, 8, 11 से 20
अभ्यास सागर	पाठ 2, 4, 6, 11 से 20
व्याकरण	संज्ञा एवं भेद, सर्वनाम एवं भेद, विशेषण एवं भेद, क्रिया एवं भेद, क्रिया विशेषण एवं भेद, काल एवं भेद, कारक एवं भेद, उपसर्ग, प्रत्यय, रूढ़, यौगिक एवं योगरूढ़ शब्द, तत्सम, तद्भव, देशज एवं आगत शब्द, समुच्चयबोधक अव्यय, संबंधबोधक अव्यय, द्वंद्व समास, अनुप्रास अलंकार, संधि (स्वर संधि), लिंग, वचन, विलोम शब्द, पर्यायवाची शब्द, वाक्यांश हेतु एक शब्द, समानार्थी शब्द, समरूपी भिन्नार्थक शब्द, मुहावरे
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (औपचारिक एवं अनौपचारिक दोनों), संवाद लेखन, सूचना लेखन, विज्ञापन (सामाजिक जागरूकता जगाने हेतु एवं बिक्री बढ़ाने हेतु), ।

6. For Activity based Assessment:

- Periodic II(July/August)
- गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	वर्ग पहेली
वाचन कौशल	नाटक अभिनय
श्रवण कौशल	छात्रों को कोई कहानी सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे
पठन कौशल	विद्यार्थियों को गद्यांश पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Periodic -III (October/November)

गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	दोहा लेखन ,वाचन/गायन
वाचन कौशल	प्रश्नोत्तरी गतिविधि
श्रवण कौशल	छात्रों को कहानी सुनकर प्रश्नों के उत्तर देने होंगे।

पठन कौशल

विद्यार्थियों को किसी महान विभूति की जीवनी पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Rubrics :

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय सामग्री का चयन	विषय सामग्री रोचक तथा प्रभावशाली	विशेष सामग्री रोचक व प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री रोचक	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तत्वों का संकलन	तथ्य विषय के अनुसार	तथ्य विषय के अनुसार	तथ्य और जोड़े जा सकते हैं	मुख्य तत्वों का अभाव	विषय संबंधी तथ्यों का नितांत अभाव
शब्द चयन व प्रभावशाली भाषा	विषय अनुसार शब्दावली प्रयुक्त	विषय अनुसार शब्दावली प्रयोग	विषयानुसार शब्दावली प्रयोग	शब्दों व भाषा शैली में सुधार वांछित	शब्द चयन व भाषा में सुधार वांछित
रचनात्मकता व कलात्मकता	सामग्री हस्तलिखित	रोचक हस्तलिखित सामग्री	हस्तलिखित परंतु कलात्मकता	रचनात्मकता का अभाव	प्रस्तुतीकरण

मौलिक प्रस्तुत	अति आकर्षक		और मौलिकता का अभाव		पर ध्यान आवश्यक
समय सीमा	निर्धारित समय सीमा पर पूर्ण	समय सीमा का ध्यान नहीं	निर्धारित समय सीमा से अधिक समय लिया गया	समय सीमा का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान नहीं रखा गया विषय संबंधी तथ्यों का नितांत अभाव

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

7. Project : Trans-Disciplinary (One for each Term)

8. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage	
1	Activity Based Assessment	20	
2	Portfolio	5	
3	Project and Viva	5	

9. CRAB Worksheets per chapter will be assigned

9. Prescribed Books ज्ञान सागर तथा अभ्यास सागर

Suggested Books (If Applicable) गुलमोहर हिंदी व्याकरण-7, कहानी संचयन

ROAD MAP (2025-26)

Class: VII (Mathematics)

1. Subject: Mathematics :

The NEP recognized the value of mathematical reasoning and how crucial it is for the nation to achieve Vishwa guru status. By making mathematics entertaining and engaging from the very first step, the NEP gives students the nourishment they need.

2. Objectives: Students should be able to

1. Bridge the gap between theory and practice by applying concepts in real world context.
2. Shift the focus from passive listening to active problem solving and discussion during the class time through flipped learning.
3. Think and reason precisely, logically and critically in any given situation.
4. Develop investigative skills in Mathematics and identify, concretise, symbolise and use mathematical relationships in everyday life
5. Comprehend, analyze, synthesize, evaluate, and make generalizations so as to solve mathematical problems.
6. Collect, organize, represent, analyze, interpret data and make conclusions and predictions from its results
7. Apply mathematical knowledge and skills to familiar and unfamiliar situations
8. Appreciate the role, value and use of Mathematics in society and develop willingness to work collaboratively
9. Acquire knowledge and skills for further education and training
10. Communicate mathematical ideas related to SDGs .

3. Month wise division of syllabus:

Lesson number	Name of lesson	Month	Learning Outcomes
1	Rational numbers		<ul style="list-style-type: none">• Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;

2	Operations on rational numbers	April	<ul style="list-style-type: none"> ● represent addition and subtraction on a horizontal or vertical number line diagram. ● Apply properties of operations as strategies to add and subtract rational numbers. ● Model and interpret real-world situations using addition and subtraction of rational numbers ● Know that numbers that are not rational are called irrational. ● Understand that irrational numbers cannot be written as a fraction. ● Understand that rational numbers can be written as a fraction. ● Show that a number is rational by writing it as a fraction. ● Understand informally that every number has a decimal expansion.
3	Rational numbers and decimals		
13	Symmetry	May	<ul style="list-style-type: none"> ● identify shapes that have a line of symmetry. ● draw lines of symmetry. ● explain why or why not a shape has symmetry. ● create an image with point symmetry using graph paper. ● Develop conceptual clarity of the chapter ● Understand 3 D shapes
14	Visualizing solids		

			<p>identification, FACES, EDGES AND VERTICES and Building 3 D shapes</p>
4	Exponents and powers		<ul style="list-style-type: none"> • understand that a power is a repeated multiplication, • identify the base and exponent of a power, • write a power in expanded form (repeated multiplication) and vice versa, • evaluate powers of integers and rational numbers with positive integer exponents, • solve real-world problems using powers and exponents
6	Algebraic Expressions	July	<ul style="list-style-type: none"> • Understand the concept of Multiplication of algebraic expression (Understanding) • Multiply the monomial by monomial (applying) • Multiply the binomial and polynomial by monomial (Applying) • Multiply the polynomial by polynomial (Applying) • Find the HCF of algebraic expressions.
8	Triangles and Properties		

			<ul style="list-style-type: none"> Factorize the given algebraic expressions. factorize a polynomial expression where the HCF is a binomial that has already been factored in the individual terms <p>Apply the properties and characteristics of all triangles to solve real-world problems.</p> <ul style="list-style-type: none"> Identify and use the unique characteristics of right, isosceles, equilateral, acute, obtuse, and scalene triangles. The sum of all the angles of a triangle (of all types) is equal to 180°. The sum of the length of the two sides of a triangle is greater than the length of the third side. In the same way, the difference between the two sides of a triangle is less than the length of the third side. know the Pythagorean Theorem. use the Pythagorean Theorem to find side lengths of right triangles.
8 10	Pythagoras theorem Construction of triangles	August	<ul style="list-style-type: none"> use tools to construct triangles given information about side lengths or angle measurements, measure the angles

			<p>or side lengths of triangles they have constructed,</p> <ul style="list-style-type: none"> ● classify triangles they have constructed.
5 9	Percentage and it's applications Congruent triangles	October	<ul style="list-style-type: none"> ● solve real-life problems by finding percentage increases or decreases or percentage changes of a given value, ● solve simple interest problems. ● convert the percentage into a decimal. convert the percentage into a fraction. ● determine how much something will cost if it is discounted by a given percentage. ● Students will gain confidence in handling the problems related to profit law. Selling price, cost price and simple interest.
7 11	Linear equations Area and perimeter	November	<ul style="list-style-type: none"> ● Understand the concept of linear and non-linear equation (understanding) ● Differentiate between the like terms and unlike terms, monomial, binomial and trinomial (analyzing) ● Find the degree of the polynomial (remembering) ● Find the solution of the equations (applying)

			<ul style="list-style-type: none"> ● Represent the word problem into equation (analyze) ● determine the area and perimeter of a composite rectilinear shape, ● determine missing side lengths of a composite rectilinear shape and then determine its area and perimeter, ● determine missing side lengths of a composite rectilinear shape given its area or perimeter, ●
12	Data Handling	December	<ul style="list-style-type: none"> ● calculate and identify the mean, mode, and median of a given set of data. ● express data in tables, analyze them using statistical methods, and present them in graphical formats. ● Draw double bar graphs

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

Syllabus for Periodic Test 1

Ch 1 Rational numbers
 Ch 2. Operations on rational numbers
 Ch 3. Rational numbers and decimals

5. For Activity based Assessment:

Experiential learning (Involves hands on activities and real life applications)

Chapter 13 Symmetry (Paper folding and cutting, mirror Reflection, Nature walk)

OBJECTIVE:

1. Help students recognize lines of symmetry in 2D shapes.
2. Understand Reflection symmetry in objects like butterflies, flowers and buildings.
3. Connect symmetry with the environment.

VARIATION: Create symmetrical designs with **Rangoli** patterns

Chapter 14 Visualising solids (BUILDING MODELS, SHADOW PLAY, REAL LIFE SITUATIONS)

OBJECTIVES: Relate concepts to practical life.

Help students Differentiate between 2D & 3D objects

Connect 3D shapes with their 2D projections.

Periodic Test 2

Chapter 13, Chapter 14

Activity: Formation of cubes and cuboids with the help of net of solids and recognizing the F , V and E.
 Hence verifying **Euler’s formula using $F + V - E = 2$**

Nature of Activity: Individual . Developing mathematical thinking to reflect SDG 4 (Quality Education) by developing students experiential learning and creative thinking.

Material Required (if any): colours, Geometry box etc.

Rubrics: parameters of assessment

Skills /competencies	Excellent	Very Good	Good	Satisfactory	Can do better
Collaboration &creative thinking	Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting	Contributes to the group with occasional prompting.	Contributes to the group sometimes when prompted.	Contributes to the group only when prompted.
Critical Thinking & Evaluation	Engage in abstract	Reformulates a	Incorporates alternate,	Sometimes Incorporates	Hardly Incorporates

	reasoning, questioning and understanding.	collection of available ideas to solve a question.	divergent, or contradictory perspectives or ideas in a simple way.	alternate, divergent, or contradictory perspectives to solve the problems.	alternate, divergent, or contradictory perspectives to solve the problems.
Problem Solving & Inference	Not only develops a logical, consistent plan to solve the problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Multiple approaches are considered and are used to solve the problem.	Considers and rejects less acceptable approaches to solving problems.	Only a single approach is considered and is used to solve the problem.	No approach is considered and is used to solve the problem.
Application of concept	students can develop and work with complex situations, identifying constraints and specifying assumptions .	students can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information .	. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations	. They are sometimes able to identify information and to carry out routine procedures according to direct instructions in explicit situations	They are not capable of making literal interpretations of the situations of different problems.

Half Yearly Syllabus :

Chapter 1 rational number
Chapter 2 operations on rational number
Chapter 3 rational numbers and decimal
Chapter 13 symmetry
Chapter 14 visualising solids
Chapter 4 exponents and powers

Chapter 5 algebraic expressions
 chapter 8 Triangles and its properties
 Chapter 10 construction of triangles

Periodic Test 3

Chapter 9 congruent triangles(Through flipped method)

PRE- CLASS ACTIVITY (at home learning)

Objective: Introduce the concept of congruency and criteria for the triangles.
 (SSS,SAS,ASA,AAS,RHS.

RESOURCES: VIDEO, INTERACTIVE TOOL FOR VISUALIZING, BASIC WORKSHEET.

IN-CLASS ACTIVITY: APPLY CONGRUENCE RULES AND ENGAGE IN COLLABORATIVE LEARNING (Group discussions, hands-on approach,peer discussion , problem solving practices.

POST-CLASS ACTIVITY: Assessment and reflection.

Activity: Verification of different criterias of congruency in rectangle and square using coloured paper .

Nature of Activity: Individual,

Objective of Activity: Improves precision and accuracy (in cutting and matching shapes), develops student’s ability to know about their transformations (flipping, rotating and overlapping).

Material Required: A4 size sheets, colours,pen,pencil, Geometry Box etc.

Rubric: parameters of assessment

Skills /competencies	Excellent	Very Good	Good	Satisfactory	Can do better
Collaboration &creative thinking	The student provides correct solutions and strategies.	The student provides mostly correct solutions and strategies with minor errors.	The student demonstrates some correct thinking about solutions and strategie	The student demonstrates some evidence of mathematical thinking, but shows little understanding.	No evidence of attempting the task
Critical Thinking &Evaluation	The student explains and justifies their thinking thoroughly and clearly.	The student explains and justifies their thinking.	Student explains his thinking but it may be hard to follow.	The student offers little explanation of their thinking or what is offered does not make sense.	The student does not offer even a little explanation of their thinking.
Problem Solving &Inference	The student connects and	The student demonstrates	The student demonstrates	The student demonstrates	The student does not

	applies the standards in complex ways.	mastery of the standards that were explicitly taught.	partial understanding of the standards that were explicitly taught.	minimal or no understanding of the concepts.	demonstrate any understanding of the concepts.
Application of concept	The student shows their work for how they arrived at their answer with the proper explanation.	Create a real world problem and solve using the math strategy.	Can use mathematical terms, pictures, graphs, numbers and words to tell how to solve the problem.	Only a single approach is considered and is used to solve the problem.	No approach is considered and is used to solve the problem.

Final exams syllabus:

Chapter 3
Chapter 4 exponents and powers
Chapter 5 percentage and its applications
Chapter 6 algebraic expressions
Chapter 7 Linear Equations
Chapter 8 Triangles and its properties
Chapter 10 construction of triangles
Chapter 11 area and perimeter
Chapter 12 data handling

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

Term1

Prepare assertion/ reasoning questions on Rational numbers. Relate the questions to SDG 3,12,and13.

Mathematical content: Operating with four operations of Mathematics.

Term 2: case study questions based on any two topics:

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

DAV SECONDARY mathematics for class 7

10 Suggested Books – N.C.E.R.T Finger Tips

1. SUBJECT : PUNJABI

2. ਉਦੇਸ਼ (OBJECTIVES) :

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਉਸਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।
2. ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ- ਵੱਖ ਵਿਧਾਵਾਂ - ਕਵਿਤਾ , ਨਾਟਕ , ਲੇਖ , ਜੀਵਨੀ , ਕਹਾਣੀ ਆਦਿ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ।
3. ਭਾਸ਼ਾ ਦੇ ਵੱਖ- ਵੱਖ ਕੌਸ਼ਲਾਂ (ਲਿਖਣਾ , ਪੜ੍ਹਨਾ , ਸੁਣਨਾ , ਬੋਲਣਾ) ਵਿਚ ਨਿਪੁੰਨ ਬਣਾ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ।
4. ਭਾਸ਼ਾ ਦੇ ਮੂਲ ਉਦੇਸ਼ ਨੂੰ ਪੂਰਾ ਕਰਨਾ ਕਿ ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ ਜੁੜਨ ਅਤੇ ਆਪਣੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨ ।
5. ਪ੍ਰੀਖਿਆ ਦੀ ਤਿਆਰੀ ਅਤੇ ਸਿਲੇਬਸ ਨੂੰ ਨਾ ਜਾਣ ਸਕਣ ਦੀ ਸਮੱਸਿਆ ਨੂੰ ਦੂਰ ਕਰਨ ਵਿੱਚ ਵੱਧ ਤੋਂ ਵੱਧ ਸਹਾਇਤਾ ਮਿਲ ਸਕੇ ।
6. ਵਿਦਿਆਰਥੀ ਨੂੰ ਵਿਆਕਰਨਿਕ ਤੌਰ 'ਤੇ ਭਾਸ਼ਾ ਸਿੱਖਣ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ ।
7. ਇਸ ਪਾਠ ਕਰਮ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਅਕਾਦਮਿਕ ਰੂਪ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਅੰਦਰ ਬੌਧਿਕ , ਮਾਨਸਿਕ , ਅਧਿਆਤਮਿਕ ਅਤੇ ਸਮਾਜਿਕ ਤੌਰ 'ਤੇ ਵਿਕਾਸ ਕਰਨਾ ।
8. ਪਾਠਕ੍ਰਮ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸੇਧ ਮਿਲ ਸਕੇ ਅਤੇ ਉਹ ਉਸ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਸਕਣ ।
9. ਇਸ ਪਾਠਕ੍ਰਮ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਹਿਚਾਣ ਕਰ ਸਕਣਗੇ ।
10. ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ ਸ਼ਖਸੀਅਤ ਨੂੰ ਨਿਖਾਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠਕ੍ਰਮ ਭਰਪੂਰ ਸਹਾਇਕ ਸਿੱਧ ਹੋਵੇਗਾ ।

3. MONTH WISE DIVISION OF SYLLABUS :

LES-SON NO. /TOPICS	NAME OF THE LESSON AND ACTIVITIES	LEARNING OUTCOMES	MONTH
ਪੜ੍ਹਨ ਕੌਸ਼ਲ :			
	ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਉੱਤਰ ਪਹਿਚਾਣਨਾ)	ਪੜ੍ਹਨ ਤੇ ਸਮਝਣ ਦੀ ਯੋਗਤਾ ਦੇ ਅਨੁਕੂਲ , ਆਲੋਚਨਾਤਮਕ ਪੜ੍ਹਨ ਦੀਆਂ ਰਣਨੀਤੀਆਂ ਨੂੰ ਪਛਾਣ ਸਕਣਾ , ਪੈਰੇ ਵਿਚਲੇ ਤਰਕ ਤੇ ਬਣਤਰ ਨੂੰ ਜਾਂ ਸਕਣਾ , ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਮਜਬੂਤ ਕਰਨ ਲਈ ਖੋਜ ਤਕਨੀਕ ਦੀ ਭਾਵਨਾ	ਅਪ੍ਰੈਲ
ਸਾਹਿਤ :			
1, 2, 3, 4	ਪ੍ਰਣ (ਸੁਲੇਖ ਰਚਨਾ) ਬੁੱਧੀਮਾਨ ਬਜ਼ੁਰਗ (ਮਿੰਨੀ ਕਹਾਣੀ ਰਚਨਾ) , ਪ੍ਰਵਾਸੀ ਪੰਛੀ (ਕੋਲਾਜ) , ਦਾਦੀ ਦੀ ਸਿਫਤ (ਲੈਅਬੱਧ ਕਾਵਿ ਰੁਪ ਰਚਨਾ) ,	ਦੇਸ਼ ਪ੍ਰਤੀ ਪ੍ਰੇਮ ਦੀ ਭਾਵਨਾ , ਕਾਵਿ - ਰਚਨਾ ਦੀ ਰੁਚੀ ਵਿੱਚ ਵਾਧਾ , ਮਾਨਵਤਾ ਦੀ ਭਲਾਈ ਪ੍ਰਤੀ ਹਮਦਰਦੀ ਤੇ ਸਨੇਹ ਪੁਰਾਣੀਆਂ ਕਦਰਾਂ - ਕੀਮਤਾਂ ਬਾਰੇ ਜਾਣਨਾ , ਬੌਧਿਕ ਵਿਕਾਸ ਵਿੱਚ ਵਾਧਾ , ਮਹਾਨ ਸ਼ਖਸੀਅਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ , ਆਤਮ - ਵਿਸ਼ਵਾਸ ਪੈਦਾ ਕਰਨਾ , ,	ਅਪ੍ਰੈਲ
ਵਿਆਕਰਨ :			
1, 2, 3, 4, 5, 6 7	ਲਿੰਗ , ਵਚਨ , ਅਸ਼ੁੱਧ- ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ -ਪਿਛੇਤਰ (ਸ਼ਬਦ	ਸਹੀ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਤੇ ਸਹੀ ਵਾਕ ਬਣਾਉਣ ਦੀ ਯੋਗਤਾ , ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਪਹਿਚਾਣ , ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ , ਲਿਖਣ ਤੇ ਬੋਲਣ ਸਮੇਂ ਉਚਿਤ ਸ਼ਬਦਾਵਲੀ ਤੇ ਚਿੰਨ੍ਹਾਂ ਦੀ ਵਰਤੋਂ	ਮਈ

	ਭੰਡਾਰ , ਗਾਗਰ ਵਿਚ ਸਾਗਰ , ਸੱਪ ਤੇ ਸੀੜੀ)		
ਲਿਖਣ ਕੌਸ਼ਲ :			
1	ਚਿੱਤਰ ਵਰਨਣ (ਆਓ ਕਲਪਨਾ ਕਰੀਏ)	ਤਸਵੀਰ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ ਤੇ ਉਸ ਬਾਰੇ ਲਿਖ ਕੇ ਸਿੱਖਣਾ , ਵਰਨਣ ਸਵਾਲ ਤੇ ਵੇਰਵੇ ਬਾਰੇ ਸੋਚਣ ਦੀ ਸਮਰਥਾ ਵਿੱਚ ਵਾਧਾ ਤੇ ਸੋਚਣ ਸ਼ਕਤੀ ਵਿੱਚ ਵਾਧਾ	ਮਈ
ਵਿਆਕਰਨ :			
8	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਟੇਬਲ ਚਾਰਟ)	ਭਾਸ਼ਾ ਦੀ ਸਪਸ਼ਟਤਾ ਵਿੱਚ ਵਾਧਾ , ਸਹੀ ਭਾਵ ਦਾ ਸਮਝ ਸਕਣਾ , ਸਹੀ ਅਰਥ ਪਰਿਵਰਤਨ ਦੀ ਜਾਣਕਾਰੀ , ਵਿਆਕਰਨ ਤੇ ਲੇਖਣ ਵਿੱਚ ਅੱਖਰਾਂ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੇ ਰੂਪ ਤੇ ਰਚਨਾ ਦੀ ਸਪਸ਼ਟਤਾ ਦੀ ਜਾਣਕਾਰੀ , ਪ੍ਰਮੁੱਖ ਵਿਚਾਰਾਂ ਤੇ ਅੰਸ਼ਾਂ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ	ਜੁਲਾਈ
ਸਾਹਿਤ :			
5, 6, 8, 9	ਚਾਰ ਲਕੀਰਾਂ (ਵਾਰਤਾਲਾਪ), ਰੈਂਡ ਕਰਾਸ (ਚਿੱਤਰ ਬਣਾਉਣਾ), ਅਪੰਗ (ਸੰਵਾਦ), ਸਾਡੇ ਵਿਹੜੇ ਵਿੱਚ ਖਿੜਿਆ ਗੁਲਾਬ ਨੀ ਸਈਓ (ਨਾਟਕੀ ਰੂਪ)	ਕੁਦਰਤ ਤੇ ਕੁਦਰਤੀ ਤੋਹਫ਼ਿਆਂ ਨਾਲ ਪਿਆਰ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ , ਸਮਾਜਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਜਾਣਕਾਰੀ , ਦੇਸੀ ਮਹੀਨਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਤੇ ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ	ਜੁਲਾਈ
ਲਿਖਣ ਕੌਸ਼ਲ			
2, 3	ਬਿਨੈ - ਪੱਤਰ , ਨਿਬੰਧ (ਫਾਰਮੇਟ ਡਿਜ਼ਾਈਨਿੰਗ , ਨੁਕਤਿਆਂ ਦੀ ਇਕੱਤਰਤਾ)	ਸਹੀ ਲੇਖਣ ਦਾ ਅਭਿਆਸ , ਸੁੱਧ ਤੇ ਢੁਕਵੀਂ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਵਾਧਾ , ਵਾਕ ਰਚਨਾ ਦੇ ਨਿਯਮਾਂ ਦਾ ਗਿਆਨ , ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ , ਵਿਆਕਰਨਿਕ ਸੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਅਗਸਤ
ਵਿਆਕਰਨ			
9, 10,	ਮੁਹਾਵਰੇ , ਅਖਾਣ(ਤਸਵੀਰਾਂ ਤੋਂ ਮੁਹਾਵਰਿਆਂ / ਅਖਾਣਾਂ ਦੀ ਪਹਿਚਾਣ)	ਵਿਆਕਰਨਿਕ ਰੂਪਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ , ਨਿਰਮਾਣ ਕਰਨਾ , ਭਾਸ਼ਾ ਦੇ ਵਚਿੱਤਰ ਰੂਪ ਤੋਂ ਜਾਣੂ ਹੋਣਾ ਲਿਖਤੀ ਤੋਂ ਇਲਾਵਾ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ	ਅਗਸਤ
ਸਾਹਿਤ			
10, 11, 12, 13	ਮਹਾਂਨਗਰਾਂ ਦੀ ਜੀਵਨ ਸੈਲੀ (ਪੈਰਾ ਰਚਨਾ), ਸਿੱਠ ਬੋਲੜਾ (ਵਿਚਾਰ ਵਟਾਂਦਰਾ), ਮਾਵਾਂ ਠੰਢੀਆਂ ਛਾਵਾਂ (ਸਵਰ ਕਵਿਤਾ ਪਾਠ), ਸਾਡੀ ਸਮਝ (ਘਟਨਾ ਦੀ ਪੇਸ਼ਕਾਰੀ)	ਆਮ ਬੋਲਚਾਲ ਦੀ ਬੋਲੀ ਨੂੰ ਸਮਝਣਾ ਬੋਲਣਾ , ਪੜ੍ਹਨਾ , ਲਿਖਣਾ ਤੇ ਸਮਝਣ ਦੀ ਸਮਰਥਾ ਦੇ ਯੋਗ ਹੋਣਾ , ਸਭਿਆਚਾਰਕ ਭਾਸ਼ਾ ਦੀ ਅਮੀਰੀ ਤੋਂ ਜਾਣੂ , ਠੇਠ ਭਾਸ਼ਾ ਦੀ ਭਰਪੂਰ ਸ਼ਬਦਾਵਲੀ ਤੇ ਅਰਥਾਂ ਨੂੰ ਸਮਝਣਾ , ਰੁੱਖਾਂ ਨਾਲ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਵਿੱਚ ਵਾਧਾ , ਸਬਰ ਤੇ ਸਹਿਣ-ਸ਼ਕਤੀ ਵਿੱਚ ਵਾਧਾ	ਅਕਤੂਬਰ
ਸਾਹਿਤ			

14, 15, 16, 17	ਬਹਾਦਰ ਸਿੰਘ ਬੱਲ- ਬਜ਼ੁਰਗ ਖਿਡਾਰੀ (ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨਾ, ਹਰਾ ਭਰਾ ਜੱਗ ਨੂੰ ਬਣਾਉਦੇ ਭਲਾ ਕੌਣ (ਸਲੋਗਨ ਲੇਖਣ), ਮਿੰਨੀ ਕਹਾਣੀਆਂ (ਵਿਚਾਰ - ਵਟਾਂਦਰਾ), ਸੱਚਾ ਨਿਆਂ - ਸਿਰਫ਼ ਗਤੀਵਿਧੀ ਲਈ - ਲਘੂ ਨਾਟਕ ਲੇਖਣ)	ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ, ਵਿਆਕਰਨਿਕ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਨਵੰਬਰ
ਲਿਖਣ - ਕੌਸ਼ਲ			
1, 2, 3	ਚਿੱਤਰ ਵਰਨਣ, ਨਿਬੰਧ, ਨਿੱਜੀ ਪੱਤਰ	ਸਹੀ ਲੇਖਣ ਦਾ ਅਭਿਆਸ, ਸ਼ੁੱਧ ਤੇ ਢੁਕਵੀਂ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਵਾਧਾ, ਵਾਕ ਰਚਨਾ ਦੇ ਨਿਯਮਾਂ ਦਾ ਗਿਆਨ, ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ, ਵਿਆਕਰਨਿਕ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਦਿਸੰਬਰ

4. SCHEME OF ASSESSMENT & WEIGHTAGE :

Sr no.	Assessment cycle	Month of assessment	Mode of assessment	Weightage
1.	PRIODIC - I	May	Pen paper test	35
2.	PT2	July /August	Activity based Assessment	20
3.	Half yearly	September	Pen paper test	70
4.	PT3	October / November	Activity based Assessment	20
5.	PT4	December	Pen paper test	35
6.	Final	February /March	Pen paper test	70

PRIODIC - I

ਸਾਹਿਤ	ਪਾਠ 1, 2, 3, 4
ਵਿਆਕਰਨ	ਲਿੰਗ, ਵਚਨ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਅਗੇਤਰ, ਪਿਛੇਤਰ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ

HALF YEARLY :

ਸਾਹਿਤ	ਪਾਠ - 1, 2, 3, 4, 5, 6, 7, 8
ਵਿਆਕਰਨ	ਲਿੰਗ, ਵਚਨ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਮੁਹਾਵਰੇ, ਅਖਾਣ, ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ, ਬਿਨੈ - ਪੱਤਰ, ਨਿਬੰਧ

PERIODIC - IV

ਸਾਹਿਤ	ਪਾਠ - 9, 10, 11, 12
ਵਿਆਕਰਨ	ਵਿਰੋਧੀ ਸ਼ਬਦ , ਮੁਹਾਵਰੇ , ਅਗੇਤਰ , ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ , ਅਖਾਣ , ਅਸੁੱਧ - ਸੁੱਧ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਕਾਵਿ - ਟੁਕੜੀ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿੱਜੀ - ਪੱਤਰ

FINAL EXAMS : ਸਲਾਨਾ ਪਾਠਕ੍ਰਮ ਹਦਾਇਤਾਂ ਅਨੁਸਾਰ ।

NOTE : PAPER PEN TEST CONSIST OF VSA , SA ,LA , CASE BASED , LOTs , HOT s, questions of 1, 2, 3, 4, 5, 6 , 7 & 8 marks weightage

5. FOR ACTIVITY BASED ASSESSMENT :

PERIODIC TEST II (ਕਹਾਣੀ ਲੇਖਣ)

NATURE OF ACTIVITY (ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਮੁਲਾਂਕਣ - ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੌਸ਼ਲ	ਉਪ - ਵਿਸ਼ਾ ਨਾਲ ਕਹਾਣੀ ਸੁਣਾਈ ਜਾਵੇਗੀ ਜਿਸ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ
ਬੋਲਣ ਕੌਸ਼ਲ	ਸੁਣੀ ਘਟਨਾ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਲਿਖਣ ਕੌਸ਼ਲ	ਦਿੱਤੇ ਗਏ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਨਾਲ ਕਹਾਣੀ ਲਿਖਣਗੇ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਲਿਖੀ ਗਈ ਕਹਾਣੀ ਨੂੰ ਪੜ੍ਹ ਕੇ ਸੁਣਾਉਣਗੇ

RUBRICS (ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ) :

PARAMETERS	5	4	3	2	1
ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ਾਨਦਾਰ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਬਹੁਤ ਵਧੀਆ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਵਧੀਆ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ ਵਿੱਚ ਵਧੀਆ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼
ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਬਹੁਤ ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਯਾਦ	ਬਹੁਤ ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ	ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਵਿੱਚ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਚੰਗੀ

	ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਪ੍ਰਪੱਕਤਾ		ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਕੋਸ਼ਿਸ਼
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PERIODIC III (ਕਵਿਤਾ ਲੇਖਣ)

NATURE OF ACTIVITY (ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਮੁਲਾਂਕਣ - ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੌਸ਼ਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਇੱਕ ਪੈਰ੍ਹਾ ਪੜ੍ਹ ਕੇ ਸੁਣਾਇਆ ਜਾਵੇਗਾ
ਲਿਖਣ ਕੌਸ਼ਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ ਲਿਖਣਗੇ
ਬੋਲਣ ਕੌਸ਼ਲ	ਲਿਖੀ ਗਈ ਕਵਿਤਾ ਸੁਣਾਈ ਜਾਵੇਗੀ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਪੈਰ੍ਹੇ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

RUBRICS (ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ) :

PARAMETERS	5	4	3	2	1
ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ਾਨਦਾਰ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਬਹੁਤ ਵਧੀਆ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਵਧੀਆ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਧੀਆ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼
ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਬਹੁਤ ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਬਹੁਤ ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼

NOTE : PAPER PEN TEST CONSIST OF VSA , SA ,LA , CASE BASED , LOTs , HOT s, questions of 1, 2, 3, 4, 5, 6, 7 & 8 marks weightage

6. PROJECT : Trans- disciplinary (One for each term)

7. INTERNAL ASSESSMENT BREAK – UP :

Sr No.	Type of Assessment	Weightage
1.	Activity based Assessment	20
2.	Portfolio	5
3.	Project and Viva	5

8. CRAB worksheets per chapter will be assigned .

9. ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਪਾਠ - ਪੁਸਤਕ : ਨਵੀਂ ਨੁਹਾਰ -6

2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ 'ਨਵੀਂ ਨੁਹਾਰ' – 7
ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

ROADMAP CLASS VII (2025-26)

1.Subject: Science

2 Objectives:

The teaching of Science, at this stage, will help the learners to:-

- Recognise, identify and strengthen the unique capabilities of each student in science.
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.
- Appreciate the contribution of science towards development and progress in all fields of life.
- Acquire the knowledge of scientific terms, facts, definitions, processes, concepts, principles and laws.
- To develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions.
- Develop measurement and observational skills and to encourage the use of locally available resources; Inculcate science and technology related values; Recognise the relationship of science, technology and society.
- To demonstrate attitude and develop values of honesty and respect for themselves, others, and their shared environment.
- Engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc.

3. Month wise division of syllabus:

Lesson No.	Name of the lesson	Month	Learning outcomes

01	Nutrition in Living Organisms – Plants	April	<p>1.CONCEPT: Nutrition in Plants</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p style="padding-left: 40px;">identify, differentiate and classify organisms on the basis of mode of nutrition.</p>
02	<p>Nutrition in Living Organisms – Animals and Man(Flipped classroom)</p> <p>Pre-Class Activity (At Home)</p> <p>Before coming to class, students will:</p> <p>1. Watch an Educational Video: Share a YouTube link or an animation explaining the human digestive system and nutrition in animals.</p> <p>2. Explore Their Own Diet: Ask students to note down what they ate in a day and identify the types of nutrients (carbohydrates, proteins, fats, vitamins, minerals, etc.) in their meals.</p> <p>3. Think & Reflect: Teacher will give them 2-3 simple questions like:</p> <p>Why do we need different nutrients?</p> <p>How is digestion in humans different from</p>		<p>2.CONCEPT: Nutrition in Animals</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p style="padding-left: 40px;">Identify , classify organs on the basis of their function during digestion.</p> <p style="padding-left: 40px;">explain organs and the digestive system in humans and cows.</p> <p>draw labeled diagrams of digestive systems in humans and cows.</p>

that in ruminants (like cows)?

**In-Class Activity
(Interactive Learning)**

**1. Discussion &
Concept Check :**

Begin by discussing students' observations about their meals.

Ask, "Did all of you eat the same type of food? Why do we need different nutrients?"

**2. Group Activity:
"Digestive System
Role-Play"**

Divide students into groups and assign each group a part of the human digestive system (mouth, stomach, small intestine, large intestine, etc.).

Each group will act out the function of their assigned organ. (For example, the "mouth group" will pretend to chew food, the "stomach group" will mix it with digestive juices, etc.)

One group can also role-play the digestion process in ruminants, showing how cud is regurgitated and re-chewed.

**3. Application Task:
"Nutrient Detective"**

Provide students with different food items (pictures or actual packets with labels)

They will identify the major nutrients in each food item and discuss why they are essential for the body.

4. Class Discussion & Reflection

Groups share what they learned about digestion and nutrition.

Discuss real-world applications: Why do doctors recommend a balanced diet? What happens when someone lacks a certain nutrient?

Learning Outcomes:

- Encourages self-learning through videos and reflection.
- Enhances collaborative learning with role-play and group discussions.
- Reinforces the topic in a fun and practical way.

03	Chemical Substances and Processes	May	<p>3.CONCEPT:Changes Around us-Physical and Chemical</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>Identify and classify materials on the basis of observable features, properties of physical and chemical changes.</p> <p>conduct a simple experiment to seek an answer to the question , Does calcium carbonate release gas when water is added to it?</p>
04	<p>Acids, Bases and Salts (Experiential learning)</p> <p>Activity: "The pH Detective – Testing Everyday Substances"</p> <p>Objective: Students will explore the properties of acids, bases, and salts by testing common household substances using natural indicators.</p> <p>Materials Needed:</p> <p>Turmeric paper or turmeric paste (Natural indicator)</p> <p>Red cabbage juice (Another natural indicator)</p> <p>Litmus paper</p> <p>Lemon juice (citric acid)</p> <p>Vinegar (acetic acid)</p>		<p>4.CONCEPT: Chemicals Around Us -Acids,Bases and Salts</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>identify , differentiate and classify materials on the basis of observable features, properties of acidic, basic and neutral substances.</p> <p>write a worded chemical reactions, e.g., acid - base reactions.</p> <p>conduct simple experiments to seek answers to queries , Can extract of hibiscus or any coloured flowers be used as an acid - base indicator?</p> <p>apply learning of scientific concepts in day-to-day life, e.g. dealing with acidity.</p> <p>exhibit values of honesty, objectivity, cooperation and freedom from fear and prejudices.</p>

	<p>Baking soda solution (base)</p> <p>Soap solution (base)</p> <p>Salt solution</p> <p>Dropper or cotton swabs</p> <p>Small cups/test tubes</p> <p>Steps to Conduct the Activity:</p> <p>1. Preparing Indicators (Teacher Demonstration)</p> <p>Show students how to extract turmeric paper (by drying turmeric paste on filter paper) or red cabbage juice (by boiling red cabbage leaves).</p> <p>Explain that turmeric turns red in bases, while red cabbage juice changes color depending on pH.</p> <p>2. Testing Different Substances (Student Experiment)</p> <p>Divide students into small groups and provide them with the test materials.</p> <p>Ask them to dip turmeric paper/litmus paper into different solutions and record the color changes.</p> <p>If using red cabbage juice, they can add drops of various</p>		
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liquids and observe the color change:

Acids (like lemon juice, vinegar) turn pink or red.

Bases (like baking soda, soap solution) turn blue or green.

Neutral substances (like salt solution) show no significant change.

3. Observing & Recording Results

Students record their observations in a table:

Substance	Initial Color	Final Color (Turmeric)	Final Color (Red Cabbage)	Acid/Base/Neutral?
Lemon Juice	Yellow	No change	Pink	Acid
Baking Soda	Yellow	Red	Green	Base
Soap Solution	Yellow	Red	Blue	Base
Salt Solution	Yellow	No change	No change	Neutral

4. Class Discussion & Conclusion

Each group presents their findings.

Discuss the importance of acids and bases in daily life (e.g., in food, medicine, cleaning products).

	<p>Relate this to real-world applications, like antacids neutralizing stomach acid.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Students will understand acidic, basic, and neutral substances through hands-on experience.• Enhances observation, teamwork, and critical thinking skills.• Encourages scientific inquiry using natural indicators.		
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05	Heat	July	<p>5.CONCEPT: Heat</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>differentiate materials on the basis of conductors and insulators of heat , on the basis of their properties, structure and function</p> <p>conduct simple investigations to classify materials: conductors and insulators of heat.</p> <p>explain modes of transfer of heat .</p> <p>measure and calculate temperature.</p> <p>compare the devices used to measure the temperature</p> <p>apply learning of scientific concepts in day-to-day life, e.g. dealing with utensils in the kitchen, wearing many layers of clothes during winter instead of one layer etc.</p>
06	Motion and Time		<p>6. CONCEPT: Motion and Time</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>calculate speed of moving objects; time period of a simple pendulum.</p> <p>plot and interpret graphs e.g., distance-time graph</p>
07	Respiration in Living Organisms(Quiz)		<p>7.CONCEPT: Respiration in Human</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>conduct simple investigation to seek answer to query, Do muscles start paining after heavy physical exercise?</p> <p>relate processes of gases exchange in human with air pressure.</p> <p>explain processes and phenomena of respiratory systems in human.</p>

			<p>write a worded equation for chemical reaction for respiration.</p> <p>draw labeled diagram/s respiratory organ system in human.</p> <p>apply learning of scientific concepts in day-to-day life,i.e. dealing with muscle cramps.</p>
08	Transportation in Plants and Animals	August	<p>8. CONCEPT: Transportation in Humans</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>explain processes related to organs- systems in humans.</p> <p>measure and calculate pulse rate.</p> <p>draw labeled diagrams /block diagrams of organ systems in humans.</p>
09	Reproduction in Plants		<p>9. CONCEPT: Reproduction in Plants</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>differentiate unisexual and bisexual flowers on the basis of their structure and function.</p> <p>conduct simple investigations to seek answers to query; How plants without seeds reproduce?</p> <p>explain parts of reproductive systems in plants.</p> <p>draw labeled diagrams of organ systems in plants.</p> <p>apply learning of scientific concepts in day-to-day life for e.g.,cultivation by vegetative propagation.</p>
	Revision for Mid-Term	September	

10	Soil	October	<p>10. CONCEPT: Natural Resource : Soil</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>understand the types of soil on the basis of characteristics of the soil.</p> <p>relate the type of crops grown with types of soil.</p> <p>apply learning of scientific concepts in day-to-day life for e.g. treating the natural resources judiciously</p> <p>make efforts to protect the environment by sensitizing others with the consequences of excessive consumption of natural resources by highlighting their importances.</p>
11	Electric Charges at Rest		<p>11. CONCEPT: Electric charges at rest</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>Define electric charge and differentiate between positive and negative charges.</p> <p>Explain how objects get charged by friction, conduction, and induction.</p> <p>Describe static electricity as the accumulation of electric charge on the surface of an object.</p> <p>Give examples of static electricity in daily life (e.g., rubbing a balloon on hair, lightning, shock from touching a metal surface).</p> <p>Explain how objects can be charged by rubbing (frictional charging), like rubbing a plastic scale with dry hair.</p> <p>Demonstrate that like charges repel and unlike charges attract using simple experiments.</p>
12	Light		<p>12. CONCEPT: Light</p> <p>Learning Outcome/s:</p>

			<p>The learner will be able to:</p> <ul style="list-style-type: none">identify mirrors on the basis of their functions.differentiate mirrors on the basis of images formed by mirrors.draw neat and labeled ray diagrams.apply the concept in day-to-day life, in rear viewing , torches etc.
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13	Weather, Climate and Adaptations of Animal	November	<p>13. CONCEPT: Weather, climate and Adaptations of animals</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>Differentiate between weather (short-term atmospheric conditions) and climate (long-term average weather patterns of a region).</p> <p>Identify the various elements of weather (temperature, humidity, rainfall, wind speed, air pressure).</p> <p>Understand how weather data is recorded using instruments like a thermometer, barometer, rain gauge, and anemometer.</p> <p>Explain how latitude, altitude, distance from the sea, and wind patterns influence the climate of a region.</p> <p>Understand why different regions have different climates (tropical, polar, desert, etc.).</p>
14	Fabric from Fibre		<p>14.. CONCEPT: Fabric from fibre</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>Explain how cotton is obtained from the cotton plant and processed (ginning, spinning, weaving).</p> <p>Understand how jute is obtained from the jute plant and its uses.</p> <p>Explain the sources of wool (sheep, goats, yak, camel).</p> <p>Describe the process of obtaining wool (shearing, scouring, sorting, dyeing, spinning).</p> <p>Explain how silk is obtained from silkworms and describe the process of sericulture.</p>

15	Forest	December	<p>15. CONCEPT: Forests</p> <p>Learning outcomes:</p> <p>The learner will be able to:</p> <p>Explain that a forest is a complex ecosystem consisting of plants, animals, and microorganisms interacting with one another and their environment.</p> <p>Describe different layers of a forest (emergent layer, canopy, understory, and forest floor) and their significance.</p> <p>Explain how forests help in maintaining the oxygen-carbon dioxide balance through photosynthesis.</p> <p>Understand the role of forests in preventing soil erosion and maintaining soil fertility.</p> <p>Describe how forests regulate the water cycle and influence rainfall.</p>
16	Water		<p>16. CONCEPT: Water</p> <p>Learning outcomes:</p> <p>The learner will be able to:</p> <p>Explain the significance of water for all living organisms.</p> <p>Describe how water is essential for domestic, industrial, and agricultural purposes.</p> <p>Identify different sources of water such as rivers, lakes, groundwater, glaciers, and oceans.</p> <p>Understand the distribution of water on Earth and why freshwater is limited.</p>
17	Electric Current and Its Effects		<p>17. CONCEPT: Heating and Magnetic Effects of Electric Current</p> <p>Learning Outcome/s:</p> <p>The learner will be able to:</p> <p>explain the phenomena of heating and magnetic effect of electric current with the help of an activity.</p>

			draw labeled diagrams of simple electric circuits / electric bells. apply the concept in day-to-day life.
	Revision of Syllabus	January - February	

4. Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Syllabus for Evaluation	Month of Assessment	Mode of Assessment	Weightage
1	PT1	Chapters :1, 2,3	May	Pen paper Test	35
2	PT2	Chapter-5	July/August	Activity Based Assessment	20
3	Half Yearly	Chapters: 1,2,3,4,5,6,7,8,9	September	Pen paper Test	70
4	PT3	Chapter- 12	October/November	Activity Based Assessment	20
5	PT4	Chapters: 13, 14,15	December	Pen paper Test	35
6	Final	90 % of the syllabus Chapters: 1,2,3,4,5,6,7,8,9, 12,13,14,15,16,17.	February/March	Pen paper Test	70

5. For Activity based Assessment:

PT2

Nature of Activity: individual, Hands on .

ACTIVITY: To take reading using laboratory thermometer.

In this activity, students will take reading using thermometer, beakers containing hot and cold water.

Learning Objective : To enable children to take reading using laboratory thermometer.

Learning Outcomes :This activity enables children to:

- understand the science behind the working of the thermometer.

- improve their motor skills.
- convert temperature in Fahrenheit / Celsius
- apply the concept in daily life situations

Equipment required

- Cold Water
- Hot water
- Beakers
- Laboratory thermometer

Rubrics for **PT2** Activity :

Skills/competencies	5	4	3	2	1
Collaboration & Creative Thinking	All materials and setup used are clearly ,accurately designed and rightly placed. Helping the classmates to do the same.	Almost all materials and setup used are clearly ,accurately designed and rightly placed.	Most of the materials and setup used are clearly ,accurately designed and rightly placed.	Some of the materials and setup used are clearly ,accurately designed and rightly placed.	Few materials and setup used are clearly ,accurately designed and rightly placed.
Critical Thinking & Evaluation	Students answered all the questions based on the designed activity.	Students answered 90% of the questions based on the designed activity.	Students answered 80% of the questions based on the designed activity.	Students answered 70% of the questions based on the designed activity.	Students answered 50% of the questions based on the designed activity.
Problem Solving & Inference	Student provide a clearly stated inference that is reasonable for the question	Student provide an inference that is reasonable for the question	Student provide an inference that is partially reasonable for the question	Student provide an inference that demonstrate s the misunderstanding of the question	Students provide an inference that is not relevant to the question.
Application of the concept	Student had applied knowledge of the concept in solving the problems	Student had almost all knowledge of the concept	Student had some knowledge of the concept	Student had a little bit knowledge of the concept	Student had no knowledge of the concept

PT3

Nature of Activity: Individual

Activity : To identify the mirror given to the students by observing the images formed.

Material Required :

- Convex mirror
- Concave mirror
- Plane mirror

Rubrics for **PT3** Activity :

Criteria	Excellent (5)	Good(4)	Satisfactory (3)	Needs Improvement (2)	Poor(1)
Accuracy in drawing of ray diagram	Ray diagram is clear, accurate, and includes all essential rays with precise directions.	Diagram is mostly accurate, with minor errors in ray positioning or directions.	Diagram is somewhat accurate but has noticeable errors in ray paths or directions.	Diagram has several inaccuracies, making it unclear.	Diagram is confusing, incomplete, or has significant errors in ray paths.
Identification of mirror	Mirror type (plane or spherical) is accurately identified, including concave or convex for spherical mirrors.	Mirror type is correctly identified, but lacks clear distinction between concave or convex if spherical.	Mirror type is somewhat correctly identified, but with some ambiguity.	Mirror type is mostly incorrect or unclear.	Mirror type is completely misidentified or missing.
Characteristics of the image	Image characteristics (size, orientation, nature: real or virtual) are accurately described based on mirror type and object location.	Most characteristics are correctly described, with minor inaccuracies in one aspect (e.g., size or orientation).	Characteristics are partially correct but lack detail or have significant errors.	Characteristics are mostly incorrect or unclear, indicating limited understanding.	Characteristics are incorrect or missing, showing no understanding of image formation.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

My Living World (DAV Publications)

[Practical Skills in Science \(Saplins World Publications\)](#)

ROADMAP TEMPLATE (2025-26)

Class- VII

Subject – Sanskrit

1. विषय -संस्कृत

2. उद्देश्याः-

- भाषाकौशलानां विकासः भविष्यति।
- शब्दज्ञाने वृद्धिः भविष्यति।
- संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुकूलं व्यवहारं कर्तुं समर्थाः भवेयुः।
- संस्कृतभाषया लघुवाक्यानि वदेयुः।
- पाठ्य -पुस्तके दत्तान् श्लोकान् पठित्वा भावं ग्रहितुम् समर्थाः भवेयुः।
- श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुम् समर्थाः भवेयुः।
- संस्कृतभाषया प्रयुक्तान् शब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- नैतिक-सामाजिकमूल्यानां विकासः भविष्यति।
- संस्कृतभाषया ज्ञानं प्राप्स्यन्ति।

3. मासि-पाठ्यक्रमः

1. अध्याय संख्या	अध्यायस्य नाम	व्याकरणकार्यम्
पाठ 1	बुद्धिः एव अस्माकम् बलम्	धातुरूपाणि (लट्, लृट्, लङ् लकारे)
पाठ 2	अभ्यासः एव परमो गुरुः	व्ययपदानि, उपसर्गाः
पाठ 3	उपकारकाः वृक्षाः गतिविधिः- परियोजना कार्यम्	वा प्रत्ययः
पाठ 4	आगच्छ! भोजनम् कुर्यामः	ट्-लकारः

पाठ 5	सुवचनानि गतिविधि:- श्लोकोच्चारणम्	कारक विभक्तयः
रचनात्मक-कार्यम्		अपठित गद्यांशम्, चित्रवर्णनम्, पत्रलेखनम्, अनुवादः
पाठ 6	यस्य बुद्धिः तस्य बलम् गतिविधि:- संस्कृत-प्रश्नोत्तरी	तुमुन् प्रत्ययः
पाठ 7	बुद्धिः एव उत्तमा	विशेषण विशेष्य संयोजनम् (शब्दरूपाणि)
पाठ 8	अविवेकः परमापदाम् पदम् गतिविधि:- नाट्याभिनयः	अस्मद्, युष्मद् शब्दरूप
पाठ 9	बुद्धिमान् गोपालकः	उपपद वभक्तिः
पाठ 10	मधुरवचनानि	संख्या (1-50) सन्धि- दीर्घ, गुण
रचनात्मक-कार्यम्		अपठित गद्यांशम्, चित्रवर्णनम्, पत्रलेखनम्, अनुवादः

4. मूल्यांकनम् एवं अंकभारः

क्रम संख्या	आवधिक- मूल्यांकनम्	मूल्याङ्कनम् मास	मूल्याङ्कनम् विधि	अंक भारः
1	सामयिक परीक्षा 1	मई	लिखित परीक्षा	35
2	सामयिक परीक्षा- 2	जुलाई /अगस्त	गतिविधि आधारित परीक्षा	20
3	अर्धवार्षिक परीक्षा	सितम्बर	लिखित परीक्षा	70
4	सामयिक परीक्षा- 3	अक्तूबर- नवम्बर	गतिविधि आधारित परीक्षा	20
5	सामयिक परीक्षा - 4	दिसंबर	लिखित परीक्षा	35
6	वार्षिक परीक्षा	फ़रवरी /मार्च	लिखित परीक्षा	70

5. गतिविधिराधारितं मूल्यांकनम् गतिविधेः प्रकारम्- श्रवणभाषण-कौशलम्

गतिविधि: - श्रवणभाषणम्
आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

लेखन कार्य (चित्र वर्णन , पत्रं इत्याद्य, गृह कार्य) कृते मापदण्डः					
मापदण्डस्य बिन्दवः	अत्युत्तम 5	उत्तम 4	मध्यम 3	साधारण 2	ध्यायतव्यम् 1
विषय वस्तु/ प्रस्तुतीकरण/ सुलेख/ संकलन/ स्पष्टता	संपूर्ण कार्य शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति। कापि अशुध्यः न सन्ति ।	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित अशुधि अस्ति ।	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति परन्तु कार्ये कानिचित अति सरला वर्तनी- अशुध्यः सन्ति ।	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति । परन्तु कार्ये कानिचित बहवः वर्तनी- अशुध्यः सन्ति ।	कार्यस्य औपचारिकता मात्रं कृता। कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति

मौलिकता / विचाराणां अभिव्यक्ति	संपूर्ण कार्यं स्वयं कृतम् । कार्यं विना अवबोधं कृतम् ।	एक प्रश्नं सहपाठिन उत्तरपुस्तिका या दृष्टम् ।	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्यं स्वयं न कृतम् ।
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वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्यं कृते मापदण्डः

विषय वस्तु ज्ञानं	विषय वस्तु ज्ञानं पूर्णं अस्ति। शब्दज्ञानम् सम्यक् नअस्ति ।	विषय वस्तु ज्ञानं पूर्णं अस्ति । शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्णं न अस्ति। शब्दज्ञानम् त्रुटिपूर्णं अस्ति ।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम्
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं ,भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं , कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता
मौलिकता /	विचारा मौलिकाः।	विचारा बहुधा मौलिकाः।	विचारा मौलिकाः न ।	विचारा मौलिकाः न ।	विचारा मौलिकाः न । अवरोधयुक्तं

विचाराणां सम्यक अभियक्ति	विना अवरोधं वदिताः ।	विना अवरोधं वदिताः ।	विना अवरोधं वदिताः ।	अवरोधयुक्तं वक्तव्यम् ।	सर्वथा वक्तव्यम् ।
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विशेष :- लिखितपरीक्षायां 1, 2, 3, 4 अङ्कभारस्य प्रश्नाः भविष्यन्ति

6. परियोजना कार्यम्- (प्रत्येकसत्रे एकम् परियोजनाकार्यम्)

7. आन्तरिक मूल्याङ्कनाय अङ्क भार योजनाः

	मूल्यांकनम् विधि	अंक भारः
1	गतिविधिराधारितं मूल्यांकनम्	20
2	निवेशसूचिका	5
3	परियोजना कार्यम्	5

सामयिकपरीक्षा- कृते पाठ्यक्रम विभाजनम्

- सामयिक परीक्षा-1 (मई)

सुरभिः	पाठाः 1-2
व्याकरण	धातुरूप (लट्, लृट्, लङ् लकार) अव्ययपदानि, उपसर्गाः

- सामयिक परीक्षा-2 (जुलाई/अगस्त)

गतिविधयः मूल्यांकनम्

गतिविधिः- श्रवणभाषणम्

- अर्धवार्षिक परीक्षा (सितम्बर)

सुरभिः	पाठाः 1- 5
व्याकरणकार्यम्	धातुरूपाणि (लट्, लृट्, लङ् लकारे) अव्ययपदानि, उपसर्गाः क्त्वा प्रत्ययः, लोट् लकारः, उपपद विभक्तयः
रचनात्मक-कार्यम्	अपठित गद्यांशम्, चित्रवर्णनम्, पत्रलेखनम्, अनुवादः

- सामयिक परीक्षा-3 (अक्तूबर/नवम्बर)
गतिविधयः मूल्यांकनम्
गतिविधिः- वाचनश्रवणम्
- सामयिक परीक्षा-4 (दिसम्बर)

सुरभिः	पाठाः 6, 7 एवं 8	
व्याकरणकार्यम्	तुमुन् प्रत्ययः, विशेषण विशेष्य संयोजनम् (शब्दरूपाणि) अस्मद्, युष्मद् शब्दरूप	
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः	

8. प्रत्येक पाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभिः 7

ROADMAP TEMPLATE FOR CLASSES VII (2025-2026)

1. Subject: Social Science

2. Objectives:

To enable the students to:

- i. Relate to their everyday life and the issues discussed in the textbook.
- ii. Provide a general idea of the developments with the given period of history.
- iii. Explain the establishment of Muslim Rule and its impact on India.
- iv. Know various types of sources of information and reflect on them critically.
- v. Appreciate the interdependent of various region and religions.
- vi. Learn about the global distribution of economic resources and the ongoing process of globalization.
- vii. Develop skills to analyze and interpret political, social and economic developments from the point of view of Government.
- viii. Recognize the ways in which politics affects our daily life.
- ix. Imbibe the social and constitutional values like democratic way of life, secularism, and social justice, and humanitarianism, dignity of labour and scientific attitude.

3. Month wise division of syllabus along with learning outcomes:

GEOGRAPHY (UNIT-1 OUR ENVIRONMENT)

Lesson No	Name of the Lesson	Month	Learning outcomes
1	Components of Environment	April	<ol style="list-style-type: none">1. Understand the environment in its totality including various components both natural and human.2. Appreciate the interdependence of these components and their importance in life.3. To develop sensitivity towards environment.
2	Earth and the changes on it	April	<ol style="list-style-type: none">1. Compare between the processes of weathering, erosion and deposition.2. Get familiarized with the agents of gradation.

			<ol style="list-style-type: none"> 3. Get aware about the various features made by river in its way. 4. Understand the importance of soil and its formation.
3	The surface and the interior of the Earth	May	<ol style="list-style-type: none"> 1. Familiarised with the interior of the Earth. 2. Aware about the structure of the Earth and its importance. 3. To understand the formation of different types of rocks and rock cycle.
4	Air around us	July	<ol style="list-style-type: none"> 1. To understand about atmosphere, its layers and its elements. 2. To recognise and explore the composition of air. 3. To learn the mechanism of rainfall.
5	Water Surrounding the Earth	October	<ol style="list-style-type: none"> 1. To understand the sources of water available on earth. 2. To appreciate water as a natural resource. 3. To recognise its importance for human life. 4. To analyse the consequences of scarcity of water.
6	Life on the Earth (Quiz will be conducted for this chapter)	November	<ol style="list-style-type: none"> 1. To understand the types of vegetation bills of the world. 2. To appreciate the interdependence of plants and animals on each other. 3. To develop the sensitivity towards environment.
7	Human Environment (Flip Classroom strategy will be used for this chapter)	November	<ol style="list-style-type: none"> 1. To understand the importance of means of communication. 2. To appreciate the role of transport and communication in the economic development of the country. 3. To develop awareness about different means of transport and communication.
8	Land and the People "Have human achievements in modernization and invention been more beneficial or harmful to the environment?" – Debate Debate Structure Example: <ul style="list-style-type: none"> • Opening Statement: Each side presents their argument, outlining their primary points. 	December	<ol style="list-style-type: none"> 1. To analyse the difference between hot and cold deserts. 2. A comparative study between different types of grasslands and basins. 3. To prepare the table of difference between Sahara and Ladakh, Amazon and Ganga Brahmaputra basin, Prairie and veld.

	<ul style="list-style-type: none"> • Evidence and Examples: Use specific examples of modern inventions (e.g., smartphones, automobiles, renewable energy technologies, deforestation for urbanization, industrial pollution) to strengthen the argument. • Counterarguments: Each side should address potential counterpoints (e.g., how renewable energy is a positive shift, or how technological advancements might contribute to fixing environmental issues). • Conclusion: Summarize the key points and propose potential solutions that could balance human progress with environmental sustainability. 		
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HISTORY (UNIT II- OUR PASTS –II)

Lesson No	Name of the Lesson	Month	Learning Outcomes
9	Medieval period	April	<ol style="list-style-type: none"> 1. Compare the events of ancient history with medieval period. 2. Understanding the timeline of medieval period.
10	The Rise of Small kingdoms in North India	April	<ol style="list-style-type: none"> 1. Trace the pattern of political developments and military conquests between 700-1200 in North India. 2. Understand strategies of military control and resource mobilisation.
11	<p>The Rise of Small kingdoms in South India (To be assessed in Periodic Activity) This activity aim to: Understand the main kingdoms of South India (Chola, Chera, Pandya).</p> <p>Learn about their political, economic, and cultural contributions.</p> <p>Comparative study between North and South Indian kingdoms with respect to administration, religion, art, literature, economy, education and society.</p>	July	<ol style="list-style-type: none"> 1. To understand and develop the political institutions and relationships amongst rulers. 2. To understand the role of Chola, Chera and Pandya Dynasty in the history of South India.

	Develop critical thinking on how these kingdoms influenced modern South India.		
12	Turkish Invasion in North India	July	<ol style="list-style-type: none"> 1. To understand process of rise of Muslim empire in India. 2. To analyse the condition of India which paved the way for the development of Muslim rule.
13	Delhi Sultanate (Flip Classroom- students will provide information about different Rulers of Delhi Sultanate.)	August	<ol style="list-style-type: none"> 1. To develop a better understanding about history of Delhi. 2. Understand the administrative reforms done under different rulers of Delhi Sultanate. 3. To understand and analyse the timeline of Delhi Sultanate. 4. To appreciate the Indo Islamic style of architecture.
14	Regional Powers	October	<ol style="list-style-type: none"> 1. To understand the reasons of conflict between Vijaynagar and Bahamians. 2. To be able to prepare a mind map, showing different kingdoms and its important features.
--15	The Mughal Empire	October	<ol style="list-style-type: none"> 1. To understand and explain the timeline of Mughal Empire. 2. To able to prepare a mind map, showing different rulers and their important achievements.
16	Emergence of Independent States	November	<ol style="list-style-type: none"> 1. To understand the emergence of independent states in India. 2. To analyse how the independent states transform into the great empires. 3. To understand the political condition of India after the death of Aurangzeb.
17	Major Religions	December	<ol style="list-style-type: none"> 1. To develop a better understanding about different religions in India.

CIVICS (UNIT -III CHANGING FACE OF INDIAN DEMOCRACY)

Lesson No	Name of the Lesson	Month	Learning Outcomes
18	Democracy & Equality	April	<ol style="list-style-type: none"> 1. Understand the constitution as the primary sources of all laws. 2. Appreciate the features of Indian Constitution. 3. Understand the importance of the idea of equality and dignity in democracy.

19	Our State Governments (Experiential Learning- Working of Municipalities in our locality)	May	<ol style="list-style-type: none"> To gain a sense of the nature of decision making within state government. Develop understanding of the domain of power and authority exercised by the state government over people's lives. Gain a critical sense of the politics underlying the provision of services or the distribution of resources.
20	Media – The Mainstay in Democracy	July	<ol style="list-style-type: none"> Define and explore media and its type. To explain the role of media in democracy.
21	Advertising & Democracy	October	<ol style="list-style-type: none"> To develop public awareness regarding gender equality. To create gender sensitivity in the class. To develop among the students, a democratic attitude.
22	Unpacking Gender (To be assessed in Periodic Activity) This activity aim to: <ul style="list-style-type: none"> Raise awareness about gender stereotypes. Explore gender identities and expressions. Discuss gender roles in society. Promote inclusivity and diversity. Type of activity- Individual Activity Brochure Making	October	<ol style="list-style-type: none"> To understand the differences in value attached to the work of males and females. To appreciate the sharing of work between male and female. To develop sensitivity towards women rights.
23	Market Around Us	December	<ol style="list-style-type: none"> To develop a better understanding of different types of market. To understand the meaning of demand and supply. To appreciate the system of marketS.

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half Yearly	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

5. Syllabus

Periodic Test 1 – Pen Paper Test (Marks : 35)

Syllabus PA 1 35 Marks	Unit/Lesson	Topic
	Ch:1	Components of Environment
	Ch:18	Democracy & Equality
	Ch: 10	Rise of Small Kingdoms in North India
	Map	Ch-10 Map

Periodic Test 2 – Activity Based (Marks : 20)

Syllabus PA 2 20 Marks	Unit/Lesson	Topic				
	Ch:11	The Rise of Small Kingdoms In South India				
	Nature of Activity – Role Play (Group Activity)					
	Material Required – Pen, paper.					
	Rubrics	Excellent	Good	Adequate	Limited Understanding	Needs Improvement
	CONTENT KNOWLEDGE AND SCRIPT	Can explain the desired content in an excellent way through the character played in a realistic and consistent manner.	Can explain the desired content upto a good level through the character played in a realistic and consistent manner.	Can explain the desired content through the character played in somewhat realistic and consistent manner	Can explain the desired content through the character played in a realistic way but performance was not consistent.	Gaps in the explanation of the desired content through the character played.
	CLARITY OF SPEECH	Speech is always clear and easy to understand with correct voice modulation and intonation.	Speech is usually clear and easy to understand with correct voice modulation and intonation.	Speech is often clear and easy to understand with correct voice modulation and intonation.	Speech is clear and easy to understand but needs improvement in voice modulation and intonation.	Speech is rarely clear and not easy to understand.
	EXPRESSION AND BODY LANGUAGE	Is able to express emotions through facial expression and gestures with great confidence.	Is able to express emotions through facial expression and gestures with confidence.	Is able to express emotions through facial expression and gestures but needs to be more confident.	Is somewhat able to express emotions through facial expression and gestures with little confidence.	Is rarely able to express emotions through facial expression and gestures.
Historical Accuracy	All historical information appears to be accurate.	Almost all historical information appears to be correct.	Most of the historical information appears to be correct.	Very little of the historical information appears to be correct.	Hardly any of the historical information appears to be correct.	
Preparation/ Planning	Demonstrates some accurate research skills, uses time on task, uses outside class time, takes a sense of personal pride in final product.	Somewhat incomplete and uses only class time, doesn't go past minimum expectations.	Uses expanded time and guidance from outside sources.	Uses time inefficiently, requires a lot of guidance from outside sources for ideas.	Product looks rushed and last minute, lacks effort.	

Half Yearly Exam (Marks : 70)

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Syllabus PA 3 80 Marks	Ch:1	Components of Environment
	Ch:2	Earth and the changes on it
	Ch:3	The surface and the interior of the Earth
	Ch:4	Air around us
	Ch:10	The Rise of Small Kingdoms in North India
	Ch:11	The Rise of Small Kingdoms in South India
	Ch:12	Turkish Invasion in North India
	Ch:13	Delhi Sultanate
	Ch:18	Democracy & Equality
	Ch:19	Our State Governments
	Ch:20	Media – The Mainstay in Democracy
	Map	Ch-13 Map Ch-2 Map

Periodic Test 3 – Activity Based (Marks : 20)

Syllabus PA 3 Marks : 20	Unit/Lesson	Topic				
	Ch: 22	Unpacking Gender				
	Nature of Activity – Boucher (Individual Activity)					
	Material required – Colours, pen, A-3 sheet.					
	Rubrics					
		Excellent	Good	Fair	Average	Needs Improvement
CONTENT RELEVANCY	The project includes all information relevant to the topic in an organized form.	Project includes a little information but in organized form.	Does not have all of the information. Information is quite organized.	The project is lacking in required information and is not well organized.	There are many gaps in information presented.	
CONTENT ACCURACY	The effort put into this task is the best it can be by the learner. Little or no spelling/grammar errors.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors noticed.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. Spelling/grammatical	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/grammar errors.	Work shows lack of quality and is incomplete. Many spelling/grammatical errors.	

				errors noticed.		
	Verbal PRESENTATION	Information is presented in a clear manner with full understanding of the subject.	Information is clear with fair understanding of the subject.	The shows information is partially clear and has a bit understanding of the subject matter, but contains errors. .	The information does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.	The information is not well organized, does not reveal understanding of the content by the learner.
	Team Work	Each group member make efforts and participated as per the roles assigned.	Most group members contributed to the project and was good.	Some group members contributed to the project.	Hardly few group members contributed to the completion of the project.	Work was mainly on shoulders of one or two children
	Time Duration	Was completed very well in time.	Was almost completed on the given time.	Took extra time to complete on the allotted time.	Was little late in completing their task.	Was too late in completing their task.

Periodic: 4 Marks (40)

Syllabus PA 4 40 Marks	Unit/Lesson	Topic
	Ch:14	Regional Powers
	Ch:21	Advertising & Democracy
	Ch: 5	Water Surrounding the Earth
	Map	Ch-14 Map, pg-118

FINAL TERM SYLLABUS (Marks: 70)

Syllabus	Unit/Lesson	Topic
FINAL TERM 70 Marks	Ch:5	Water Surrounding the Earth
	Ch:6	Life on the Earth
	Ch:7	Human Environment
	Ch:8	Land and the People
	Ch: 14	Regional Power
	Ch:15	The Mughal Empire
	Ch:16	Emergence of Independent States
	Ch:17	Major Religions
	Ch:21	Advertising & Democracy
	CH: 23	Market Around Us
	Final term + 40% of MidTerm +All Diagrams	
Chapters to be Repeated		
Ch:3	The Surface and Interior of the Earth	
Ch:4	Air around us	
Ch: 10	The Rise of Small Kingdoms in North India	
Ch:12		

	Ch:19	Turkish Invasion in North India Our State Our State Governments
	Map	Ch-13 Map Ch-5 Map

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTS questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. IONS and ICONS of CHANGE : Chapters included –

Geography – Lesson 4, 5, 7

History – Lesson 10, 13, 15

Civics – Lesson 20

10. Prescribed books:

D.A.V. Publication Division

WE AND OUR WORLD